

# Shocklach Oviatt CofE Primary School

Shocklach, Malpas, Cheshire, SY14 7BN

**Inspection dates** 20-21 June 2013

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Achievement requires improvement. This is because pupils have not made good progress consistently in recent years, in reading, writing and mathematics.
- Not enough pupils have been reaching higher levels in English and mathematics at the end of Years 2 and Year 6. This is due to past weaknesses in teaching across all year groups. The presentation of pupils' work is too variable across the school.
- The quality of teaching requires improvement. Teachers are not always clear about what they expect pupils to learn in lessons and the work set is not always difficult enough, especially for the more able pupils.
- Teachers do not adjust work in lessons to help pupils make faster rates of progress.
- Pupils lack opportunities to correct their work in response to teachers' comments in marking.
- Teaching assistants are not used early enough in lessons to help pupils learn more quickly.
- Leadership and management require improvement. Most of the leadership and management of improvements in teaching currently rests with the headteacher.
- A small number of parents are not bringing their children regularly to school.

### The school has the following strengths

- Achievement is recently improving well across all subjects in all year groups. This is because the quality of teaching is getting better.
- Disabled pupils and those with special educational needs sometimes make better progress than others in the school, especially in reading.
- The school makes good use of partnerships, including those with other schools, to improve teaching and behaviour.
- Behaviour is good in the school. Pupils feel safe and well cared for.
- The headteacher has worked with governors to make good improvements to teaching, behaviour and safeguarding in a limited time.

## Information about this inspection

- The inspector observed six lessons, of which three were joint observations with the headteacher.
- The inspector listened to pupils read from Years 1 and 2.
- 29 responses to the on-line questionnaire (Parent View) were taken into account.
- Meetings were held with a group of pupils from Years 3 to 6 and the inspector spoke to pupils at break times.
- The inspector also held discussions with the headteacher, the Chair of the Governing Body, other representatives of the governing body, a representative of the local authority and school staff.
- The inspector observed the school's work and looked at a number of documents, including the school's own data on pupils' current progress, documents relating to the school's plans for improvement, its procedures for checking the quality of teaching, records relating to behaviour and attendance and documents relating to safeguarding.
- Pupils' books were checked by the inspector.
- The school holds the International Schools Award.

## Inspection team

Clarice Nelson-Rowe, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This is a much smaller than averaged-sized primary school.
- There have been considerable changes to leadership. The school has had four headteachers in four years. The current headteacher was appointed in February 2013, but was a part-time acting headteacher for the school since September 2012. Two out of the three full-time members of the teaching staff are new to the school since April 2013.
- A much higher than average proportion of pupils join and leave the school partway through their education.
- All pupils are taught in three mixed age classes.
- All pupils are of White British heritage.
- There were no pupils known to be eligible for the pupil premium in Year 6 in 2012. There are currently only a few pupils who are supported by the pupil premium. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after).
- The proportion of pupils supported through school action is above average.
- The proportion supported at school action plus or with a statement of special educational needs is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Increase the proportion of good and better teaching across all year groups including the Early Years Foundation Stage, in order to improve achievement further in reading, writing and mathematics by:
  - ensuring that teachers are clear about what they expect pupils to learn when they plan lessons and provide more demanding activities for pupils, especially for the more able
  - ensuring teachers frequently check on how well pupils are learning during lessons and adjust work more quickly to make sure all pupils make rapid progress
  - using teaching assistants earlier on in lessons to help pupils rapidly improve their progress
  - regularly providing time for pupils to act on the good guidance given by teachers in marking, so that they habitually address gaps in their learning across all subjects
  - ensuring that pupils consistently present their work well.
- To improve leadership and management by developing the role of subject leaders to drive improvements in their areas.
- Increase pupils' rates of attendance, so that it is consistently above the national average, by reminding parents about their responsibilities for ensuring children's regular attendance.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Achievement requires improvement across the school. This is because in recent years, pupils have made expected rather than good progress, in reading, writing and mathematics. Past weaknesses in teaching have contributed to this.
- Although variable from year to year, children start school with knowledge and skills that are typical for their age. By the end of Year 2 and Year 6, too few pupils have been reaching the higher levels in reading, writing and mathematics. This does not represent good progress from their individual starting points.
- Recent improvements in teaching and more rigorous checking on pupils' progress are leading to improved rates of progress in all year groups, across all subjects. The number of pupils reaching higher levels in reading, writing and mathematics, is now starting to improve. This is evident in the most recent work in pupils' books, in school records of pupils' progress and in lessons.
- Children make the progress that is expected of them in the Early Years Foundation Stage. Adults make sure that the children have the chance to learn through play as well as through taught sessions. Progress is not better because expectations are also not high or clear enough of what pupils can achieve, especially of the more able children.
- Progress in writing requires improvement. This is because across all year groups, the more able pupils are not consistently given work that is difficult enough for them and that enables them to reach higher levels. Although recently improving, the quality of overall presentation of work is also still too variable.
- Progress in mathematics requires improvement. Although improving, teachers do not always plan lessons with clear aims or adjust lessons to build on what pupils already know. As a result, the work set is sometimes too easy for some and too difficult for others and progress slows.
- Pupils' ability to read has also been improving well. Pupils who are at the early stages of learning to read show developing ability in tackling new words due to the careful teaching of phonics (letters and the sounds they make). In the most recent Year 1 phonics test, pupils achieved higher-than-average results overall.
- The higher than expected number of pupils who join partway through the school year receive appropriate support. These pupils at least make the progress expected of them from the levels of skills they join with. Just like other pupils, they are now improving faster in the rates of progress they make across all subjects.
- Disabled pupils and those who have special educational needs achieve in line with their peers and sometimes better than them, especially in reading, due to extra support in class as well as through small-group work. This is evidence of the school's success in giving all its pupils an equal chance of succeeding.
- The number of pupils currently eligible to be supported by the pupil premium is very small and therefore any significant comparison between their achievement and that of their peers is not possible.

### The quality of teaching

### requires improvement

- Although teaching is improving, it is still judged to require improvement. This is because pupils' progress has not been consistently good in recent years. This has coincided with a high number of different headteachers.
- The planning of lessons requires improvement. This is because there is sometimes a lack of clarity about what exactly pupils are expected to learn and why. This results in confusion over activities and sometimes pupils becoming frustrated and bored.
- In too many lessons, teachers are not making the work difficult enough. As a result, pupils spend too much time going over what they already know rather than learning new skills and

knowledge.

- The quality of checking on pupils' progress in lessons requires improvement. When teachers check on pupils, they often do not make the work more difficult for those who are finding it easy. This means more able pupils do not make the rapid progress that they are capable of.
- Most teaching assistants use their initiative well when supporting pupils through reinforcing points made by the teacher, or adapting explanations in a way that pupils can understand better. This was particularly evident in their work when supporting pupils with special educational needs with their reading and writing. However, on too many occasions, teaching assistants are not used earlier on in lessons enough to support pupils more quickly with work that is suitable for their level.
- The school uses visiting specialists well, to enhance the teaching of literacy and numeracy as well as other subjects such as design technology. For example, pupils in Reception and Year 1 were supported well by a visitor who specialises in survival skills in the forest. They were observed being encouraged to use counting skills to add up the amount of marshmallows that they had toasted in a forest fire on the school grounds! They also gave good explanations about the importance of the quality of flooring and the structure of a frame needed to construct a shelter in a forest setting.
- Marking is improving well. Marking is regular and generally points out well, how pupils might improve their work. However, pupils are not routinely responding to the comments teachers make, by correcting their work. This means that they do not regularly address gaps in their learning.
- There are some common strengths in the teaching in all classes, notably the good relationships between adults and pupils and the promotion of pupils working cooperatively in pairs and small groups. These are helping to successfully develop pupils' social skills.
- Some good and outstanding practice was seen during the inspection. For example, in a mixed Years 4, 5 and 6 literacy class, the teacher used good examples of pupils' use of language in writing for other pupils to check their work against. This was evident.
- In a mathematics lesson in a mixed Years 2 and 3 class, the teacher effectively moved pupils to different groups during the lesson, so that they would have access to a wider range of resources to help them understand fractions better. In these lessons, progress was good. However, such good practice has only been recent, as evidenced in pupils' books and in records on their progress.

### **The behaviour and safety of pupils are good**

- The school's most recent records of behaviour demonstrate that behaviour is improving well. There have been no exclusions since the last inspection. Behaviour policies and procedures are implemented consistently, which contributes well to the positive atmosphere and good relationships.
- Pupils say they are well cared for and feel safe at school at all times. A high proportion of parents who responded to the on-line survey Parent View, agree with this. Pupils say that bullying is something they rarely encounter. Discussions with older pupils revealed that they have strong knowledge about the different forms of bullying, including those that involving prejudice and the use of technology.
- Pupils have good safety awareness. For example, they know about how to use the internet safely and what to do should they encounter anything that is unsuitable.
- Most pupils generally do their best in lessons. In a small number of lessons, pupils' attitudes to learning are not as focused as they might be. However, lapses are dealt with effectively and appropriately by staff.
- Pupils demonstrate good spiritual, moral, social and cultural development. For example, in a school assembly, pupils were seen discussing how to 'spread love' to others, through the way that they treat people. Older pupils talked about how they enjoy supporting younger pupils in

the school, such as in their reading and at playtimes. They also enjoy learning about different cultures as demonstrated through the school's most recent award on celebrating its cultural international links.

- The headteacher checks all pupils' attendance regularly and is quick to follow up on any absences. However, a small number of pupils are still not attending regularly. In a small school, these pupils make the overall attendance figures slip easily into below average attendance at various times of the school year.

## The leadership and management

## requires improvement

- The school's leadership is now beginning to secure essential improvements. However, it is still judged to require improvement. This is because the school has not maintained a record of good improvements over time.
- The school has been through a lengthy period of uncertainty, with several different headteachers alongside high numbers of pupils arriving and leaving during the term. This has made it hard to maintain the continuity and momentum of school improvement. Consequently, teaching and achievement have not improved strongly overtime.
- Nevertheless, the strong and purposeful leadership of the headteacher has given the school fresh direction and impetus following a period of instability. She has made some good improvements, although in a short space of time, due to a very accurate assessment of the strengths and weaknesses of the school. These include improvements in the quality and frequency of checks on teaching and pupils' progress, safeguarding, performance management and marking.
- The headteacher tackles any teaching that does not meet the standard expected. Targets are set for staff to focus on improving their performance and they are directed precisely at improving the achievement of all pupils.
- However, due to the changes in two out of the three full-time teaching staff, the roles of other leaders are underdeveloped. There is still work to do in extending responsibilities to teachers for leading changes in different subjects. These include checking how well these subjects are taught and how much progress pupils are making in their learning.
- The school works well with its partner schools. For example, teachers have observed outstanding practice in other schools with regards to promoting positive behaviour and on assessment. Links with the local high school also helps to increase the quality of sports provision for pupils.
- **The governance of the school:**
  - Governance is effective. Due to the actions taken by the governing body, and support from the local authority, systems for monitoring the quality of teaching and safeguarding have improved. As a result of training to help them to carry out their role more effectively, they provide positive support for the headteacher in the drive to raise standards and improve the quality of teaching. Their knowledge of how well pupils are doing in the national assessments is strong. They are fully aware that the progress made by pupils is in need of improvement. They manage the school's finances effectively including checking the use of the pupil premium and appraising the performance of the headteacher, which includes setting targets for improvements in pupils' achievement. They ensure that there is a clear link between pupils' achievement and salary increases.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	111283
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	411977

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	57
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Kate Soragna
<b>Headteacher</b>	Jane Hopkins
<b>Date of previous school inspection</b>	29 April 2009
<b>Telephone number</b>	01829 250285
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