

St Oswald's Worleston CofE Primary School

Worleston, Nantwich, Cheshire, CW5 6DP

Inspection dates 2–3 July 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- This is a good school that is currently improving very quickly due to outstanding leadership.
- Pupils do well. Academic standards are good and pupils are helped to develop responsible attitudes. Consequently, they are well prepared for their education after primary school.
- From average starting points, pupils reach above-average standards in reading, writing and mathematics at the end of Year 6.
- Good teaching and imaginative activities meet most pupils' needs most of the time and keep them interested in learning.
- The quality of marking and feedback to pupils about their work is excellent.
- Pupils' learning is tracked very carefully. Pupils, and their parents, are kept well informed about academic progress.
- Pupils' behaviour is outstanding. They take a lead in making decisions, are confident in many different situations and display high levels of courtesy and respect towards others.
- Pupils report that bullying does not happen. They feel very safe in school and say that others will always provide help if they need it.
- The headteacher's drive and vision for the school shine out clearly. Her strong leadership has brought challenge where it has been needed and has brought out the best in everyone.
- All leaders and governors demonstrate an informed commitment to school improvement. They do not accept underperformance and take care to recognise excellence. Their actions are guided by a desire to provide the best possible education and school experience for the children.

It is not yet an outstanding school because

- Progress across Key Stage 1, particularly the level of challenge in Year 2, is not as strong as it could be.
- Sometimes, teaching is pitched at too hard or too easy a level for a few pupils.
- Over time, pupils' progress in writing does not match the stronger progress that they make in reading and mathematics.

Information about this inspection

- The inspector observed five lessons, four of which were joint observations with the headteacher, and also made several short visits to other lessons. In addition, the inspector observed an assembly, the school's before- and after-school care, and listened to pupils read.
- The inspector observed the school's procedures and pupils' behaviour at the beginning and the end of the school day, at lunch and break times, and at the before-school club.
- Meetings were held with pupils, staff, school leaders and governors. Telephone conversations with a local authority officer and a representative from Chester Diocese also took place.
- The inspector took account of 34 responses to the online questionnaire (Parent View). He also looked at the results of the school's own survey of parents' views, talked to parents at school, and considered the responses to the school staff questionnaire.
- A number of school documents were examined. These included information about pupils' progress, school improvement plans, and records of governors' meetings. The work in pupils' books and on display, records relating to the quality of teaching, behaviour, attendance and safeguarding were also scrutinised.

Inspection team

Martin Pye, Lead inspector

Additional Inspector

Full report

Information about this school

- St Oswald's Worleston CofE Primary School is smaller than the average-sized primary school.
- The vast majority of pupils are White British.
- Pupils are taught in four mixed-age classes: one Early Years class, one Key Stage 1 class, and two Key Stage 2 classes.
- Nursery age children attend on a part-time basis and join the reception age children in the Early Years class.
- The proportion of disabled pupils and those with special educational needs supported at school action is above average. The proportion supported at school action plus or with a statement of special educational needs has increased this year and is also above average.
- The proportion of pupils known to be eligible for the pupil premium funding is in line with the national average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and for children who are looked after by the local authority.
- The school provides before- and after-school care and this was checked as part of this inspection.
- The headteacher was appointed in January 2013 and, in recent times, there have been several changes of staff.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress by the end of Year 6.

What does the school need to do to improve further?

- Further improve the quality of teaching in order to raise standards higher, particularly in Year 2 and in writing in both key stages, by making sure:
 - that the level of challenge provided to Year 2 pupils keeps them fully engaged in learning and pushes them on further as soon as they are ready
 - teachers always adjust the level of work during lessons if it is clear that pupils already understand or that they need more support.

Inspection judgements

The achievement of pupils is good

- Children's skills and pre-school experiences on entry to the Early Years Foundation Stage can vary significantly from year to year but, over time, are generally typical for their age. They settle in quickly and do well in the Early Years class because teaching is good and adults help them to develop good learning habits. By the time they finish the Reception Year, they are very well prepared for their start in Year 1.
- Progress across Key Stages 1 and 2 builds further on this good start and, year-on-year, pupils have reached above-average standards in reading, writing and mathematics at the end of Year 6.
- Over time, pupils' progress across the whole school generally presents a positive picture. In the past, pupils made faster progress in Key Stage 1 than in Key Stage 2. Over the last 18 months, this situation has reversed. Improvements to the school's systems for checking work and progress means that pupils' performance is now tracked with increased frequency and precision. This has helped to highlight specific learning needs and raise expectations. Currently, pupils in Key Stage 2 are racing ahead in their learning and many pupils are doing exceptionally well.
- While progress in Key Stage 1 is good, it is faster in Year 1 than in Year 2 as some of the older Key Stage 1 pupils are not given the chance to always push on to harder work or new challenges when they are ready.
- The school's work to support pupils with disabilities or special educational needs is very effective. Record keeping is meticulous, teaching and support staff are well-trained and up-to-date, and pupils receive the help, encouragement and recognition that they need. Consequently, they thrive and make good progress at school.
- The most able pupils are also pushed to do their best and to make the most of their abilities and the opportunities on offer to them. The standard of work produced by some of the brightest pupils is superb.
- An analysis of the in-school gaps between the attainment of pupils in receipt of pupil premium, including those known to be eligible for free school meals, and other pupils is difficult to make meaningful because the pupil numbers in each year group are small. However, there is no evidence of underachievement by either group.
- In nearly all year groups, most pupils reach higher standards in reading and mathematics than they do in writing, although some girls' writing is excellent. Work in books and data for the past year show that teachers and pupils are putting a great deal of effort into boosting progress and improving the quality of writing. These efforts are meeting with success; all pupils, and particularly boys, are making faster progress this year than in previous years. Occasionally, however, the level of challenge or support is not pitched carefully enough and this stops some pupils from doing as well as they can in this subject.
- All pupils are provided with equal opportunity to succeed and pupils report that 'no one is left out'.

The quality of teaching is good

- Teaching overall is good. Teachers are constantly looking to improve the quality of their work and some of the teaching in the school is outstanding.
- In lessons, pupils are studious and keen to do their best. They are attentive to their teachers and cooperative with each other. Whether they are engaged in role play or 'being the teacher' in the Early Years class, dramatising story scenes in Key Stage 1, or stretching their thinking with thought-provoking questions about the deforestation of the Amazon rainforest, pupils of all ages readily ask questions, share ideas and listen carefully.
- Teachers regularly employ simple and innovative ideas in their teaching. In the Year 5 and 6 class, for example, pupils are reminded about mathematical rules by listening to key teaching

points set to music. During lessons, they are able to call upon a range of equipment and devices, including hand-held computer technology, to assist their learning. Pupils' ability to select and use appropriate equipment and reference materials, and to exercise initiative, also helps their progress.

- In all classes, pupils' work is marked with thorough attention. The guidance and feedback given to pupils is excellent. Mistakes and misunderstandings are picked up and teachers make detailed comments that highlight strengths and provide advice about what to do next. Pupils know how well they are doing and can refer to many examples in their work where teachers' marking has helped them to improve their understanding and to learn more. Much of the work in pupils' books is impressive.
- Pupils also check their own and each other's work. They regularly compare their progress against what they have been asked to do and decide whether they have succeeded. They are quick to offer praise and constructive criticism, and equally quick to learn from it in order to improve their own work.
- Classrooms are kept tidy and equipment to help children learn is readily available for all to use. Teaching assistants' time is used well and the support provided to pupils with particular learning needs is effective.
- While teachers always plan lessons that aim to build on previous learning and are attentive when marking pupils' work, sometimes they do not respond quickly enough to pupils' comments or questions during lessons. In just a few cases, teachers carry on with an activity when some pupils do not understand, or that some are ready to press on with a new challenge or harder work. While this happens more often in Year 2 than elsewhere, it is still an occasional occurrence in all classes.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding. In class, they display a real appetite for learning and around school they are helpful and polite. In all situations they act with confidence and show respect for others.
- All pupils follow the school uniform code and look smart. They take pride in their work and their school. The head boy and head girl present themselves as excellent role models and many other pupils take on responsibilities, such as mini-midday supervisors or buddies to younger pupils, in order to help others and assist with the smooth running of the school.
- What really marks out the pupils' attitudes to school as exemplary is their involvement in so many decisions about school life and their awareness that their opinions and actions can bring about changes for the better. The very effective whole-school approach to behaviour management, and the organisation of zones on the playground, for example, have both come about as a result of thoughtful decisions made by the pupils.
- Pupils' attendance has steadily improved over the last few years with a significant improvement in the current school year, which has taken the level of attendance to well-above average. The vast majority of pupils arrive on time and any late arrivals are carefully recorded and the number of minutes late is noted so that any patterns are spotted and parents informed.
- The school's work to keep pupils safe and secure is outstanding. The routines and procedures in place to ensure pupils' safety are second to none and pupils report that they feel happy and safe when they are at school and at the before- or after-school clubs.
- Pupils of all ages report that bullying, in any form, does not happen and that any sort of conflict is rare. They are equally confident that other pupils or the adults will help them if they have a problem.
- Lunchtime in the dining hall is a very pleasant occasion which helps to develop pupils' social skills. In recent months, small cafe-style tables set with table cloths and cutlery have been introduced. Good manners are the routine expectation and while conversation can be lively, it is always polite and good-natured.
- Parents express high levels of satisfaction with the school's work. The overwhelming majority of

parents who responded to Parent View would recommend this school to other parents.

The leadership and management are outstanding

- This good school is improving quickly because of outstanding leadership and management.
- The leadership provided by the headteacher is excellent. She displays a passion about teaching and is objective in her decision making, guided by her commitment to providing the best possible education for the pupils. She has strengthened systems for seeking views, gathering information, and checking on the quality of teaching and learning. She gives clear messages so that all understand her vision and ambition for the school. Consequently, the quality of teaching is continually improving and pupils' rate of progress is getting faster.
- In this small school, senior members of staff have more than one management responsibility. However, it is clear that all are highly effective in their leadership roles, despite their heavy workloads. Senior leaders regularly observe teachers and teaching assistants at work. They keep a close eye on progress and provide staff with well-informed advice and access to training to keep everyone up-to-date. In addition, links with other local schools enable staff to share and learn from effective practice and to contribute to school improvement in other settings.
- The curriculum on offer meets pupils' needs very well. There is a core focus on numeracy and literacy skills with other subjects organised into themes that are often driven by pupils' ideas and choices. Leaders make sure that skills and knowledge are built up in carefully sequenced progression and plan extra activities and trips to enrich pupils' learning and experiences. The 'University of St Oswald's' Friday activity sessions, for example, give pupils the chance to try their hand at learning new skills, such as learning Japanese or gardening.
- The day-to-day activities and expectations within the school serve to reinforce pupils' awareness of right and wrong and also encourage them to develop reflective and considerate views and exercise empathy. A recently forged link with an African school, museum and theatre trips, and the attention given to music and art, assist the development of pupils' cultural awareness.
- School leaders make an extra effort to seek parents' views and to share information in order to strengthen the partnership between home and school, and to make expectations clear. The information provided for parents is first class. For example, all parents have access, through the school website, to their child's school performance data and they can check it at any time. A parent council is active in voicing parents' views and influencing school policy and future developments. There are many regular newsletters and events that involve parents and keep them posted about the school's work.
- The primary school sport funding is used to employ a specialist teacher for one day a week to work alongside school staff. Her input has widened the range of sports available and pupils have entered a variety of local tournaments.
- The local authority has confidence that the school leaders are able to maintain current standards and bring about further improvements. Consequently, it provides a low level of support.
- Safeguarding procedures meet current statutory requirements.
- **The governance of the school:**
 - There is an impressive range of skills on the governing body. Governors make good use of available training and pay careful attention to the information they receive. They are well aware of their responsibilities and the work of the school.
 - Governors are frequent visitors in school; they observe teachers at work, look at pupils' work and check progress data to make sure it is good enough. They know exactly where further improvement is needed and celebrate the school's achievements.
 - Governors' involvement in the management of staff performance has improved significantly since the previous inspection, and particularly over the past two years. They are very well informed about the systems and procedures in place to reward success and challenge underperformance. They make sure these are followed properly.
 - Financial management is efficient and specific funds, such as the primary sport funding and pupil premium, are spent wisely and the impact on pupils' achievement is checked with

meticulous care.

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

Unique reference number	111266
Local authority	Cheshire East
Inspection number	444184

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	72
Appropriate authority	The governing body
Chair	Paul Johnson
Headteacher	Fiona Todd
Date of previous school inspection	16 September 2009
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