

# Inspection of Murdishaw West Community Primary School

Barnfield Avenue, Murdishaw, Runcorn, Cheshire WA7 6EP

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Inspection dates: 7 and 8 March 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Early years provision	<b>Good</b>
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Previous inspection grade	Good
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## **What is it like to attend this school?**

Pupils, including children in the early years, enjoy attending Murdishaw West Community Primary School. They are proud of their school. Pupils appreciate the high expectations that leaders have of their behaviour and achievements. For example, staff greet pupils at classroom doors and check that they are ready for learning. Pupils comment that staff will help them if they have any worries. Pupils feel happy and safe at school.

Pupils behave well in lessons, breaktimes and when moving around the school. Most pupils try hard and take pride in their work. They enjoy the activities that leaders and staff provide for them at lunchtimes. Pupils comment that staff deal with rare incidents of bullying quickly and effectively.

Leaders have high aspirations for pupils. Pupils value learning. They benefit from a well-thought-out curriculum. This motivates pupils, including those with special educational needs and/or disabilities (SEND), to succeed. Pupils are well prepared for the next stage of their education.

Pupils spoke enthusiastically about the variety of experiences they have. For instance, they eagerly recounted trips that they go on and activities led by visitors to the school.

Older pupils relish taking on responsibilities. School councillors make a positive difference to supporting pupils' well-being, such as by setting up quiet areas for pupils who are upset or need time to think. Reading ambassadors enthusiastically promote reading in the school and enjoy reading with younger pupils.

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

The curriculum is ambitious for all pupils, including those with SEND. Leaders have carefully set out what they want pupils to learn from the early years to Year 6. Most pupils achieve well.

Subject leaders use assessment strategies well to check on what pupils have learned. In most subjects, pupils remember important knowledge. However, in a small number of subjects, some teachers do not ensure that pupils' knowledge is secure before introducing new learning. Where this is the case, some pupils occasionally develop gaps in their knowledge.

Leaders ensure that pupils learn the vocabulary that they need to deepen their learning across the curriculum. This starts in the early years, where adults support children well to develop their language and communication skills. For example, adults model appropriate subject-specific vocabulary to children when talking about numbers and shapes.

Reading is prioritised at the school. Leaders have acted decisively to improve the delivery of the phonics programme. Staff have been well trained to deliver this programme effectively. Leaders ensure that pupils who fall behind in their phonics knowledge receive appropriate support to catch up quickly. Older pupils enjoy reading a wide range of books. They enthusiastically recommend books for others to read. Most pupils become confident and fluent readers.

From the early years, leaders and staff work closely with parents and carers to quickly identify children's additional needs. Staff support pupils with SEND well across the school. Pupils with SEND access the full curriculum alongside their peers.

Pupils typically behave well. Staff skilfully support pupils who need extra help to manage their behaviour or emotions. Most pupils concentrate well in lessons. Disruptions to learning are rare. The youngest children learn to take turns and share with each other. They listen carefully to their teachers.

Most pupils attend school regularly. Leaders have worked successfully with parents and carers, as well as outside agencies, to improve many pupils' rates of attendance. However, despite leaders' efforts to improve pupils' punctuality, some pupils continue to arrive late to school. These pupils sometimes miss important aspects of their learning.

Pupils' personal development is prioritised by leaders. Pupils have a deep understanding of fundamental British values and concepts, such as equality. Older pupils speak knowledgeably about the protected characteristics. Leaders have recently increased opportunities for pupils to learn about other cultures, religions and the arts. Pupils are taught how to keep themselves healthy and safe. This includes taking part in projects about how to stay safe near the local canals.

Staff feel valued. They say that leaders are considerate of their workload and well-being. Staff welcome the training and support they receive to carry out their responsibilities well.

Governors work closely with leaders to fully evaluate all aspects of the quality of education that pupils receive. Governors challenge and support leaders effectively.

Leaders and staff have built strong relationships with pupils and their families. Parents welcome the support they receive from leaders, who provide information about how to support children's reading at home, for instance.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders, including governors, have created a strong culture of safeguarding at the school. They provide staff with regular safeguarding updates. Staff are well trained to spot the signs that pupils may be at risk of harm. Staff make detailed records of

their concerns in a timely manner. Leaders diligently follow up on any concerns about a pupil's welfare. This helps to ensure that pupils receive appropriate support. Leaders work well with parents and seek support from outside agencies when necessary.

Through the curriculum, pupils learn how to keep safe in the local community and when online.

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

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

- In a small number of subjects, teachers do not use assessment strategies as effectively as they should to check how well pupils have followed the curriculum. As a result, on occasion, some pupils develop gaps in their knowledge. Leaders should ensure that teachers are fully equipped to check that pupils' prior learning is secure before introducing new knowledge and concepts.
- Too often, some pupils arrive to school late. This sometimes results in them missing important parts of the curriculum. Leaders should improve pupils' punctuality so that these pupils can make the most of the opportunities that the school has to offer.

## **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.

## **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>	111174
<b>Local authority</b>	Halton
<b>Inspection number</b>	10241891
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	128
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	John Stockton
<b>Headteacher</b>	Vanessa Edwards
<b>Website</b>	<a href="http://www.mwcp.co.uk">www.mwcp.co.uk</a>
<b>Date of previous inspection</b>	23 and 24 May 2017, under section 5 of the Education Act 2005

## Information about this school

- The headteacher joined the school in September 2022.
- Leaders do not use alternative provision.
- Governors offer a breakfast club for pupils at the school.

## Information about this inspection

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

- 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.
- Inspectors considered a range of documentation shared by leaders, including the school's development plan, minutes of governing body meetings, the school's self-evaluation document, and reports from representatives of the local authority.

- Inspectors carried out deep dives in the following subjects: early reading, mathematics and history. They discussed the curriculum with curriculum leaders and visited lessons. They reviewed pupils' work in these subjects, as well as speaking with teachers and pupils. They also looked at pupils' work from other subjects.
- Inspectors spoke with the chair of governors and other members of the governing body. They spoke with the headteacher, other senior leaders and staff. An inspector met with a representative of the local authority.
- Inspectors reviewed a range of safeguarding documentation, including safeguarding records, behaviour records, attendance records and reports from governors.
- Inspectors considered the responses to Ofsted's questionnaire for parents, Parent View, including the free-text responses. Inspectors spoke with a number of parents and carers to gather their views about the school.
- Inspectors also considered the responses to Ofsted's online surveys for staff.
- Inspectors spoke with pupils informally during breaktimes and observed pupils playing. They collected the views of different groups of pupils and talked about their learning.

### **Inspection team**

Keith Pullen, lead inspector

Ofsted Inspector

Caroline Prince

Ofsted Inspector

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