

Daven Primary School

Inspection report

Unique Reference Number	111222
Local authority	Cheshire East
Inspection number	378254
Inspection dates	17–18 January 2012
Lead inspector	Alan Lemon

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	171
Appropriate authority	The governing body
Chair	Jill Brittain
Headteacher	Paul Tolley
Date of previous school inspection	15 January 2009
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Introduction

Inspection team

Alan Lemon
Gillian Burrow

Additional inspector
Additional inspector

This inspection was carried out with two days' notice. Teaching and learning were observed in 13 lessons, involving eight teachers. Inspectors held meetings with groups of pupils, representatives of the governing body and staff. Inspectors observed the school's work, and looked at a range of school documentation including policies and procedures for safeguarding and data about pupils' progress in English and mathematics. Seventy six questionnaires completed by parents and carers were scrutinised as well as those completed by pupils and staff. There were no responses available to the online questionnaire (Parent View) to aid planning the inspection.

Information about the school

The school is smaller than the average-sized primary school because the number of pupils on roll has decreased in recent years. Almost all pupils are of White British heritage and an above-average proportion is known to be eligible for free school meals. There is a broadly average proportion of pupils with disabilities and those who have special educational needs. The school met the government's floor standards in 2011. The school holds the Inclusion Quality Mark, Healthy Schools status, Active Mark, the Eco School award and has Dyslexia Friendly recognition.

There is a children's centre on-site which is not managed by the governing body and is inspected separately.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall Effectiveness	4
Achievement of pupils	4
Quality of teaching	3
Behaviour and safety of pupils	3
Leadership and management	3

Key Findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty’s Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to pupils’ attainment and progress in mathematics.

- In Key Stages 1 and 2 pupils’ achievement in mathematics is inadequate. While some recent improvement is evident much further progress is required. In contrast, pupils’ attainment in English is satisfactory and the large majority make expected gains in their learning.
- Actions taken by the school’s leaders demonstrate that there is secure capacity to make further improvements. For example, pupils’ progress is tracked accurately and this information is enabling teachers to successfully meet pupils’ needs in English. Pupils make good progress in reading and their attainment is above average by the end of Key Stage 2. Pupils’ attainment in writing is broadly average and is improving. The leadership of the Early Years Foundation Stage is good and children in the Reception Year make better-than-expected progress in all areas of learning.
- The quality of teaching is satisfactory overall but there are examples of good teaching, particularly in English. At its most effective, teaching in English succeeds in engaging pupils actively in their work because tasks are challenging and lead to pupils making good progress. These strengths are not always evident in mathematics lessons where teaching too often lacks pace and does not capture pupils’ interest well enough. This adversely affects their attention and effort, slows their progress and occasionally causes low-level disruption.
- Pupils’ behaviour and attitudes are satisfactory. Pupils are friendly and treat each other with respect. They say they feel safe. This reflects the positive values which the school promotes, and contributes to pupils’ satisfactory spiritual, moral, social and cultural development.

What does the school need to do to improve further?

- Raise attainment and improve progress in mathematics in Key Stages 1 and 2 by:
 - implementing effective strategies so that pupils can apply their mathematical knowledge and skills in challenging ways in order to improve their ability to solve problems
 - providing good opportunities for pupils to practise and develop their mathematical skills in meaningful contexts across the curriculum
 - embedding a broad and balanced mathematics curriculum which meets the learning needs of all pupils
 - further developing teachers' knowledge and expertise in teaching mathematics so that its quality significantly improves
 - increasing the pace at which leaders pursue further improvements in the provision of mathematics in order to improve the quality of provision and pupils' outcomes.

Main Report

Achievement of pupils

Achievement is inadequate overall because pupils, including disabled pupils and those who have special educational needs, make inadequate progress in mathematics. This is despite having made a good start in developing problem-solving, reasoning and number skills in the Reception year. Most children begin Reception with skills and knowledge which are below that typical of their age. They make good progress as a result of effective teaching and the good Early Years Foundation Stage provision. Children enter Year 1 with broadly average attainment. In Years 1 and 2, pupils' progress in mathematics slows markedly because of inconsistencies in the quality of teaching. Too many pupils fail to make up gaps in their learning by the end of Year 6 so their attainment is below average. Weaknesses result mainly because pupils are given limited experience of applying their mathematical knowledge and skills in investigational and problem solving situations. School leaders have accurately analysed data about pupils' performance and are aware of the shortfalls in mathematics. They have set about tackling the key weaknesses and there are some early signs of improvements.

Improvements in English, by contrast, have been focused and managed effectively and therefore pupils' achievement has improved. Over time, progress has been good in reading and satisfactory in writing through Key Stages 1 and 2. Better progress in writing is hindered by an inconsistency of expectation and challenge between teachers in different classes. However, the many opportunities to write in other subjects contribute to pupils' improving skills. Pupils' attainment in reading by the end of Key Stage 2 is above average, which is the outcome of effective strategies to boost reading and support weaker readers. The help provided for pupils who fall behind in English, those known to be eligible for free school meals and disabled pupils and those with special educational needs ensures they make the same progress as other pupils. Support for these groups, by teaching assistants in lessons, is however not always effective in accelerating progress. Pupils' attitudes to learning are satisfactory. Lively teaching and challenging work show that pupils enjoy learning although

when they are not stimulated well enough by a lesson's content their attention wanes and their application is reduced.

Quality of teaching

Teaching is satisfactory. It is good in the Reception class. In Key Stages 1 and 2, teaching quality varies from good to occasionally inadequate because of weaknesses in the teaching of mathematics.

The majority of lessons are carefully planned by teachers using information about pupils' prior attainment to set the appropriate level of work. Imaginative use of varied resources, good questioning and a good pace to learning typify the best lessons. In a good religious education lesson, the teacher effectively used story-telling skills to make a parable meaningful to pupils. Their enthusiasm was captured in playing the role of different characters. The teacher's high expectations ensured that they contributed constructively and behaved well. Pupils learned important values linked to caring for others which contributed positively to their spiritual, moral, social and cultural development.

Weaknesses in teachers' subject knowledge are evident in the teaching of mathematics. This has led to an over-emphasis on teaching basic number skills and too much repetition of calculation tasks that pupils have already learned and which leaves them unchallenged. Improvements made to the English curriculum give pupils good opportunities to use and extend their reading and writing skills in other subjects.

There is inconsistency in how well pupils' work is marked and particularly so in mathematics. Pupils' calculation work is often ticked as correct or incorrect without any guidance offered about how to improve. Where marking is done well, notably to pupils' writing in some classes, it guides pupils effectively about how to raise the quality of their work.

Behaviour and safety of pupils

Pupils' behaviour is satisfactory. Their attendance is above average and the large majority say they enjoy school. The school is seen by pupils, parents and carers as an orderly, calm and safe place. Conversations with pupils reveal there are a very few pupils who occasionally behave poorly and who can also be responsible for some bullying. They readily acknowledge that staff are alert and effectively tackle instances of poor behaviour and bullying in any form. These are few and the actions taken by the school to remedy matters are recorded in detail. Pupils adhere to school rules and are encouraged to behave well by the reward schemes and house system. The opportunity to be a play leader means pupils take responsibility for encouraging others to behave well and be safe on the playground. Pupils feel safe and are taught effectively about keeping themselves safe, including safe use of the internet. Pupils' interactions with each other around school and in lessons are often good. The great majority show respect and good regard for each other and staff. Pupils' attitudes to learning present more of a mixed picture. These are good when lessons are lively and engaging; otherwise pupils sometimes show a low level of interest, are inattentive and cause minor distractions, which are not always challenged well by staff.

Leadership and management

Leadership and management are satisfactory. There is demonstrable evidence that leaders have the capacity to improve the school further. Accurate self-evaluation is focusing the

school's efforts so that the areas for improvement identified at the previous inspection have been successfully addressed. Furthermore, their actions are leading to effective improvements in English and while work to improve the quality of mathematics is at an early stage, there are emerging signs of positive change. The new tracking and assessment system is helping staff to analyse pupils' performance closely, to plan lessons accordingly and ensure that pupils' progress is monitored more rigorously. These actions are supporting improvements well, particularly in English. Moreover, senior leaders and the governing body hold teachers more fully to account for pupils' performance.

Improvements in English provision are well supported by professional development for staff and the subject is well led. The sharp focus on raising attainment in literacy has strengthened pupils' reading skills considerably and improvements in writing are evident in pupils' current work. Developments in mathematics are at a much earlier stage although promising work is underway.

The members of the governing body offer the school their good range of experience, expertise and a considerable commitment to fulfilling their duties. While closely involved in, and well informed about the work of the school, the governing body has not been robust in challenging senior leaders over the school's poor results, particularly in mathematics. This means that the school's promotion of equality of opportunity for all pupils is not effective. The school makes good arrangements for the safeguarding of pupils.

The curriculum is planned to ensure that pupils have appropriate opportunities to apply and develop their literacy skills in other subject areas. The mathematics curriculum however, has an over-emphasis on calculation work and this is at the expense of other mathematical skills. Pupils' learning is enriched with opportunities for adventurous visits away from school and through sports and other cultural experiences which includes music and singing and by contact with some schools abroad. These contribute, along with the breadth of enjoyable topic work, to pupils' satisfactory spiritual, moral, social and cultural development.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



19 January 2012

Dear Pupils

Inspection of Daven Primary School, Congleton CW12 3AH

Many thanks for the warm welcome when I inspected your school with my colleague recently. Many thanks also to the groups of pupils who met with us to discuss their views of the school and to the pupils we heard reading. I was pleased to see how much you all enjoy school and like your teachers. This is reflected in your good attendance. We found that:

- you are making good progress in learning to read and the quality of your writing is improving but progress for many of you in mathematics needs to be better
- you enjoy your lessons and show willingness to work hard, but some lessons, because of the way they are taught, do not capture your interest or encourage you to make your best efforts
- your behaviour is satisfactory and you are always friendly towards each other and help each other. In a few lessons some of you do not pay good attention and cause small distractions for others when you should be listening or working
- many of the activities your school provides, such as visits away and by inviting different visitors, are effective in broadening your experience of the world.

However, because progress in mathematics needs improvement we have given the school a 'notice to improve'. This means the school will be visited again by inspectors to see how well it has improved. We have asked the governors, headteacher and staff, as a matter of urgency, to improve mathematics teaching and the opportunities for you to learn problem-solving skills.

You can all help by always paying attention and working hard in all your lessons. I wish you all the very best for the future.

Yours sincerely

Alan Lemon
Lead inspector

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