

Inspection of a good school: Woore Primary and Nursery School

London Road, Woore, Crewe, Cheshire CW3 9SQ

Inspection date:

5 May 2022

Outcome

There has been no change to this school's overall judgement of good as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

What is it like to attend this school?

This is a small school where relationships are treasured. Pupils talk proudly about their school. They are eager to attend, and make strong, positive friendships. Parents and carers all agree that the school is a special place. One commented, 'This is a happy, friendly school that has a family feel.' Inspectors agree.

Many pupils regularly take part in activities such as archery, cooking, art and sports. These opportunities enrich pupils' lives. The school grounds, outdoor learning hut, forest school and daily mile track offer varied and exciting experiences. Pupils are proud to take on extra responsibilities. Sports leaders understand how important their roles are.

Leaders want the best for pupils but do not have an accurate enough view of the school. They have started work to develop the curriculum. However, not all lessons are planned and delivered well enough to ensure that pupils are helped to develop their knowledge and understanding over time. This means that not all pupils learn as well as they should. Sometimes, pupils get distracted in lessons and do not concentrate on their learning.

Pupils told inspectors that their teachers will always try to keep them safe. They know that bullying can happen but say staff will always sort it out if they ask for help.

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

The school has undergone some recent changes in staffing. COVID-19 has led to some delays in the implementation of curriculum planning and staff training. Governors have recently reviewed staffing to ensure that the headteacher has more time to make necessary changes and to check on the impact of these.

Leaders want pupils to experience high-quality learning in all subjects. There are long-term plans in place for all subjects. These plans make clear what leaders want pupils to know and learn. However, staff have not yet received the training they need to help them deliver some aspects of the curriculum well enough, for example in reading and mathematics. As a result, not all teachers have the subject knowledge they need. They are not all as skilled as they need to be in challenging misconceptions or checking pupils' progress systematically. This means that not all pupils make the progress they should. Leaders do not have an accurate view of how well teachers are implementing curriculum planning across the school.

Leaders ensure that teachers are well informed about the needs of pupils with special educational needs and/or disabilities (SEND). However, sometimes, teachers do not adapt their lessons well enough or make sure that the work given to pupils meets their needs. This means that some pupils do not learn or behave as well as they should.

Children in the early years get off to a great start. Nursery staff think carefully about how best to meet children's needs. They make sure there is time to play, learn and sleep when needed. Staff are patient and skilled when encouraging very young children to express themselves and join in activities. As a result, young children listen to adults carefully. They learn to count and match numbers in interesting ways, such as by using eggs and egg boxes.

Leaders have recently revised their approach to the teaching of reading. A new phonics scheme is currently being put in place throughout the school. All staff have had basic training in teaching phonics using this scheme; however, there is some variability in the delivery of lessons. There is extra support for pupils who need help to catch up with their reading. However, the new phonics system has not yet had time to have the intended impact. Pupils enjoy choosing interesting, high-quality books from their well-stocked library. Pupils know they are expected to read at home and agree that reading helps them in their learning.

Leaders want all pupils to have experiences which broaden their understanding of the world around them. They ensure there is a wide range of opportunities in place, including yoga and gardening. They have visits from health workers, who help them understand how to stay healthy and safe. Pupils are proud of their roles; they enjoy helping on the playground and take their roles seriously.

Pupils are knowledgeable about fundamental British values and could talk confidently about these. Pupils say anyone is welcome at their school and differences are celebrated. Pupils are confident that their teachers will always help them if they need it.

Relationships in school are warm and caring. Staff are very positive. They understand that working in a small school means they need to 'wear many hats'. However, they feel well supported by leaders and feel proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

Regular training ensures that all staff have the necessary skills and understanding to act when they feel that pupils are at risk. When concerns are raised, those responsible for safeguarding act quickly to investigate. As a result, pupils and families get the support they need.

Leaders ensure that there are effective systems in place to manage safe recruitment. This is checked regularly by governors. Pupils are taught how to keep themselves safe. This includes when they are online. Parents are united in agreeing that the school keeps their children safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Staff have not yet received the training they need to help them deliver some aspects of the curriculum well enough. As a result, not all teachers have the subject knowledge they need. They are not all skilled enough in challenging misconceptions or checking pupils' progress systematically. This means that not all pupils make the progress they should. Leaders should ensure that staff have the training they need to deliver the curriculum well.
- Current school self-evaluation does not accurately reflect the school's strengths and weaknesses, including curriculum implementation. Leaders need to regularly check how well the curriculum is being implemented so they can then make sure that staff get the right support.
- Leaders ensure that teachers are well informed about the needs of pupils with SEND. However, in some instances, not all teachers act on the advice given, or make sure that the work given to pupils meets their needs. This means that some pupils get distracted in lessons. Leaders should ensure that advice provided to teachers is acted upon and that the work provided to pupils with SEND is well matched to their needs.

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 or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, 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 deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in March 2017.

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	123405
Local authority	Shropshire
Inspection number	10226958
Type of school	Primary
School category	Maintained
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	79
Appropriate authority	The governing body
Chair of governing body	Sarah Renshaw
Headteacher	Michelle Ward
Website	www.woore.org/
Date of previous inspection	21 March 2017, under section 8 of the Education Act 2005

Information about this school

- The school does not use alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The lead inspector held a range of meetings with those responsible for governance. She met with the chair of governors and five governors.
- The lead inspector held meetings with the headteacher, who is the designated safeguarding leader.
- Inspectors held meetings with the special educational needs coordinator, the office manager, the early years foundation stage leader and other leaders.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and modern foreign languages.

- For each deep dive, inspectors met with subject leaders or the headteacher. They discussed the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors made visits to classrooms.
- Inspectors observed pupils' behaviour around the school, in classrooms and at breaktimes and lunchtimes.
- Inspectors made visits to the early years part of the school.
- Inspectors observed pupils reading to a familiar adult.
- Inspectors spoke to pupils about their learning and experiences at school. They looked at pupils' work to see how well staff implement the curriculum.
- Safeguarding documents were checked, including the checks that leaders make on staff's suitability to work with children. Inspectors checked that staff implement safeguarding policies and procedures effectively across the school.
- Ofsted's online questionnaire, Ofsted Parent View, and the 54 free-text responses received, were checked during the inspection.
- Inspectors considered the responses to Ofsted's staff survey.
- Inspectors looked at a range of documentation provided by the school. This included the school's self-evaluation, school improvement plan, school policies, curriculum documents, SEND records, published information about pupils' performance and minutes of governing body meetings.
- Inspectors looked at information published on the school's website.

Inspection team

Stephanie Moran, lead inspector

Her Majesty's Inspector

Ian Beardmore

Ofsted Inspector

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