

# Elworth Church of England Primary School

School Lane, Elworth, Sandbach, Cheshire CW11 3HU

## Inspection dates

11–12 September 2018

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- The strengthened senior leadership team has high expectations for staff and pupils. Leaders have successfully improved the quality of education at the school.
- The effectiveness of governance has improved. Governors understand their roles and responsibilities and hold school leaders to account for pupils' progress.
- Pupils' attainment in reading and writing has improved across the school. Progress in these subjects is strong. Pupils' progress in mathematical fluency, reasoning and problem solving is also strong.
- Leaders have developed a curriculum that engages pupils' interests and enables them to develop knowledge and understanding in a wide range of subjects.
- Staff receive regular training and guidance to improve their teaching skills. The overall quality of teaching and learning is good.
- Teachers plan learning that supports pupils who have special educational needs (SEN) and/or disabilities, and disadvantaged pupils, to make good progress from their different starting points.
- The role of middle leaders in making checks on pupils' progress in their areas of responsibility is now fully developed.
- Children in early years get off to a good start in school and make good progress in all aspects of their learning.
- Leaders promote and celebrate diversity well. Pupils have a strong appreciation of different faiths and cultures.
- Pupils behave well. They are keen to learn, and they take pride in their work.
- Levels of absence are below the national average.
- Although teachers' expectations of what pupils can achieve have been significantly raised, some of the most able pupils are not making the progress of which they are capable.
- Parents and carers say that pupils are well looked after at school. However, leaders do not always ensure that communication with all parents is effective as it could be to ensure that parents can contribute to their children's progress.

## Full report

### What does the school need to do to improve further?

- Further improve communication with parents to ensure that:
  - they are fully aware of the progress that their children make
  - they are clear about how they can contribute effectively to support their children and the school.
- Improve further the quality of teaching by ensuring that staff plan activities that provide greater challenge, especially for the most able pupils.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Changes to the leadership structure and the appointment of a new deputy headteacher have resulted in a strengthened senior leadership team. Governance has also improved with the appointment of a new chair of governors who has brought a fresh perspective and strong leadership to governance. As a result, leaders have made considerable improvements to the quality of teaching and pupils' achievement since the previous inspection.
- This new senior leadership team has established clear procedures and areas of responsibility. Middle leaders are given the support and training they need to make a difference to pupils' outcomes. Very effective monitoring has been an important factor in ensuring that the quality of teaching, learning and assessment is now consistently good across the school. These improvements demonstrate that leaders have the capacity to provide a good education for pupils in the school, and to consolidate strengths and continue to improve the school further.
- The headteacher evaluates the school's strengths and weaknesses accurately. Senior leaders communicate a clear vision for the school. New approaches to the teaching of reading, writing and mathematics have addressed the previous weaknesses in pupils' outcomes. As a result, current pupils are making good progress.
- The design of the curriculum means that other subjects are delivered to the same high standard as English and mathematics. Consequently, activities provide opportunities for pupils to extend their thinking and understanding across a wide range of subjects. For example, pupils' work on the Ancient Egyptians showed a strong development of historical knowledge and skills.
- Leaders use assessment information to plan actions that improve the quality of teaching and learning. For example, leaders recognised that subject knowledge in mathematics needed to be developed and took effective action by securing effective training and support. This has resulted in an improvement in pupils' progress and attainment in this subject. Leaders meet regularly with teachers to identify pupils who are not making the progress that they should. Teachers then plan extra learning activities to help these pupils to catch up.
- Leaders are effective in measuring the progress of disadvantaged pupils and the impact of the pupil premium funding. Good support is in place for these pupils' academic, social and emotional needs. The current funding has led to improved personal development, as well as stronger academic outcomes for disadvantaged pupils.
- Pupils develop a good understanding of the importance of British values, such as respect, tolerance and democracy. This is evident through opportunities to be members of the school council, run competitions and raise money for charities.
- Leadership systems and the use of funding for pupils who have SEN and/or disabilities are effective. Improved teaching is enabling these pupils to catch up quickly. The progress of pupils who have SEN and/or disabilities from their starting points is consistently good across the school. This is a significant improvement since the previous inspection in 2016.

- The leadership of physical education (PE) is a strength. There is a wide range of extra-curricular provision available, which is well attended by pupils. The primary PE and sport funding is used well to improve the skills of pupils. Pupils say that they enjoy sport, especially swimming. Pupils understand the value of healthy eating and physical activity as part of a healthy lifestyle. Their participation in the wide range of clubs has increased considerably. As a result, school teams have been successful in inter-school competitions.
- The local authority and diocese are supportive of leaders. They have provided well-targeted, appropriate training and support as necessary. Consequently, leadership has been strengthened.
- Leaders have raised the expectations of staff in relation to pupils' progress. However, sometimes the most able pupils are not challenged as effectively as they could be in their learning.
- Many parents are supportive of the school. However, parents' views remain mixed over the communication they receive from the school, especially about the progress of their children. Leaders know that they are still re-building some relationships, but show strong commitment to get this right through regular newsletters and parents' meetings.

### **Governance of the school**

- The governors, led by a new chair of governors, have an accurate understanding of pupils' attainment and progress at the end of each key stage. Governors' understanding of current pupils' progress now has the depth needed to effectively hold leaders to account. Governors check that additional funding, such as the pupil premium grant, is spent effectively and is making a positive difference for these groups.
- Governors carry out their statutory duties well. They have increased their understanding of the work of the school. For example, they meet with specific staff responsible for different aspects of school development and discuss with them what could be improved further. This has led to high-quality discussions with school leaders about pupils' outcomes.

### **Safeguarding**

- The arrangements for safeguarding are effective. Leaders have recruited and trained an effective team to ensure that pupils are happy and safe. Staff are trained to watch and listen to pupils carefully. As a result, any concerns about a pupil's well-being are recorded in a timely manner and appropriate action taken to ensure their safety.
- Leaders with responsibility for safeguarding manage concerns very effectively. They make informed decisions about when they need to work with other professionals to protect pupils from harm.
- Secure checks are made to ensure the suitability of staff to work with children in the school. Governors make regular visits to check the effectiveness of safeguarding procedures.
- Leaders encourage pupils to talk about anything that worries them. Pupils say that they can talk to staff about any concerns and are confident that adults will listen and

respond. As a result, pupils feel safe in school and are taught about risks, including those related to use of the internet and social media.

## **Quality of teaching, learning and assessment**

**Good**

- Teaching, learning and assessment have improved since the previous inspection and are now good. Leaders identified where teaching needed to improve and took successful action to improve the practice of all staff. Teachers plan interesting work that motivates pupils to work hard and make good progress.
- Relationships in lessons are strong and supportive. Pupils collaborate sensibly in pairs and small groups and listen carefully to each other's ideas. Teachers encourage pupils to try, even when they are finding work difficult. This means that they develop into confident learners who are willing to take risks.
- Teachers have good subject knowledge, which they use enthusiastically to plan a range of interesting activities. They model new concepts effectively and provide clear explanations, especially in mathematics. As a result, pupils settle quickly to tasks and understand what they are learning.
- Teachers ask pertinent questions to check on and develop pupils' understanding and to address misconceptions. For example, in mathematics, teachers ensure that pupils are fluent in number and calculation and have regular opportunities to develop their reasoning and problem-solving skills. Teachers challenge pupils' mathematical thinking by asking them to explain and prove their answers.
- The teaching of phonics is effective. Leaders closely track the progress that pupils make in developing their phonic knowledge. Pupils use their phonic skills to decode words and spell with increasing accuracy. A high proportion of pupils achieve the expected standard in the Year 1 phonics screening check.
- Teachers provide pupils with purposeful opportunities to write at length in a range of subjects. This means that pupils gain a strong understanding of how to write in different styles and for different purposes. Pupils learn how to vary the structure of their sentences, improve their stamina in writing and make good vocabulary choices.
- Reading is given a high priority across the school. Teachers strive, with success, to ensure that they develop pupils' reading skills. Pupils are encouraged to read regularly to develop fluency. Good-quality texts are central to the delivery of the school curriculum. This has helped to produce strong outcomes in reading across the school.
- Teaching for pupils who have SEN and/or disabilities is consistently effective. The leader of SEN works closely with teachers and other adults to set clear goals and precise targets for development. As a result, pupils receive work that is closely matched to their needs and they make strong progress. Teaching in subjects other than English and mathematics also challenges these pupils, especially in science.
- There is a good climate for learning across the school. Work set for pupils is well matched to their learning needs and, as a result, pupils make good progress. However, the work set for the most able does not always stretch or challenge these pupils enough.

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- The school's Christian ethos is evident in all aspects of daily life. Pupils are kind and thoughtful. They are taught to respect each other and welcome visitors, offering a friendly greeting.
- Pupils are supported to be reflective through the daily assemblies and in lessons. Pupils show respect for each other and adults, talking confidently about how everyone at Elworth helps each other. This ensures that pupils develop positive habits and attitudes that will enable them to make an effective contribution to society.
- Pupils enjoy attending the wide range of extra-curricular activities that the school offers, including sports clubs. Staff know pupils well and support them with their social development. These activities contribute very positively to pupils' physical and emotional well-being.
- Through a well-planned curriculum, pupils develop a good understanding of how to stay safe in a variety of situations, including when using the internet. Pupils told inspectors that they feel safe in the school and that they have the confidence that staff will help them if they have a worry or a concern.
- Pupils understand the difference between bullying and 'falling out'. Pupils who spoke to inspectors said that bullying rarely happens and that if it does, adults address this promptly. Pupils also know how to resolve friendship issues and what to do if they are worried or upset.

### Behaviour

- The behaviour of pupils is good. The school is a calm and orderly environment, because pupils conduct themselves with great pride. Adults are good role models and have clear expectations for maintaining pupils' attention in class. This contributes positively to school life and ensures that lessons are typically free from disruption.
- Conduct at break- and lunchtimes is positive. Pupils play happily together, using playground equipment safely. Pupils who have the role of play leaders take pride in their responsibility for ensuring that everyone has someone to play with. The school has very few incidents of poor behaviour and deals effectively with them if they occur.
- Pupils' enjoyment of school is reflected in their good rates of attendance, which are above the national average. The school has successful systems in place to work with families to improve attendance and punctuality if needed.
- Pupils demonstrate positive attitudes to learning. They sustain concentration in lessons and apply themselves productively to tasks. They work well on their own and with their peers, sharing ideas and taking turns. Pupils listen carefully to adults and to one another. They take pride in their work and present it neatly. However, the most able pupils very occasionally lose concentration when work is not well matched to their learning needs.

## Outcomes for pupils

Good

- School assessment information, work in pupils' books and discussions with pupils show that they are making consistently good progress across the school. As a result, pupils are well prepared for the next stage of their education.
- In writing, pupils develop stamina and fluency because teachers expect them to write at greater length. Current pupils make good progress across other subjects so that the skills they learn in writing are used effectively in, for example, history. Pupils are making good progress from their starting points as work is normally closely matched to pupils' needs. For example, work in key stage 1 on descriptive writing showed how pupils were developing key writing skills. In reading, progress is also strong throughout the school and attainment is rising. Pupils enjoy reading and pupils often read complex texts that are related to work across the curriculum and that challenge their skills.
- Improvements made in the teaching of mathematics have been a key factor in pupils' increased progress and attainment. Teachers challenge pupils consistently to solve problems that stretch their thinking. Teachers plan opportunities for pupils to develop depth in their reasoning skills.
- Pupils who have SEN and/or disabilities make good progress. Their needs are identified early and the progress that they make is checked regularly. The additional help that pupils receive in class and through additional small-group sessions is tailored to their needs.
- Evidence gathered during the inspection shows that the rich and inspiring curriculum contributes effectively to pupils' skills and knowledge. The curriculum is well planned so that it provides pupils with a wealth of opportunities to explore their interests and develop their understanding across different subjects. As a result, current pupils make strong progress across a wide range of subjects.
- Pupils make good progress in developing their phonics skills because of good-quality teaching. The proportion of pupils meeting the required standard in the Year 1 phonics screening check has been in line with the national average for the last two years and increased further this year. A more precise focus on the teaching of writing is securing better application of phonics and spelling as pupils move up through the school.
- Published data shows that over the last two years, attainment in English has remained in line with the national average at the end of key stage 2. However, unvalidated data shows that pupils' attainment in mathematics rose in 2018 above the national figures for the previous year. Those supported by the pupil premium made the same progress as other pupils nationally. Leaders have successfully focused on addressing key gaps in the knowledge and skills of older pupils while also raising standards across all subjects for younger pupils.
- The proportion of pupils achieving the higher standard in reading and mathematics, and working at greater depth in writing, is improving. Nonetheless, some work does not consistently challenge the most able pupils to achieve the standards of which they are capable.

## Early years provision

Good

- Children start Reception Year with levels of development that are broadly typical for their age. They make good progress in early years. Consequently, the proportion who achieve a good level of development is rising and children are well prepared for learning in Year 1.
- The early years provision is well led. Leaders use professional development effectively to improve teaching and learning. This also helps adults to respond to children's interests, while ensuring that children apply their basic skills. They support and guide children's learning skilfully. For example, the recent focus on children's early writing skills has produced good-quality narrative work.
- Clear systems and routines help children to settle quickly. Warm relationships are evident, and children feel safe and confident. Behaviour is good. Children are happy to follow instructions and to share and take turns. Adults show a high level of care for the children. They have received appropriate training to keep children safe, including paediatric first-aid training.
- The quality of teaching and learning across early years is strong. Children enjoy the inside activities on offer. Many children sustain concentration for extended periods and use and apply their phonic knowledge to write words and sentences well. Outdoor learning spaces are carefully organised. This engages the interest of children. As a result, time spent outside and indoors is effective in ensuring that children make good progress.
- An effective assessment process supports adults in identifying areas for further development for children. This enables teachers to plan effectively and address identified areas as part of their daily teaching and provision.
- Staff have strong relationships with parents. Parents are encouraged to support their children in their learning by commenting on achievements at home on the online assessment system that is used effectively by staff. However, communication is not as effective as it could be in regularly seeking information and views from all parents on how the school can best support their children.

## School details

Unique reference number	111256
Local authority	Cheshire East
Inspection number	10052940

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	317
Appropriate authority	The governing body
Chair	Mr Barrie Pitt
Headteacher	Mr Neil Garratt
Telephone number	01270 685170
Website	<a href="http://www.elworthce.cheshire.sch.uk">www.elworthce.cheshire.sch.uk</a>
Email address	<a href="mailto:admin@elworthce.cheshire.sch.uk">admin@elworthce.cheshire.sch.uk</a>
Date of previous inspection	28–29 June 2016

## Information about this school

- Elworth Church of England Primary School is larger than the average-sized primary school.
- The proportion of pupils supported by the pupil premium is lower than the national average.
- The proportion of pupils from minority ethnic groups is below the national average.
- The proportion of pupils who speak English as an additional language is below the national average.
- The proportion of pupils who have SEN and/or disabilities is below the national average.
- The school's most recent section 48 inspection for schools with a religious character took place in March 2018.

## Information about this inspection

- Year 6 pupils were attending a residential visit on the second day of the inspection.
- Inspectors observed teaching and learning throughout the school, sometimes with leaders.
- Inspectors and leaders reviewed a wide range of work in pupils' books. Inspectors looked at pupils' work during lessons and spoke to pupils about their learning.
- Meetings were held with senior leaders and with members of the governing body. Documents relating to governance were reviewed. A meeting was held with representatives of the local authority and the diocese.
- Parents' views were considered through the 39 responses to Parent View, Ofsted's online survey, and in conversations with parents at the beginning of a school day.
- Pupils' views were heard through conversations with inspectors at breaktime and around the school. Inspectors also considered 70 responses to the online pupil survey. Inspectors met groups of staff and considered 23 online survey responses.
- Inspectors considered a wide range of documents, including those relating to how additional funds for disadvantaged pupils are allocated. Inspectors also evaluated information relating to pupils' progress, behaviour and attendance.
- Inspectors reviewed safeguarding records and the central record of recruitment checks.

## Inspection team

Simon Hunter, lead inspector	Her Majesty's Inspector
John Tomlinson	Ofsted Inspector
Barbara Harrold	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/publications/complaints-about-ofsted](http://www.gov.uk/government/publications/complaints-about-ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. [www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings](http://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings).

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.gov.uk/ofsted](http://www.gov.uk/ofsted).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2018