

# Pott Shrigley Church School

## Inspection report

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|                                |                                 |
|--------------------------------|---------------------------------|
| <b>Unique Reference Number</b> | 111462                          |
| <b>Local Authority</b>         | Cheshire East                   |
| <b>Inspection number</b>       | 356921                          |
| <b>Inspection dates</b>        | 31 January 2011–1 February 2011 |
| <b>Reporting inspector</b>     | Stephen Rowland                 |

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

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|--|---|
| <b>Type of school</b>                      | Primary   |
| <b>School category</b>                     | Voluntary aided   |
| <b>Age range of pupils</b>                 | 4–11  |
| <b>Gender of pupils</b>                    | Mixed   |
| <b>Number of pupils on the school roll</b> | 33  |
| <b>Appropriate authority</b>               | The governing body  |
| <b>Chair</b>                               | David Laffan  |
| <b>Headteacher</b>                         | Mr Andy Hodgkinson  |
| <b>Date of previous school inspection</b>  | 8 November 2007   |
| <b>School address</b>                      | Shrigley Road<br>Pott Shrigley, Macclesfield<br>Cheshire SK10 5RT |
| <b>Telephone number</b>                    | 01625 573260  |
| <b>Fax number</b>                          | 01625 576706  |
| <b>Email address</b>                       | head@pottshrigley.cheshire.sch.uk                                 |

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|--------------------------|------------------------------------|
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## Introduction

This inspection was carried out one additional inspector. He visited six lessons and observed the work of three teachers. Meetings were held with staff, pupils and members of the governing body. He evaluated the school's work, and looked at relevant policies, the school development plan, records of meetings of the governing body; the school's monitoring records and analyses of pupils' attainment and progress. The eight questionnaires returned by parents and carers were also analysed.

- How well the school ensures that all pupils make good or better progress.
- Whether engaging and well planned teaching ensures that pupils achieve well and enjoy learning.
- How effectively assessment is used to promote good learning.
- How well the new structure for leadership and management is enabling the school to secure improvement.
- How effective the provision in the Early Years Foundation Stage is in ensuring positive outcomes given that the children are taught in a mixed-age class.

## Information about the school

This is a very small primary school. The proportion of pupils known to be eligible for free school meals is well below the national average. Almost all pupils are of White British heritage and none are at an early stage of learning English. The proportion of pupils with special educational needs and/or disabilities is above the national average.

The school is part of a hard federation with Bollington St.John's Primary School. There has been a shared governing body since May 2009 and a shared headteacher since September 2009.

A new headteacher was appointed for the federation in September 2010.

The school has many awards, including the Inclusion Quality Mark, the Football Association Charter Standard, Healthy School status, the Activemark, Basic Skills Quality Mark and Investors in People status. It also has the Developing Internationalism Award.

**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: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

This is an outstanding school. Teachers and other staff know pupils and their families very well and meet their welfare and learning needs in an outstandingly individual way. The school has gained much through its hard federation with Bollington St.John's Primary School by sharing good practice, expertise and resources.

The school's very successful work with partners is a major strength. This is seen in the close way in which staff throughout the federation work together, how closely the schools works with other partners and how willing pupils are from the two schools to work together to share and develop their learning.

Self-evaluation is clear and honest. The school, working with its federation partner, has a very good idea about what needs to be done and how to do it. The issues raised at the time of the last inspection have been tackled successfully. Attainment and the progress of all pupils have improved, with the more able showing the strongest gains. An attractive new room for the combined Reception and Key Stage 1 class has been built. These factors, along with the continuous and significant improvements in provision indicate that there is an outstanding capacity for sustained improvement. Notable amongst the school's many strengths is the very high quality of provision. Teaching is generally innovative and meticulously planned. The school's curriculum has many fine features and offers pupils numerous opportunities to learn in a variety of settings and ways. The school's involvement in the forest school programme is one of many examples.

Reception children benefit from excellent teaching and overall, from very good resources. However, this group does not have enough access to the large outdoor equipment that would increase their opportunity for creative learning and problem solving.

Pupils are proud of their school and value it highly. They are very keen to talk about what they do in school and how their teachers help them. They have a mature view on the potential benefits of the federation and on how it might develop. Parents and carers also think well of the school and many positive comments were submitted during the inspection. Two typical comments were, 'There is an incredibly supportive and nurturing staff and overall atmosphere at the school', 'the whole school works together to achieve great results'.

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

- To further develop continuous outdoor provision in the Early Years Foundation Stage by providing more opportunities for children to use large equipment in order to explore imaginatively and creatively.

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Please turn to the glossary for a description of the grades and inspection terms

## **Outcomes for individuals and groups of pupils**

**1**

Pupils enjoy and value school. They report that learning at Pott Shrigley is interesting and stimulating. Pupils engage extremely enthusiastically in their lessons. They are very keen to learn and say how much they value the hard work of their teachers. They respond well to outstanding teaching.

Cohort numbers are very small so there can be variations from year to year but children generally enter the Early Years Foundation Stage with skills which are near to or slightly above those expected for their age. Recent test results show that pupils' attainment is high, when compared with the national average, by the end of Key Stage 2. Excellent teaching is based on a detailed knowledge of each child and their rate of progress. Pupils make outstanding progress and this is clear from lesson observations, the scrutiny of pupils' work and from the school's helpful and accessible tracking system. Pupils fully understand the learning targets set for them and know very well how to achieve them. Support for those with special educational needs and/or disabilities is very strong, so that they also make excellent progress.

Pupils are considerate and respectful. They know who to turn to if they have any concerns and they say they feel extremely safe and secure. Behaviour is outstanding. Pupils are very supportive of each other and empathise extremely sensitively with those who need extra help. They have a strong sense of values which are underpinned by the school's Christian ethos. Spiritual, moral, social and cultural development is outstanding. The partnership the school has with a school in Wembley helps to widen pupils' understanding of the different cultural and religious groups within the United Kingdom. Pupils benefit from an impressive range of sporting and exercise activities. They eat very healthy lunches and fully understand the importance of eating the right things. Pupils are rightly proud of the excellent work they carry out in the local community, particularly in association with their partner school and with local churches. Through their outstanding acquisition of academic and personal skills, their excellent attendance and extremely responsible attitudes, pupils leave the school extremely well equipped for their future.

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Please turn to the glossary for a description of the grades and inspection terms

*These are the grades for pupils' outcomes*

|   |          |
|---|----------|
| <b>Pupils' achievement and the extent to which they enjoy their learning</b>  | <b>1</b> |
| Taking into account:<br>Pupils' attainment <sup>1</sup>   | 1        |
| The quality of pupils' learning and their progress  | 1        |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress                      | 1        |
| <b>The extent to which pupils feel safe</b>   | <b>1</b> |
| <b>Pupils' behaviour</b>  | <b>1</b> |
| <b>The extent to which pupils adopt healthy lifestyles</b>  | <b>1</b> |
| <b>The extent to which pupils contribute to the school and wider community</b>  | <b>1</b> |
| <b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> | <b>1</b> |
| Taking into account:<br>Pupils' attendance <sup>1</sup>   | 1        |
| <b>The extent of pupils' spiritual, moral, social and cultural development</b>  | <b>1</b> |

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Teaching is outstanding. Lessons are meticulously planned and are brisk and purposeful. There is a great sense of fun, with pupils characteristically fully engaged and active. Teachers challenge pupils to think and to extend their understanding through very skilful questioning. Learning is very active with pupils regularly engaged in talking with their peers and sharing their ideas. A significant feature of the school's excellent teaching is the use of performing arts to support learning. For example, in an outstanding Reception/ Year 1/ Year 2 lesson, children were engaged in acting out the story of the 'Three Billy Goats Gruff,' and then using this experience to describe the main features of traditional stories. In an excellent Year 3/ Year 4 mathematics lesson, pupils had become 'experts' charged with the task of laying a water pipe line using grid references and ordnance survey symbols to select the best route. Teachers frequently pause to check on understanding and to deal with any misconceptions. Work is very well differentiated so that all groups can make progress. Teaching assistants are fully involved in the process of teaching.

Teachers' use of assessment to support learning is outstanding. They have a very clear knowledge of pupils' progress and carefully record this information to plan very effectively for further learning. The use of self- and peer- assessment is extensive. The use of the 'star and a wish' approach to enable pupils to identify strengths and areas for

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improvement in their own and others' work, is particularly effective. Marking is extremely supportive and is very helpful in pointing out ways in which pupils can improve their work.

The curriculum has notable strengths. The use of performing arts builds pupils' self-confidence and understanding of relationships. The school's international curriculum is a firm base for cross-curricular, thematic work, which impressively develops pupils' basic skills, as well as broadening their cultural awareness. The 'academies' programme, run with the other school in the federation, extensively develops both pupils' formal academic skills as well as very effectively promoting their personal development. All pupils benefit from studying philosophy, which extends their ability to think and debate.

The school's arrangements for care, guidance and support are outstanding. A broad range of strategies are employed to quickly identify needs and to set in motion very effective actions to support individuals. This is particularly so for those with special educational needs and/or disabilities, and for those who are vulnerable and find school difficult at times. This work is led by a highly effective special educational needs coordinator, who is supported by a team of extremely committed teaching assistants. The school works outstandingly well with many outside agencies to secure the breadth of support which is needed. Particularly effective is the close partnership the school has with its two nearest high schools which ensures a smooth transition for pupils into the secondary phase.

*These are the grades for the quality of provision*

|  |          |
|--|----------|
| <b>The quality of teaching</b>   | <b>1</b> |
| Taking into account:<br>The use of assessment to support learning  | 1        |
| <b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b> | <b>1</b> |
| <b>The effectiveness of care, guidance and support</b>   | <b>1</b> |

**How effective are leadership and management?**

The headteacher has a very clear vision for the school. His clarity of purpose has been a key factor in the excellent improvement over recent years. He has reorganised teaching and management responsibilities to secure the best possible outcomes for pupils. The establishment of the heads of teaching and learning for each of the two schools in the federation has helped staff to share and refine best practice and that there is very strong commitment to working together. Teaching is monitored and evaluated closely and action taken to seek out ways to improve further. All pupils have an equal and fair opportunity to succeed and any gaps in performance are tackled. The school has very successfully raised boys' standards in writing, for example. Planning is clear and accessible with actions planned for the future sensibly staged to avoid confusion and overload. The school is served by an experienced and highly committed governing body. This group is extremely supportive and keenly challenges the school's performance when required. It also plays an active role in setting targets for development and in monitoring progress towards them. The governing body fulfils its statutory duties fully.

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The school has excellent relations with parents and carers. The small scale of the school means that informal contacts are frequent and relaxed and this is underpinned by a formal structure of meetings and activities. Excellent partnerships are at the heart of what the school does, both as half of a full federation and as a partner with local churches and other local, national and international bodies. As well as the active partnership with a school in Wembley, the school also has a link with a school in Uganda. This means that strategies to promote community cohesion are highly effective. One consequence of this is that discrimination has no place at Pott Shrigley Church School. The school is a safe place and policies to ensure that pupils are kept safe and secure are effective and meet requirements. This includes an appropriate focus on the checks on the suitability of staff and on the appointment of new staff. The school has well-developed quality assurance and risk assessment systems.

*These are the grades for leadership and management*

|  |          |
|--|----------|
| <b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>  | <b>1</b> |
| Taking into account:<br>The leadership and management of teaching and learning   | 1        |
| <b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b> | <b>1</b> |
| <b>The effectiveness of the school's engagement with parents and carers</b>  | <b>1</b> |
| <b>The effectiveness of partnerships in promoting learning and well-being</b>  | <b>1</b> |
| <b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>   | <b>1</b> |
| <b>The effectiveness of safeguarding procedures</b>  | <b>2</b> |
| <b>The effectiveness with which the school promotes community cohesion</b>   | <b>1</b> |
| <b>The effectiveness with which the school deploys resources to achieve value for money</b>  | <b>1</b> |

## Early Years Foundation Stage

Children in the Early Year Foundation Stage are taught in a mixed-age class with Year 1 and 2 pupils. They make good progress as a result of the excellent teaching they receive and benefit from the opportunity to play and work with older children. Most reach above expected skills for their age by the time they enter Year 1. Children relate well to each other. They learn to share and to be independent, confident learners. They understand how important it is to be healthy and to keep themselves fit and active. Teaching is particularly strong. Children have a broad variety of activities to choose from based around the six areas of learning for this key stage. Some activities are shared with older children, but for some activities children in the Reception Year receive the support of a dedicated teaching assistant. The newly developed classroom, along with its immediate rural setting, provides a superb environment for learning. Resources are varied and stimulating, but outdoor provision is somewhat limited and there are not enough opportunities for children



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to use larger equipment to develop their creative and problem solving skills. Behaviour is excellent, with even the youngest members of the school showing due concern and respect for others. As in the main school, relationships and communication with parents and carers are productive and on-going. Leadership and management of the Early Years Foundation Stage are good. The very capable class teacher is well supported by an effective teaching assistant. The school's heads of teaching and learning, who have an Early Years background, contribute strongly to this area. The close partnership between the Early Years Foundation Stage staff in the federated schools contributes very positively to the overall good quality of children's outcomes and provision, and of leadership and management. Planning is based on a process of thorough observation and record keeping, ensuring that children make good progress. Safeguarding is of a high standard and all welfare requirements are fully met.

*These are the grades for the Early Years Foundation Stage*

|  |          |
|--|----------|
| <b>Overall effectiveness of the Early Years Foundation Stage</b>                   | <b>2</b> |
| Taking into account:   |          |
| Outcomes for children in the Early Years Foundation Stage                          | 2        |
| The quality of provision in the Early Years Foundation Stage                       | 2        |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2        |

## Views of parents and carers

About half of parents and carers responded. This is because the eight questionnaires returned represented 15 pupils. All of the responses were positive with many strongly agreeing with all the statements and a number of very positive comments.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Pott Shrigley Church School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 8 completed questionnaires by the end of the on-site inspection. In total, there are 33 pupils registered at the school.

| Statements  | Strongly agree |     | Agree |    | Disagree |   | Strongly disagree |   |
|---|----------------|-----|-------|----|----------|---|-------------------|---|
|   | Total          | %   | Total | %  | Total    | % | Total             | % |
| My child enjoys school  | 8              | 100 | 0     | 0  | 0        | 0 | 0                 | 0 |
| The school keeps my child safe  | 8              | 100 | 0     | 0  | 0        | 0 | 0                 | 0 |
| My school informs me about my child's progress  | 5              | 63  | 3     | 38 | 0        | 0 | 0                 | 0 |
| My child is making enough progress at this school   | 6              | 75  | 2     | 25 | 0        | 0 | 0                 | 0 |
| The teaching is good at this school   | 7              | 88  | 1     | 13 | 0        | 0 | 0                 | 0 |
| The school helps me to support my child's learning  | 7              | 88  | 1     | 13 | 0        | 0 | 0                 | 0 |
| The school helps my child to have a healthy lifestyle   | 6              | 75  | 2     | 25 | 0        | 0 | 0                 | 0 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 5              | 63  | 1     | 13 | 0        | 0 | 0                 | 0 |
| The school meets my child's particular needs  | 8              | 100 | 0     | 0  | 0        | 0 | 0                 | 0 |
| The school deals effectively with unacceptable behaviour  | 5              | 63  | 3     | 38 | 0        | 0 | 0                 | 0 |
| The school takes account of my suggestions and concerns   | 7              | 88  | 1     | 13 | 0        | 0 | 0                 | 0 |
| The school is led and managed effectively   | 7              | 88  | 1     | 13 | 0        | 0 | 0                 | 0 |
| Overall, I am happy with my child's experience at this school   | 8              | 100 | 0     | 0  | 0        | 0 | 0                 | 0 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## 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      | 59  | 35   | 3            | 3          |
| Primary schools      | 9   | 44   | 39           | 7          |
| Secondary schools    | 13  | 36   | 41           | 11         |
| Sixth forms          | 15  | 39   | 43           | 3          |
| Special schools      | 35  | 43   | 17           | 5          |
| Pupil referral units | 21  | 42   | 29           | 9          |
| All schools          | 13  | 43   | 37           | 8          |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

|                            |   |
|----------------------------|---|
| Achievement:               | the progress and success of a pupil in their learning, development or training.   |
| Attainment:                | the standard of the pupils' work shown by test and examination results and in lessons.  |
| Capacity to improve:       | the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:     | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul> |
| 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.   |

**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.**



2 February 2011

Dear Pupils.

**Inspection of Pott Shrigley Church School, Macclesfield, SK10 5RT**

Thank you for making me so welcome during my recent visit to inspect your school. I was particularly grateful to those of you who gave up your lunch time to meet with me. Thank you also to those who completed the questionnaire. Your comments were very helpful.

Pott Shrigley is an outstanding school. I was very impressed by your kindness and maturity and how well you all worked together. You enjoy school and I was pleased that you were happy to talk about it. I was very impressed by your interest in philosophy and how this enabled you to think in depth about things. The chances you get to meet and work with pupils from other schools, such as your partner school in Bollington, are very helpful. Your parents and carers also made many very positive comments about the school.

There is excellent teaching and you are given many interesting and unusual opportunities to learn. One small thing that would help to make the school even better is that for the younger pupils to have more opportunities to use larger outdoor equipment.

I know you are proud of your school and want it to improve even further. Please help your teachers by continuing to behave as well as you did during the inspection, try your best and help each other so nicely.

Once again, thank you for your kindness and help.

Yours sincerely,

Stephen Rowland

Lead Inspector

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