

Egerton Primary School

Inspection report

Unique Reference Number	111098
Local authority	Cheshire East
Inspection number	378232
Inspection dates	29–30 May 2012
Lead inspector	Kevin Johnson

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	200
Appropriate authority	The governing body
Chair	Caroline Wilding
Headteacher	Alison Hooper
Date of previous school inspection	17 October 2006
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Age group	4–11
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Introduction

Inspection team

Kevin Johnson
Allyson Ingall

Additional Inspector
Additional Inspector

This inspection was carried out with two days' notice. Inspectors observed 14 lessons taught by seven teachers. They talked to pupils and reviewed examples of their work. Meetings were held with staff, members of the governing body and parents and carers. Inspectors also took account of 84 questionnaires returned by parents and carers and those completed by pupils and members of staff. They also looked at a wide range of documentation which included that relating to safeguarding, the curriculum, the school's self-evaluation, minutes of governing body meetings, national assessment data and the school's own assessments.

Information about the school

Almost all pupils in this average-sized primary school are White British. The proportion of pupils known to be eligible for free school meals is well below the national average. The proportion of pupils supported by school action plus or with a statement of special educational needs is below average. The school meets the current floor standards, which are the minimum standards expected by the government. There have been significant staff changes since the previous inspection.

The school has achieved the International Schools Award and Healthy School status as well as the Inclusion Quality Mark.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key Findings

- This is a good school. It is not yet outstanding because there is not enough outstanding teaching. The exceptional quality of care and support provided and excellent relationships with parents and carers contribute significantly to pupils' good achievement.
- From starting points that are generally in line with age-related expectations on entry to Reception, pupils make good progress throughout the school. Their attainment in English and mathematics by the end of Year 6 is above average.
- Teaching is good. A small proportion is outstanding. Most lessons are planned well and are enjoyed by pupils. Nevertheless, there are inconsistencies in how appropriately groups of pupils, especially the most able, are challenged, and in the effectiveness of teachers' use of marking where written comments are not followed up to bring about the necessary improvements
- Pupils have good attitudes to work and behave well in lessons. They are courteous towards one another and feel very safe because of their excellent relationships with each other. Pupils are confident that adults will deal with any problems swiftly and effectively. They arrive at school punctually and attendance is above average.
- Leaders and managers have steered the school successfully through an unsettled period of staffing and have brought about continued improvement since the previous inspection. There is strong commitment and drive from all staff for continued success. Robust systems for the management of teaching performance are effectively raising quality. The well planned curriculum provides rich opportunities for the promotion of pupils' spiritual, moral social and cultural development.

What does the school need to do to improve further?

- Accelerate progress further by increasing the proportion of teaching that is outstanding by:
 - ensuring that all pupils, particularly the most able, are always suitably challenged in all lessons
 - building on the good oral feedback provided to pupils by making sure that written comments in teachers marking are followed up to ensure improvement is evident more quickly in pupils' work.

Main Report

Achievement of pupils

Pupils are attentive in lessons and behave well. They are willing to help one another and work sensibly with partners or in groups to clarify thinking or solve problems. They produce a good volume of work, most of which is well presented. Writing is practised well across a range of subjects and there are examples of work, such as geography projects about rivers, which are of excellent quality. Pupils say that they learn a lot in lessons. They have good understanding of their progress and generally know what to do to improve because of the clear feedback given to them orally by teachers. Pupils' learning could be improved further if written feedback was followed up promptly. This would mean that improvement is more immediately visible and pupils would achieve individual targets more quickly.

When children enter Reception their knowledge and skills are broadly in line with those expected for their age. They make good progress, especially in their social and communication skills because of the good focus on these aspects in teaching and provision. By the end of Reception they are securely within the typical levels for their age and ready to face the challenges of Year 1. Good progress continues throughout Years 1 to 6 because of good teaching and much improved systems for checking on pupils' progress and setting targets for achievement. Consequently, attainment by the end of Key Stage 1 and Key Stage 2 has improved steadily and is now securely above average. Parents and carers overwhelmingly express the view that their children make good progress; inspection evidence confirms their view.

Attainment in reading is above average at the end of Year 2 and Year 6. By the time pupils leave the school they are fluent and accurate readers. They have good knowledge of past and present authors and express clear preferences in their choices of books.

Disabled pupils and those with special educational needs make good progress. Provision for them is managed well. Individual learning plans are carefully tailored to pupils' needs and shared with pupils and parents and carers so that all fully understand targets and know what is expected. Individual support is targeted well and is very effective in ensuring that pupils achieve well from their starting points. The school's links with outside agencies are strong and used well to provide additional support when needed.

The school has successfully tackled a previous discrepancy between boys' and girls' attainment in writing through effective planning and provision of resources. Consequently, the gap is closing rapidly and securely.

Quality of teaching

Lessons are conducted at a lively pace. Teachers generate good levels of interest by using a range of learning resources and different methods to engage pupils in learning. Interactive white boards are used effectively to stimulate ideas and discussion thus helping to enliven lessons. A good example was in a mathematics lesson where the teacher linked decimal notation to the use of money so that pupils clearly understood the different values of tens, units, tenths and hundredths. Teachers question pupils well to assess their learning. They monitor ongoing work closely to keep pupils on track to meet learning targets. Marking is regular and up to date and generally it provides clear guidance for pupils. It would be more effective, however, if teachers were consistent about making sure that pupils acted on written comments to show immediate improvement. The most effective teaching occurred when the starting point for learning was the teacher's thorough assessment of pupils' previous work. This informed lesson planning so that gaps in pupils' understanding were quickly filled and all pupils built very well on what they have already achieved. However, this incisive use of assessment is not consistent. Although teachers generally cater well for a range of abilities in their classes, the most-able pupils, though capable of more, are not sufficiently challenged beyond the more general levels of the 'top' group.

Teachers manage pupils' behaviour well. Moral and social development is promoted well because of the very good relationship in classes. Teachers value the contributions pupils make to lessons. The feelings of security and the confidence gained boosts self-esteem and encourages pupils to work collaboratively and to try their best.

Teaching assistants work effectively with class teachers and use their many skills and their understanding of pupils' needs to make a valuable contribution to teaching. They provide sensitive support and good quality learning, particularly for disabled pupils and those with special educational needs.

Parents and carers are almost unanimous in their agreement that their children are taught well and that the school meets their needs. Pupils also say that teaching is good.

Behaviour and safety of pupils

Pupils are exceptionally well mannered and polite. Their above average attendance is clear indication of their enthusiasm for school. Year 6 pupils spoke excitedly to inspectors about the preparations for their forthcoming concert, for example, as well as about other school events and visits. Pupils' cultural development is strongly enhanced through the exchanges the school has with its sister school (also called Egerton primary) in Kenya. Pupils behave well around the school. They are mindful of others and mostly adjust their behaviour sensibly to suit different occasions, such

as in the dining hall or during assemblies. However, occasionally pupils' attentiveness drifts off task in a few classes when teaching does not fully engage them or excite them. Pupils contribute well to school life by being active members of the school and eco council or, as in Year 6, being 'Phys Kids Leaders' to organise playtime games for younger pupils.

Pupils say that they always feel safe in school. Some parents and carers describe the quality of care and support for their children as 'fantastic'. School records show that there are relatively few serious incidents of unacceptable behaviour or bullying over time. Pupils share trusting relationships with adults who care for them and who, they say, deal promptly with the very rare incidents of name-calling. Pupils understand the different forms that bullying can take including cyber-bullying, and agree with the vast majority of their parents and carers that, should incidents occur, they will be effectively dealt with and that there are good standards of behaviour in the school. Pupils are aware of potential dangers outside of school and know how to manage risks and keep themselves safe.

Leadership and management

Leaders at all levels contribute effectively to the monitoring of the school's performance and its accurate self-evaluation. This has led to improvements in teaching, the curriculum and rising standards. Leaders themselves are self-evaluative and the school's good record of improvement since the previous inspection is rooted in their own professional development and the impact that it has on their capacity to drive the school forward. The management of teaching is good. Unacceptable performance is firmly challenged and appropriate action is taken by leaders, including the governing body, to support the development of teaching and continue to raise its quality. A well planned programme of internal and external monitoring and support ensures that professional development is continuous and effective.

The governing body provides good support and challenge for the school. It fulfils all of its obligations well and has a good overview of the school's progress and its future needs. Safeguarding arrangements fully meet requirements and provide effectively for the well-being of pupils and staff.

The school has developed a rich and rewarding curriculum for its pupils that engages their interest well and promotes enjoyment of learning and good achievement. Spiritual, moral, social and cultural development is promoted particularly well through the many local and global links with pupils in other schools. These include mutual visits and exchanges of information about pupils' different cultural lifestyles. The links provide opportunities for joint work in the arts, design technology and sports. These links are highly effective and provide a practical contribution to the manner in which the school strongly challenges discrimination and actively promotes equality of opportunity.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	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 to 31 December 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.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
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.
Floor standards	the national minimum expectation of attainment and progression measures
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.



31 May 2012

Dear Pupils

Inspection of Egerton Primary School, Knutsford, WA16 0EE

Thank you so much for the way you welcomed us into your school when we came to inspect it recently. It was a pleasure to see so many smiling faces and we soon found out why you enjoy being in school so much. We all noticed how polite and well mannered you are and how well you behave. You take really good care of one another and that helps you to feel safe in school. Well done also for your above average attendance. That is very important also, so do keep all of those good things up.

Egerton is a good school. You make good progress and achieve well. The standards you reach in English and mathematics by the time you leave are above average. Your teachers work very hard to make lessons fun and they teach you well. Your headteacher and other school leaders also work very hard to make sure you have all you need to learn as well as you can. They manage that job well too.

Your parents and carers, the governing body and all of Egerton staff are very proud of your school and want it to be even better. To help that to happen we are asking your teachers to make learning even better by doing two things. The first is to make sure that the work they plan stretches you to the very highest limits of your ability. The second thing we have asked is that teachers always make sure that you act on the comments they write in your work books so that you make even better progress in improving your work.

You can help by continuing to work hard and making sure that you achieve all of your targets.

Yours sincerely

Kevin Johnson
Lead Inspector

