

# Inspection of Cheswardine Primary and Nursery School

Glebe Close, Cheswardine, Market Drayton, Shropshire TF9 2RU

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Inspection dates: 24–25 September 2019

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Early years provision

**Good**

Overall effectiveness at previous inspection

Requires improvement

## **What is it like to attend this school?**

Pupils, staff, parents and carers said to us that Cheswardine has a family-like atmosphere. Pupils feel safe at the school. They get on well with each other and with staff. As a result, pupils behave well. Bullying is not a problem. It is very rare. Staff deal with it straight away if it happens.

The school is much smaller than most primary schools. Pupils are taught in three classes. Reception and Years 1 and 2 are taught in class one. Years 3, 4 and 5 are in class two. Year 6 pupils are in class three.

Pupils like being in class with children of different ages. It helps them to know each other well across the school. But older pupils say that, in some subjects, they do work they have done before. In English, mathematics and science, pupils think that the work they do is demanding enough and right for them.

Pupils enjoy school. They like the wide range of activities that they can do. They talk with enthusiasm about the opportunities they have. These include learning to play the guitar and visits to the Houses of Parliament in London. Pupils also take part in charity events.

## **What does the school do well and what does it need to do better?**

Since her appointment, the headteacher has improved the quality of education. She knows it is not yet as good as it should be. This is because she focused first on improving pupils' learning in English, mathematics and science before moving on to other subjects.

In English, mathematics and science, teaching is organised in a way that helps pupils to know more about the subject and to remember what they have learned. Teachers check that pupils can apply new knowledge before moving on to other topics. Pupils are now doing well because of this.

For the other subjects in the curriculum, teachers have broad plans for what pupils must learn. However, there is not always enough detail in these plans to support pupils' learning. For example, in history, pupils in Years 3 and 4 learn about explorers at the time of Francis Drake. However, what is taught in Year 2 does not prepare pupils well to study that. The way in which a series of lessons is planned in geography, religious education, music and art does not help pupils to build on what they already know and can do.

Subject leaders in charge of improving pupils' learning in those subjects started at the school at the beginning of this term. The headteacher has arranged training for them but this support has not yet started. It is too early to see the positive effect of their work.

The teaching of early reading is effective. There is a clear scheme to develop pupils' fluency in reading. Pupils who find learning to read difficult receive extra help. As a result, all pupils, including pupils with special educational needs and/or disabilities (SEND), are doing well. The support for pupils with SEND is very effective across the school.

In the early years, children benefit from a caring environment. Staff are well trained. Children settle quickly into the school's routines. Children get secure foundations in reading and counting throughout the early years. From the start of nursery, they develop their ability to count and recognise letters. Staff plan activities that children enjoy. Through these activities, they learn to socialise and become independent. Staff record children's progress well. Parents are encouraged to be involved in their child's education. They welcome this opportunity.

Pupils behave well in lessons. They get on well with their teachers. Pupils work well with each other. For example, they take turns and share. Pupils' good behaviour allows learning to happen.

The school provides ample opportunities for pupils' personal development. They learn about other cultures and religions. They visit museums and other places of interest. They can learn musical instruments. They can do a wide range of activities in after-school clubs. They also take part in sporting competitions with other schools.

The headteacher and the staff are committed to improving the quality of education. The headteacher has achieved a lot in a short period of time.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff know pupils well and care for their well-being. Governors and the headteacher make sure that all members of staff have regular training and remain vigilant.

The designated safeguarding leads are clear about their duties. They use external agencies well. Families get extra help when they need it.

Pupils are taught about the risks they may face in their community and beyond. Through activities in assemblies and in lessons, they learn how to keep safe in their daily life.

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

### **(Information for the school and appropriate authority)**

- While the headteacher's actions since her appointment have led to significant and rapid improvements, the school does not yet provide a good quality of education.

Pupils' progress is good and improving in English, mathematics and science. However, it is not strong enough yet across the rest of the curriculum. The plans for most of the foundation subjects need to be more detailed so that they can be delivered in ways that build pupils' secure long-term understanding.

- The headteacher has appointed new subject leaders to develop the quality of teaching in foundation subjects. These leaders have only been in post since the start of term and have not yet had an impact on the improvement of the subjects for which they are responsible. The headteacher has plans to provide training to develop the expertise of these leaders. The development of subject leadership needs to be addressed as a matter of urgency to ensure that the ambitious objectives of the curriculum are delivered in full across all the subjects.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	123357
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	10111668
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	62
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Claire Denny
<b>Headteacher</b>	Rachael Williams
<b>Website</b>	<a href="http://www.cheswardineschool.org.uk">www.cheswardineschool.org.uk</a>
<b>Date of previous inspection</b>	24–25 May 2017 Monitoring visit: 16 July 2018

## Information about this school

- The headteacher was appointed in September 2018 as acting interim leader.
- The governors, with the governors of Hinstock Primary School and the support of the local authority, are in the process of formalising the collaboration between the two schools in a hard federation.
- The early years provision consists of a Reception class, who are taught alongside pupils in key stage 1, and a separate nursery.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- Inspectors held meetings with the headteacher, teachers and support staff. Meetings were also held with the chair and vice-chair of the governing body and four governors, as well as a representative of the local authority.
- As part of this inspection, the following subjects were considered: reading, mathematics, science and music. For each of these subjects, inspectors did the following: discussed the provision and quality of teaching with the headteacher

and subject leaders; visited lessons; discussed their experience of learning with groups of pupils selected during lesson visits; and looked at work in pupils' books.

### **Inspection team**

Patrick Amieli, lead inspector

Ofsted Inspector

Susan Helps

Ofsted Inspector

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