

Inspection of Davenham CofE Primary School

Charles Avenue, Davenham, Northwich, Cheshire CW9 8JW

Inspection dates: 5–6 November 2019

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Good

Early years provision

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this school?

Pupils describe the school as exciting, friendly and happy. The school is attractive and well resourced. It is decorated with beautiful examples of pupils' artwork.

Pupils enjoy their lessons and the wide range of experiences that leaders plan for them. Pupils talked with enthusiasm about regular residential trips. As one pupil said, 'These help you push your limits, so you're not scared.'

Teachers make sure that pupils achieve their best. Pupils described the frequent challenge and support that teachers give them to succeed in their learning. Pupils know that staff care about them. They said that staff help when they have worries or concerns.

Staff make sure that pupils have lots of leadership opportunities. This helps to prepare them well for the future. Pupils develop as enthusiastic and caring members of the school. They are keen to make a difference in the local community. For example, the school's eco council organises litter-picking in the village. The school's choir take part in a lantern procession while singing for older people each Christmas.

Pupils behave exceptionally well. They told us that bullying is very rare. Pupils feel safe. They are proud members of this welcoming school.

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

Leaders have planned a broad and exciting curriculum. This prepares pupils very well for the next stage of their education. In 2019, pupils' achievement in reading, writing and mathematics was well above the national average at the end of key stage 2.

Across the school, pupils achieve well in mathematics. In mathematics, pupils use a range of practical equipment to help them deepen their understanding. They become confident and accurate in written calculations. Staff provide useful support for pupils with special educational needs and/or disabilities (SEND). These pupils achieve well.

Pupils are confident and enthusiastic readers. They enjoy the wide range of books and novels that teachers share with them. Pupils love visiting the well-stocked and attractive school library. They read with very good understanding as teachers help them develop a range of skills. Teachers give lots of extra support to help pupils who are struggling to read. This is effective. Most pupils reach the expected standard in the Year 1 phonics screening check. Leaders have changed the approach to teaching younger pupils phonics. This is to help even more pupils learn to read with confidence. The changes are recent. Leaders are providing training for staff to improve the consistency in the way in which phonics is taught across classes.

Leaders have improved the curriculum plans across subjects, including history and

geography. This is to ensure that pupils remember more key facts about each topic. For example, in history, pupils remember what they have studied recently. Year 5 pupils described in detail their learning about the Second World War. Pupils are less secure remembering learning over longer periods of time. Teachers are beginning to teach the new curriculum plans as intended. Leaders are developing ways to check that these changes are helping pupils to remember more about their learning over time.

Learning in the early years is active and fun. Children achieve well. They are well prepared for Year 1. Children show concentration and interest in what they are doing. During our visit, children showed a keen interest in mathematics. They were enjoying exploring shapes in lots of different ways. Children move around the classrooms safely and calmly. Teachers make very regular checks on what children know. They use this information to plan what children need to learn next. The classrooms are bright and attractive. Reading areas are cosy and inviting. Leaders are taking steps to improve the outdoor classroom area. At present, teachers do not plan enough opportunities for children to extend their learning when outdoors.

Pupils' behaviour is excellent. In lessons, pupils are keen to do their best. They take responsibility for their own behaviour and rarely need reminding about school rules. Older pupils are excellent role models at playtimes and lunchtimes. They make sure that everyone gets on well together.

A strength of the school is the range of experiences that staff provide. For example, pupils enjoy after-school clubs, including cookery and art. Leaders make sure that pupils participate in a wide range of sports and activities, including Zumba, football and judo. Staff plan many trips and visits, including to places of worship, art galleries and museums. These help pupils appreciate the wider community. Pupils learn to be reflective and thoughtful. For example, the school's ethos club plans very regular charitable fundraising events.

Leaders give staff lots of opportunities for training and development. Staff work closely together to share their expertise. For example, the subject leader in art and design has developed teachers' skills in this subject. As a result, pupils across the school produce attractive artwork which is of a high quality.

Leaders and governors make sure that the school is a happy place to work. Staff feel valued.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff have regular training. Staff know how to check for signs that a pupil may be at risk. Leaders work closely with other agencies and professionals to ensure that pupils and their families get support when needed. Leaders check the staff recruited to work in school to ensure that they pose no threat to pupils.

Staff teach pupils about the risks they might face in their everyday lives. Pupils learn how to stay safe when using technology. Pupils know that they should speak to an adult in school if they are concerned about anything.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There are some inconsistencies in teaching phonics. The new approach to teaching phonics is not embedded. Therefore, leaders need to ensure that the approach to teaching phonics is consistent. This is to enable all pupils to learn to read accurately and fluently.
- Leaders have developed the school's curriculum plans to improve pupils' learning. Leaders need to check that curriculum plans across different subjects, including geography and history, are having the intended impact in strengthening pupils' knowledge and understanding over time.
- Leaders have taken steps to improve assessment activities to check teaching and learning across the curriculum. Leaders need to ensure that these checks are effective and are used by teachers to improve teaching and learning.
- In the early years, teachers plan activities which build on children's previous learning. This is less evident in the early years outdoor classroom. Leaders need to make sure that teachers provide planned opportunities for children to extend their learning outdoors.

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

Unique reference number	111387
Local authority	Cheshire West and Chester
Inspection number	10110870
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	316
Appropriate authority	The governing body
Chair of governing body	Debbie Mercer
Headteacher	Joanne Hyslop
Website	www.davenhamcofeprimary.com/
Date of previous inspection	21 March 2007

Information about this school

- A new headteacher has been appointed since the previous inspection.
- The school had a section 48 inspection on 26 January 2018.

Information about this inspection

We carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a section 5 inspection under the same Act.

- We met with the headteacher, the assistant headteacher and the leader for the early years foundation stage.
- We held meetings with four governors and the coordinator for the provision for pupils with SEND.
- We checked the safeguarding policies and procedures and the single central record. We met with leaders, staff and pupils to check how effective safeguarding is in school.
- We met with parents and carers at the school gate to seek their views.
- We spoke to staff to seek their views of the school.

- During the inspection, we met with groups of pupils from Year 3 to Year 6, and observed lunchtimes and playtimes.
- We examined a range of documents. These included minutes of the governing body meetings and safeguarding documentation.
- Art and design, history, mathematics and reading were considered as part of this inspection. For each of these subjects, inspection activities included discussions with leaders, visits to lessons, discussions with teachers, scrutiny of pupils' work and discussions with pupils about their learning. In reading, an inspector also observed a member of staff listening to pupils read. In design and technology and geography, we looked at pupils' workbooks and spoke to pupils and leaders.

Inspection team

Elizabeth Stevens, lead inspector

Her Majesty's Inspector

Christine Howard

Ofsted Inspector

Suzanne Blay

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019