

# Great Budworth CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	111248
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	378261
<b>Inspection dates</b>	28–29 June 2012
<b>Lead inspector</b>	Declan McCauley

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 controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	58
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ceri Gratton-Berry
<b>Headteacher</b>	Sandra Finney
<b>Date of previous school inspection</b>	21 January 2009
<b>School address</b>	School Lane Great Budworth Northwich CW9 6HQ
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## Introduction

Inspection team

Declan McCauley

Additional Inspector

This inspection was carried out with two days' notice. The inspector observed three teachers in eight lessons or part lessons. Meetings were held with groups of pupils, four members of the governing body, parents and carers and school staff. The inspector listened to pupils read and discussed the work they do in lessons. In addition, the inspector observed the school's work and scrutinised school documents, including the school's self-evaluation and strategic development plan, safeguarding documents and the school data on pupils' progress. During the inspection 31 questionnaires from parents and carers were analysed, as well as questionnaires completed by pupils and staff.

## Information about the school

This is a much smaller than average-size primary school. Pupils are taught in three classes. Since the previous inspection a substantive headteacher took up post in January 2010. The number of pupils on roll is increasing. In autumn 2010, the governing body took responsibility for the onsite pre-school for three and four year-olds and the children are now in a Nursery class with the reception children. This provision runs from Monday to Friday and is concurrent with school term dates. The proportion of pupils known to be eligible for free school meals is slightly below the national average. The proportion of pupils supported by school action plus or with a statement of special educational needs is well below the national average. The school meets the current floor standards which set the government's minimum expectations for attainment and progress. A breakfast and after-school club run by the governing body operates on a daily basis.

The school has been awarded the Investors in People and the Basic Skills Quality Mark. It also meets the Financial Management Standard in Schools.

**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

<b>Overall Effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>1</b>
<b>Leadership and management</b>	<b>1</b>

## Key Findings

- This is a good school. It is not yet outstanding because pupils’ progress and attainment is less strong in mathematics than in English and the overall quality of teaching is good rather than excellent. As a result of exceedingly strong leadership and improved teaching, pupils’ attainment, particularly in English, has improved rapidly since the previous inspection.
- Pupils make good progress throughout school from their starting points. They make more rapid progress in English but are making increased progress in mathematics. Pupils’ attainment at the end of Year 6 is well above average overall.
- The quality of teaching is consistently at least good with some which is outstanding. The performance management of teaching is well led. Teachers demonstrate good subject knowledge and use questioning very effectively in lessons to extend learning. Pupils say they are well challenged in many lessons.
- Pupils feel extremely safe in school. They say there is no bullying in school and are very aware of how to keep themselves safe in school and beyond. Everyone in the school community is treated with respect. Teachers have incredibly high expectations of how pupils should behave and all lessons proceed without any disruption. Pupils have extremely positive attitudes to learning.
- Leadership and management are outstanding. School leaders and managers have an exceedingly clear and determined sense of purpose. Together they demonstrate a relentless drive to secure future improvements. Their vision for nothing short of the best for all pupils is shared totally by all staff who contribute robustly to school improvement. Since the appointment of a substantive headteacher, many improvements have been secured, including the development of an exceptionally rich and creative curriculum.

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

- Improve achievement in mathematics so that it at least matches that in English by:
  - further accelerating pupils' progress in all year groups
  - using a more precise system to track pupils' progress and identify any underperformance.
  
- Increase the amount of outstanding teaching by:
  - consistently matching learning activities to the needs of all pupils, particularly in mathematics
  - engaging all teaching assistants fully in lessons to drive learning securely
  - enabling all pupils to respond fully to teachers' written suggestions on how to improve.

## Main Report

### Achievement of pupils

In this very small school, the number of pupils in each year group is very small and comparisons to national averages must be treated with caution. All pupils, including disabled pupils and those with special educational needs, enjoy learning and as a result of effective teaching, achieve well. The overwhelming majority of parents and carers agree with inspection findings that pupils make good progress. Pupils in Key Stage 1 were observed extending their understanding of how materials change when force is applied to them. They spoke knowledgeably about the characteristics of the materials and could predict the likely outcomes of their investigations and supported their predictions with clear scientific reasoning.

Children join the Early Years Foundation Stage with skills, knowledge and understanding that are typical for their age. They make good progress in this key stage. Through Key Stages 1 and 2 there is a trend of improvement in attainment, which is above average overall. Although pupils achieve well overall, historically their attainment and progress has been less strong in mathematics than in English. However, school data and observations of lessons and the analysis of pupils' work during the inspection, confirm the recent trend of improving attainment and progress in mathematics. There are no gaps in attainment between pupils or groups of pupils and similar pupils nationally. In one lesson, older pupils were observed carefully considering the style of writing to use in factual reports following their visit to Conwy. They made rapid progress in developing headlines to draw the reader's attention immediately. One such headline was 'Great Budworth meets Conwy'. An exceptionally creative curriculum very effectively promotes pupils' enjoyment and provides them with many opportunities to apply their skills in a variety of other subjects. Pupils are very proud of their good progress and of their topic books which demonstrate the good progress made by pupils since September 2011 in a wide range of subjects. Pupils read well, they speak with enthusiasm about their love of books and enjoyment of reading. They are taught the techniques to enable them to read fluently well. Attainment in reading exceeds the national average at the end of Key Stage 1 and Key Stage 2. This is a strength of the school.

## Quality of teaching

Teachers and teaching assistants work closely together to promote effective learning in all lessons. Since the last inspection, the proportion of lessons where teaching makes an outstanding contribution to pupils' achievement has increased and now all teaching is at least good. Where teaching is most effective, learning proceeds at a brisk pace and no time is wasted enabling all pupils to make rapid progress. Teachers use questioning in lessons to challenge pupils' thinking and probe their understanding of specific concepts exceedingly effectively. Pupils' work is marked well and identifies the next steps in learning clearly so that they know how to improve. Many pupils are given insufficient opportunities to respond to what teachers have said about their work and how to improve it. Teachers plan exciting and engaging lessons which inspire, engage and motivate pupils well. In an art lesson older pupils were challenged to carefully consider the use of shade and proportion when completing sketches of Conwy castle. The resulting artwork was of an incredibly high standard. In most lessons pupils are challenged well, although in some, tasks are insufficiently precisely matched to their needs. When pupils are working independently or in small groups teaching assistants support them very well. Some teaching assistants do not always give pupils sufficiently precise instructions enabling them to be sufficiently successful in mathematics lessons. In lessons when teachers are talking to the whole class, some teaching assistants sit passively listening to the teacher instead of being deployed effectively to enhance learning.

Information and communication technology (ICT) is used well by teachers to support learning effectively. Children in the Reception Year were observed successfully directing their blindfolded teacher around the playground using their well-developed instructional skills with their understanding of direction and distance. Disabled pupils and those with special educational needs are well supported in their learning resulting in them making similar rates of progress to other pupils. Reading is taught well by skilled teachers who take every opportunity to develop pupils' reading skills successfully. Teaching effectively promotes pupils' spiritual, moral, social and cultural development. Understandably, parents, carers and pupils are also of the view that the quality of teaching is good. Homework is used well by teachers to support and further develop learning.

## Behaviour and safety of pupils

Typically, pupils' behaviour is outstanding. All parents and carers feel the school keeps their children safe. Pupils explained they feel extremely safe in school and on the playground because of the improvements in security made since the appointment of the headteacher. The controlled entry into school and improved fencing means only visitors admitted by school staff can access the site. Parents, carers and pupils all agree that behaviour is of a very high standard. Pupils are exceptionally aware of different types of bullying and report it does not exist in their school. They report there is no name calling in school. Those who have moved from other schools have settled in quickly and are happy and content. Pupils know how to keep themselves safe both in school, on the internet, and in the wider community. Anti-bullying weeks run by the school have very successfully contributed to a culture of mutual respect and support amongst pupils. During the inspection no disruptive behaviour was observed in lessons, thus enabling all pupils to engage fully in exciting and stimulating lessons without interruption. Pupils are exceptionally well behaved and exceedingly attentive in lessons. Break times are a delight to observe. Typically, on the playground pupils engage in netball practice and other ball games or sit in the quiet seating

areas socialising with their friends. The school has worked relentlessly to very successfully improve attendance which this year is above the national average.

## **Leadership and management**

Under the determined and exceptionally strong leadership of the headteacher, ably supported by proactive members of the governing body, there has been significant improvement in achievement and in the quality of teaching. Teachers are given many opportunities to continue their professional development and enhance their teaching skills through individualised programmes and well-structured training opportunities. These opportunities are intrinsically linked to the strategic development plan which is accurately informed by robust self-evaluation. Teachers are now being held to account for the progress made by pupils in their classes. Systems used currently for tracking pupils' progress are insufficiently refined, making it less simple to gain an instant insight into the progress made by specific groups of pupils and fully identifying any underperformance.

Members of the governing body now hold the headteacher more fully to account for pupils' academic progress and attainment. They drive and secure improvement through being very supportive and effectively hold the headteacher to account for pupils' academic performance. When observing the work of teachers in classrooms members of the governing body have specific areas of focus. During one recent observation, a governor was asked to evaluate the appropriateness of the level of challenge for more-able and lower ability pupils in the mixed-age Key Stage 2 class. Initiatives such as these enable members of the governing body to robustly drive strategic improvement.

The curriculum has been developed exceptionally well. It is broad, balanced, well enriched and matched carefully to the interests of pupils. The curriculum makes a significant and exceedingly effective contribution to the promotion of pupils' spiritual, moral, social and cultural development. The school takes exceptionally effective steps to promote equality of opportunity amongst pupils and there is no discrimination. Leaders identified the difference in pupils' progress in English compared to mathematics and with some success is narrowing the gap. Very thorough checks are carried out before staff are appointed or visitors admitted to the site ensuring that all pupils are kept safe. Safeguarding requirements are fully met. The breakfast club and after-school club are managed effectively by the governing body and attended regularly by pupils who benefit from their attendance. Members of governing body have very successfully managed the creation and development of the Nursery class to fully meet pre-school children's needs. This is having a very positive impact on the number of parents and carers applying for places in the Reception class. This evidence all contributes to the outstanding capacity for further improvement amongst those who lead and manage the school.

## 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](http://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.**



2 July 2012

Dear Pupils

**Inspection of Great Budworth CofE Primary School, Northwich, CW9 6HQ**

Thank you for the very warm welcome you gave me when I visited your school. I would especially like to thank those of you who talked to me about what your school is like every day, those who read to me and all those who returned questionnaires. I can tell you are very proud of your school. I judge your school to be good and providing you with a good education.

These are some of the things that helped me to make my judgement:

- your behaviour is outstanding and you all feel exceptionally safe in school
- your achievement is above that of other pupils nationally
- teachers teach exciting and interesting lessons
- your school leaders have improved your school exceedingly well since the last inspection.

I have asked the headteacher and the governors to make your school even better for you by:

- improving your achievement in mathematics to at least match that in English
- increasing the amount of teaching which is outstanding.

You can play your part by continuing to attend every day and working exceptionally hard in all your lessons.

Yours sincerely

Declan McCauley  
Lead inspector

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