

Inspection of Cinnamon Brow CofE Primary School

Perth Close, Fearnhead, Warrington, Cheshire WA2 0SF

Inspection dates: 21 and 22 September 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils at Cinnamon Brow, including those with special educational needs and/or disabilities (SEND), are happy and enjoy their time at the school. Children in the early years, including two-year-olds, settle quickly and learn successfully because of the knowledgeable, gentle support of staff. Pupils relish learning and respond positively to the high expectations that leaders and staff have of them. Pupils achieve well, gaining valuable new knowledge in different subjects.

Pupils benefit from a wide range of planned, extra opportunities, such as choir and 'school parliament'. They also learn many new skills, including archery, kayaking and how to work as a team, such as when building a high tower with milk crates.

Most pupils at the school behave thoughtfully and sensibly in classrooms, corridors and when outdoors. As one pupil said to an inspector: 'We all have different opinions, and we are responsible for our own actions.' When disagreements arise between pupils, staff carefully gather information about issues, then support individuals sensitively and effectively. Pupils said that they share their concerns with staff, which helps pupils to feel safe. They believe that leaders resolve bullying well.

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

Senior leaders know the school in detail. They are ambitious and make sure that staff have an accurate understanding of each curriculum subject. Leaders use up-to-date research, as well as the advice of experts from outside of the school, to help staff to improve their work. They have appointed staff as subject leaders who are knowledgeable and passionate about their subjects. This enables subject leaders to skilfully support their colleagues. Teachers plan the school curriculum in a logical order. They identify carefully what small chunks of information pupils need to know for each unit of work. They make sure that learning activities are meaningful and interesting. Even so, in different curriculum subjects, teachers do not make effective links between the curriculum delivered indoors and that taught outdoors.

Pupils achieve well because they know and remember the school's curriculum. For instance, they have built their knowledge and skills and become more musical, creative, scientific and mathematical. When some pupils, such as those with SEND, need the curriculum planned and taught in smaller steps, or to practise their previous learning, staff provide these pupils with intensive learning support. This help enables pupils to understand important information and develop knowledge equally as well as other pupils.

Pupils read with confidence, fluency and expression. Leaders place high importance on staff teaching all pupils to read. In Nursery, staff ensure that children become familiar with lots of stories, rhymes and poems. They teach children to speak clearly and to listen. Staff teach reading carefully from the beginning of the Reception Year. In all classes, well-trained staff give less skilful readers the time they need to

practise. Pupils told inspectors that they enjoy reading the much-improved fiction and non-fiction books.

In each subject and year group, teachers plan carefully to develop pupils' speaking and listening skills. Staff give much consideration to what new words to teach pupils, for instance focusing on the word 'big' in mathematics in Nursery, before teaching the meaning of 'bigger'. Even though pupils remember their learning, some older pupils find it hard to explain themselves as well as they should.

Mostly, pupils behave sensibly and demonstrate positive attitudes to their learning. They also care about the way that they and their fellow pupils look after the school environment, for instance encouraging one another to pick up litter. Most pupils attend school when they should. Most of the time staff can teach the curriculum without being held back by low-level disruption. Leaders support staff effectively to manage pupils' behaviour. Staff quickly spot when some pupils need help to manage their own feelings. They give much help to all pupils so that they feel settled and ready to learn.

Leaders are determined to give pupils a broad range of experiences beyond the usual curriculum subjects. They ensure that staff plan for many special events and celebration days, such as World Mental Health Day and Inclusion Week. Pupils learn about racism, for example by celebrating Black History Month. They learn how Rosa Parkes and Martin Luther King were important figures in promoting equality. Leaders ensure that they develop pupils' awareness of different faiths and beliefs, including Judaism and the similarities and differences to Christianity. Throughout the school year, leaders make certain that pupils learn about respecting different people and communities, and that they understand values such as compassion and forgiveness.

Safeguarding

The arrangements for safeguarding are effective.

Senior leaders make sure that all staff at the school are trained fully about safeguarding. Staff understand what might indicate that a child or pupil is at risk of harm and how they should act to safeguard pupils. Leaders ensure that the process for staff at the school to share information with a trained safeguarding leader or to get advice about any concerns is straightforward. Leaders and staff record and share safeguarding information properly with other professionals. They ensure that pupils develop a broad knowledge about how to stay safe, including about the dangers of misusing social media.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some older pupils are less fluent when they speak about their learning. This issue risks holding back their understanding and their readiness for later learning.

Leaders should make certain that all pupils develop the vocabulary and confidence to express their thoughts and opinions clearly.

- When teaching different curriculum subjects indoors, teachers do not help pupils to build fully on the knowledge they gain from their learning outdoors. This is likely to restrict pupils' subject knowledge. Leaders should make certain that staff connect together their planning for pupils' learning indoors with that for 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 information from Ofsted Parent View 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	111381
Local authority	Warrington
Inspection number	10200779
Type of school	Primary
School category	Voluntary aided
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	294
Appropriate authority	The governing body
Chair of governing body	Carolyn Whiteway
Headteacher	Rachel Pimblett
Website	cinnamonbrow-warrington.secure-dbprimary.com
Dates of previous inspection	21 and 22 November 2017, under section 5 of the Education Act 2005

Information about this school

- From September 2021, the school has started to provide 110 places in an on-site pre-school for children from aged two years.
- The school does not use alternative provision for pupils.
- Cinnamon Brow is a Church of England school. The most recent section 48 inspection took place in January 2017. The next section 48 inspection is due within the next year.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. The inspectors discussed the impact of the pandemic with school leaders and have taken this into account in their evaluation.
- Inspectors met with the headteacher and deputy headteacher, the pastoral leader, the special educational needs coordinator, an officer of the local authority and with a representative of the Diocese of Liverpool.

- Inspectors carried out deep dives in these subjects: reading, mathematics, art and design, history and geography. For each deep dive, the inspector met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- An inspector listened to some pupils from Year 1, Year 2 and Year 3 reading to staff.
- Inspectors also looked at curriculum plans and spoke with leaders about music, physical education, computing and staff's use of the school woodland in the curriculum.
- Inspectors spoke with several groups of pupils about their learning, safety and pupils' behaviour.
- Inspectors reviewed the school's work to safeguard pupils by meeting with some of the school's safeguarding leaders, checking samples of school records and speaking with several staff and pupils.
- Inspectors considered 64 responses from parents to Ofsted's online Parent View survey, including 46 additional comments from parents. The inspectors also considered three letters sent by parents to Ofsted. An inspector spoke with some parents as they brought their children to school.

Inspection team

Tim Vaughan, lead inspector

Her Majesty's Inspector

Tina Cleugh

Ofsted Inspector

Joan Grant

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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