

Saighton CofE Primary School

Inspection report

Unique Reference Number	111350
Local Authority	Cheshire West and Chester
Inspection number	356897
Inspection dates	16–17 March 2011
Reporting inspector	Angela Westington HMI

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	92
Appropriate authority	The governing body
Chair	Mrs Shelley Evans
Headteacher	Mrs Mavis Sellers
Date of previous school inspection	25 February 2009
School address	Saighton Lane Saighton, Chester Cheshire CH3 6EG
Telephone number	01244 335822
Fax number	01244 335822
Email address	head@saighton.cheshire.sch.uk

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Royal Exchange Buildings
St Ann's Square
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M2 7LA

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Introduction

This inspection was carried out one of Her Majesty's Inspectors and two additional inspectors. They observed five teachers during 10 lessons. Inspectors met formally with a small group of parents and carers, members of the governing body, members of staff and pupils. They scrutinised a wide range of documentation including development plans, management reports, all safeguarding and other policies, pupils' records and the school's data on pupils' progress. In addition, they read 56 questionnaires completed by parents and carers as well as nine staff and 47 pupils' questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The impact of initiatives to improve the quality of teaching.
- The impact of initiatives to improve the curriculum.
- The impact on pupils of the move back to a mixed Reception and Year 1 class.

Information about the school

This is a smaller than average primary school, situated on the Duke of Westminster's Estate in the village of Saighton. Approximately two-thirds of pupils are from outside the catchment area. A smaller than average proportion of pupils is known to be eligible for free school meals. No pupil has a statement of special educational needs and the number of pupils with special educational needs and/or disabilities is low. The number of pupils vulnerable to underachieving is also low. The majority of pupils are of White British heritage. The number of boys and girls in the school is broadly equal but there are more boys than girls in Year 4. The school was removed from Special Measures at its last inspection in February 2009.

The school site is used by two independent providers who offer before- and after-school care and pre-school sessions. Saighton before- and after-school club was inspected in June 2010 and the report can be found on the Ofsted website. Saighton Pre-school was opened in September 2010 and has not yet been inspected.

The school has gained the following awards and accreditations: Eco School Award (silver), the Artsmark and Healthy School status.

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?

2

The school's capacity for sustained improvement

2

Main findings

Parents and carers are justifiably proud of Saighton School and are overwhelmingly happy with the work it does. It is now a good school with several outstanding features. Its strengths lie in the excellent relationships it has forged with parents and carers, the parish, local and wider community and the outstanding partnerships it has established in order to extend the curriculum it offers to the pupils. The pupils are extremely well cared for and supported. As a result, they feel exceptionally safe. They play a very strong part in the life of the school and local community.

The quality of teaching, overall, is good; the result of concerted efforts by the school to improve this aspect of its work. The curriculum too is much improved, particularly in mathematics and science, two subjects identified as areas for improvement at the previous inspection, and in aspects of information and communication technology (ICT). As a result, for the first time in recent years, the school attained above average results in the national tests for eleven year olds in 2010, following a dip in 2009. Currently, pupils' progress throughout the school is generally good and the standards are broadly average, but there remain pockets of satisfactory teaching which hold back the progress of some pupils, particularly the more able. In contrast, pupils with special educational needs and/or disabilities do particularly well and make good progress because they are supported and cared for well.

Due to the very small number of children entering the Reception class in September 2010, the school had to reverse the previous year's policy of having a separate Early Years Foundation Stage 2 class and, instead, the children are currently taught in a mixed-age class with a larger group of Year 1 pupils. This has limited the effectiveness of the provision for both groups of pupils as they each have a very different curriculum to follow.

All aspects of the leadership and management of the school are at least good. The headteacher provides very clear direction for the school and is committed to its further improvement. The governing body is knowledgeable and does a good job in holding the school to account. Leaders and managers have a good understanding of the school's effectiveness. Since the previous inspection, a beautiful new extension to the school has been built and the rest of the school refurbished with minimal disruption to pupils' education. Given the continued improvements in the school, the capacity to improve further is good.

What does the school need to do to improve further?

- Raise standards even further by:
- - increasing the proportion of pupils gaining the higher levels in English and mathematics by the end of Year 6

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- - raising the quality of all teaching to that of the best.
- Review the arrangements for the provision in the Early Years Foundation Stage and Year 1 to ensure that the children's needs are met more effectively.

Outcomes for individuals and groups of pupils

2

In almost all respects, pupils' outcomes are good or better. Pupils report feeling exceptionally safe and secure at school and confident that any concerns they may have will be dealt with by the adults. Pupils are very proud of their school community and willingly take on responsibility and participate constructively in school life beyond routine lessons and activities. They understand and care about school, local, national and global issues and are involved in activities at each of these levels. Despite this being a smaller than average school, it has established many links with other partners to extend the curriculum for its pupils and the pupils, in return, participate enthusiastically. Recently, pupils have been involved with the Grosvenor Estate, the Village Fete Committee, a local independent college and a local restaurant. Pupils regularly take part in inter-school sporting competitions and events organised through the local cluster of schools and the Diocese. Older pupils readily accept the responsibility of performing tasks around the school and support younger pupils and those new to the school in their role as 'Buddies'. A major focus of interest in the school is its 'Eco' work and pupils on the Eco Committee organise fundraising activities.

Most pupils participate regularly in physical activities, in and out of school, and they respond well to the school's health promotion strategies. Older pupils meet physical and personal challenges when they attend an adventurous outdoor activities-based residential, and the annual 'Active Kids get cooking' challenge during the spring term is popular with pupils. The school's Christian values are explicit throughout the school and pupils respond very well to these. They display curiosity about the world about them, respect other people's feelings and can articulate how actions may impact on the feelings and well being of others. Their involvement in a wide variety of charity work helps them to understand the need to care for others and they know about other cultures as a result of their studies. Their behaviour is good.

On entry to the Early Years Foundation Stage, children display a wide range of abilities, prior knowledge and understanding, but broadly, they are in line with expectations for this age group. The number of pupils in each year group is small and, therefore, care is needed when interpreting the school's performance as each pupil represents a significant percentage of the total and there may be significant variation in pupils' ability from one cohort to the next. Across the school, pupils' attainment is, currently, broadly average, although standards are rising and pupils' rates of progress are increasing. During the inspection, pupils were seen to make more progress in the lessons where the teaching is stronger. The challenge for the school is to ensure that all pupils make good progress, especially the more able who could reach higher levels. Pupils with special educational needs and/or disabilities make good progress due to the one-to-one support they receive.

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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

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ 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?

The quality of teaching and learning is good. This is an improvement on the position at the last inspection and reflects the good work that has been undertaken by the school. A small proportion of the teaching remains satisfactory and, where this is the case, pupils' progress is also no more than satisfactory. In the stronger lessons, teachers' assessment is good and they are confident enough to move on the more able pupils quickly. In less successful lessons, pupils who could be working independently on more intellectually challenging material are kept waiting, listening to over-lengthy explanations by teachers. The curriculum is also good. A significant factor in this improvement is the range of partnerships the school has established to widen and enrich the curriculum. Pupils benefit from the school's membership of the Chester Schools Sports Partnership and its strong links with local high schools. Pupils are given the opportunity to participate in a residential visit in Years 2, 4 and 6.

The school's care, guidance and support for its pupils are outstanding. Pupils are known as individuals and have high levels of confidence in the school's ability to advise them. Pupils who are potentially vulnerable to underachievement are supported very well and this results in their better than expected progress. The school works extremely well with a range of agencies in support of families and children. Induction and transition arrangements are very good. The establishment of the pre-school and the before- and

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after-school provision has met a local need and allows the school to build closer relationships with families.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

All aspects of leadership and management are at least good. The headteacher is pivotal in driving forward the improvements in the school. The undoubted strengths of leadership and management are the links she forges with a very wide range of external partners and agencies, with parents and carers and with other schools. The school's partnership activities provide opportunities that otherwise would not be available to it, for example, the use of sports and other facilities at the local independent college and local high schools and the links with local businesses. A greater number of pupils in the school now play musical instruments as a result of the school's involvement in music initiatives and each term the school hosts an artist in residence, enabling pupils to experience working with a skilled artisan. Leaders and the governing body of Saighton pride themselves on their active promotion of community cohesion. The school has responded to local need through the establishment of the before- and after-school provision and the pre-school. It has links with schools in Germany, Finland and Borneo and pupils gain an understanding of other cultures through their studies.

The school has an extremely good relationship with parents and carers. Those who met an inspector were overwhelmingly positive about how the school kept them informed and how it helped them to support their child's learning. The Parent Governors and Parent Teacher Associations are consulted on proposals and provided with feedback on parental concerns. Parents and carers cited the one-to-one tuition induction process for new parents and carers; the workshops parents on how to support their child at home with mathematics or literacy and the school portal and homework diaries, as just some of the ways in which the school keeps them informed and involved. Parents and grandparents are involved in the day- to-day life of the school. A recent success was the lunch for grandparents.

The governing body is proactive and rigorous in its monitoring of the work of the school. Each governor has designated links with areas of the curriculum, meeting with coordinators and undertaking lesson observations alongside the headteacher. Sub-committees meet regularly to review policies and all members of the governing body are required to attend training courses regularly. The well-designed system of succession planning for new and existing governors ensures that those taking up specific roles are trained into them carefully.

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All safeguarding requirements are met. The school adopts recommended good practice across all areas of its work relating to safeguarding. It promotes equality of opportunity and tackles discrimination well, as seen in its support for the school's most vulnerable pupils and those who are least able. Leaders and managers know the school well and have clear plans for further improvement. The school provides good value for money.

These are the grades for leadership and management

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

Early Years Foundation Stage

Despite the difficulties faced by having to combine the Early Years Foundation Stage 2 group with the Year 1 group, the outcomes for the youngest children are, nevertheless, good. By the time they leave the Early Years Foundation Stage, children are achieving a good level of development. They enjoy learning, are happy, well behaved and secure and they make good overall progress.

The children are cared for well. Well-established procedures ensure that they are protected and well supported. Partnerships with parents and carers and other agencies are good. The planning and organisation for the mixed-age groups limits, to some extent, the quality of the Early Years Foundation Stage provision and, indeed, the Year 1 provision. The school acknowledges this and has plans to revert back to a separate Early Years Foundation Stage class in the future.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Parents and carers are overwhelmingly supportive of the school and its work. Of the 56 questionnaires returned, two contained negative comments about the quality of teaching and their child's progress. The inspection found that teaching is good overall but there remain pockets of teaching that are satisfactory and where pupils make progress that is no more than satisfactory.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Saughton CofE Primary 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 inspection team received 56 completed questionnaires by the end of the on-site inspection. In total, there are 92 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	45	80	10	18	1	2	0	0
The school keeps my child safe	47	84	8	14	1	2	0	0
My school informs me about my child's progress	35	63	20	36	1	2	0	0
My child is making enough progress at this school	39	70	15	27	1	2	0	0
The teaching is good at this school	42	75	14	25	0	0	0	0
The school helps me to support my child's learning	43	77	12	21	0	0	0	0
The school helps my child to have a healthy lifestyle	43	77	13	23	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)	36	64	17	30	0	0	0	0
The school meets my child's particular needs	42	75	14	25	0	0	0	0
The school deals effectively with unacceptable behaviour	36	64	18	32	1	2	0	0
The school takes account of my suggestions and concerns	39	70	16	29	1	2	0	0
The school is led and managed effectively	44	79	12	21	0	0	0	0
Overall, I am happy with my child's experience at this school	48	86	8	14	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).

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



18 March 2011

Dear Pupils

Inspection of Saighton CofE Primary School, Chester, CH3 6EG

As you know, I recently visited your school with two other inspectors. Thank you so much for making us feel welcome, especially those of you who met with us.

We really enjoyed our time with you. We found out a lot about your school. You are right to be proud of your school because it is a good school and it has some really outstanding features.

- You told us you feel very, very safe and well looked after. This is because the school looks after you extremely well.
- You take part in lots of activities that help you learn about your community and communities further away.
- The school works extremely hard with other partners people to make sure you have a wide range of activities to support your learning.
- The school works very hard with your parents to help you.

We think that Saighton CofE is providing you with a good education and that, generally, you are making good progress. We think, though, that some of you could achieve even more. So we have asked the headteacher to look at this. Also, I have asked the headteacher to think about how the class for the youngest children is organised.

Thank you for being so friendly and helpful, especially the young man who offered to take us on a tour of the school! That was most interesting!

Yours sincerely

Angela Westington

Her Majesty's Inspector

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