

Inspection of a good school: St Oswald's Worleston Church of England Primary School

Church Road, Aston Juxta Mondrum, Nantwich, Cheshire CW5 6DP

Inspection dates:

12 February 2020

Outcome

St Oswald's Worleston Church of England Primary School continues to be a good school.

However, inspectors have some concerns that standards may be declining, as set out below.

What is it like to attend this school?

The pupils who spoke with inspectors said that they enjoy coming to school. Leaders set high expectations for pupils' conduct. Pupils are kind to each other. Any occasional fallings-out are resolved amicably. Pupils try to include everyone in their games at breaktimes.

Older pupils take great pride in the presentation of their work. Pupils can get on with their work in class. This is because they behave well in lessons. They also behave well around the school.

Pupils are confident that there is an adult in school to talk with if they have any worries. They trust adults to sort out any incidents of bullying on the rare occasions that these occur.

Pupils enjoy learning to play different musical instruments. They look forward to performing to their families and friends. Older pupils enjoy the annual residential trip. They like taking part in the outdoor adventure activities.

Pupils are making much better progress in mathematics now, including pupils with special educational needs and/or disabilities (SEND).

Pupils learn about the world through the different termly topics. They make connections between subjects. However, pupils are not building up their subject-specific knowledge sufficiently well over time. Younger pupils are not learning to read as well as they should.

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

Most pupils reach the expected standards in reading, writing and mathematics by the end of Year 6. However, over time, pupils in key stage 1 do not achieve as well as pupils nationally.

Leaders are at the early stages of developing the curriculum across the school, including in early years. Leaders link subjects together well to create the termly topics that pupils study. Through these topics, pupils gain important knowledge about different subjects. However, over time, leaders do not ensure that pupils build sufficiently on what they already know and can do in some subjects. This is because pupils are not connecting key aspects of their learning. The aims of each subject and the knowledge that is to be taught are not clear enough in curriculum plans. The order in which knowledge is taught has not been carefully thought out. For example, in history, pupils do not develop a robust understanding of 'empire' or 'civilisation'. Moreover, teachers do not adapt and modify the new curriculum in many subjects well enough for pupils with SEND. This prevents these pupils from achieving as well as they should.

Leaders have given reading a greater priority more recently. Pupils love listening to the stories that adults read to them. Children in early years are eager to talk about the story's characters and events. Older pupils are adventurous in their book choices. Leaders have allocated more time for daily phonics sessions. However, pupils do not achieve as well as they should in reading across early years and key stage 1. This is because teaching staff do not follow the school's agreed phonics programme consistently. This, coupled with missed opportunities to provide ongoing formal training and support for staff, mean that there has been 'drift'. Leaders have not decided where pupils should be up to in the phonics programme by key points. They are not identifying those pupils who are not keeping up quickly enough. While pupils read books that match the sounds that they know in lessons, there are not enough of these books for all pupils to take home to read.

That said, leaders have been successful in improving the curriculum in mathematics and in writing. These developments are making a positive difference to pupils' learning in these subjects. This includes children in early years. The school's mathematics curriculum sets out clearly what pupils should learn and when. Pupils develop fluency, mathematical reasoning and competence in the subject. This helps them solve increasingly sophisticated mathematical problems. Pupils with SEND have sufficient opportunities to consolidate their understanding before moving on in this subject.

Staff have consistently high expectations of pupils' behaviour. Well-established routines ensure that lessons get off to a prompt start. Staff help new pupils to settle into school life well, especially children in early years. These pupils and their families are made to feel welcome members of the school community. Parents and carers of pupils with SEND feel well supported by the school. Frequent communication keeps

them well informed about their child's progress. Leaders work well with the local Gypsy, Roma, Traveller community whose children now attend the school.

This small school provides pupils with a wealth of extra-curricular opportunities. Pupils enjoy trips and visits out. They represent their school in sporting events and take on leadership responsibilities.

The members and directors of the trust are highly committed to the school. They have good intentions for the school and its pupils. However, they have relied on a minority of their colleagues to keep a close eye on pupils' academic achievement. They have not used this information as well as they should to inform their work. They are now addressing this issue.

Staff are proud to work at the school. They appreciate the support that leaders give them. Staff are able to share any concerns that they may have with the staff council. Leaders listen to, and act on, these concerns appropriately. Like parents and pupils, staff feel valued members of the school community.

Safeguarding

The arrangements for safeguarding are effective.

Leaders carry out the required checks to make sure that staff are suitable to work with children. All staff are up to date in their safeguarding training. Staff are meticulous in reporting and recording any concerns. The school works well with other agencies to get pupils and their families the support and help that they need. Pupils are taught how to keep themselves safe online as well as in a range of different situations. Pupils, parents and carers, and staff agree that there is a strong culture of safeguarding in the school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Children in early years and pupils in key stage 1 do not achieve well in reading. There is inconsistency in the implementation of the school's phonics and early reading programme. Staff have not received the ongoing training and support that they need to help them to do their jobs well. Leaders are not quick to identify those pupils who need additional help to catch up and keep up. Some pupils are only able to read books that match the sounds that they know in the reading lessons. Leaders should act to ensure that children in early years and pupils in key stage 1, including those with SEND, become confident and competent readers.
- Some of the school's curriculum plans do not set out subject-specific content in sufficient depth. The curriculum content is not planned well enough with pupils' previous and future learning in mind. Therefore, not all learning is well sequenced. In the different subjects, it is not clear which end-points the curriculum is building towards. This makes it hard to know whether pupils know and remember more.

Leaders should further develop the school's curriculum so that subject knowledge is taught logically, systematically and explicitly to all pupils, including those with SEND.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the predecessor school, St Oswald's Worleston Church of England Primary School, to be good in July 2014.

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 are the school and you are 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	143158
Local authority	Cheshire East
Inspection number	10122044
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	122
Appropriate authority	Board of trustees
Chair of trust	Piers Bostock
Principal	Alex Goodwin
Website	www.stoswald-worl.cheshire.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- St Oswald's Worleston Church of England Primary School converted to be an academy on 1 April 2017. When its predecessor school, St Oswald's Worleston Church of England Primary School, was last inspected by Ofsted, it was judged to be good overall. The school is part of the Rural Church Schools Academy Trust.
- This is a Church of England primary school.
- The school is part of the Diocese of Chester. The school's most recent section 48 inspection took place in November 2019.
- A number of pupils join the school at times other than those that are typical.
- The school has provision for two-year-olds.
- The school operates a before- and after-school club.

Information about this inspection

- During the inspection, we held meetings with the headteacher, middle leaders, teachers and support staff. We spoke with the chair of governors and several members and directors of the trust. We also spoke to some members of the local advisory committees.

- We spoke with staff about their workload and well-being.
- There were 30 responses to Parent View, Ofsted’s online questionnaire. We spoke to parents and carers at the end of the school day.
- We considered the 17 responses to the staff survey. There were no responses to the pupil survey. We met with staff and pupils.
- We met with the designated safeguarding leads. We reviewed documentation relating to safeguarding. We spoke with staff and pupils and considered the survey responses from staff and parents and carers around safeguarding.
- We observed pupils’ behaviour during lessons, at breaktimes and around school. We spoke with pupils about bullying, behaviour and leaders’ expectations of them.
- We looked in detail at reading, mathematics and history. For each of these subjects, we spoke to teachers and leaders, visited lessons, talked to pupils about their learning, looked at the work in their books and looked at other evidence of their learning. We also considered other subjects across the curriculum.

Inspection team

Pippa Jackson Maitland, lead inspector

Her Majesty’s Inspector

David Woodhouse

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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