

Inspection of Woore Primary and Nursery School

London Road, Woore, Crewe, Cheshire CW3 9SQ

Inspection dates: 14 and 15 November 2023

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 Good

What is it like to attend this school?

Pupils and parents are full of praise for this friendly and welcoming school. Pupils enjoy lessons and the many different activities on offer. Parents value the caring, nurturing approach. This gives them confidence that their children are safe and well cared for at school.

Since Ofsted's last visit, expectations for pupils learning have risen and the school has improved. Most subjects are organised well and there are lots of extra events, trips and visitors that enrich learning and school life. On top of this, there are many opportunities to learn outdoors in the school's extensive grounds. Beyond lessons, pupils can attend clubs. Older pupils do jobs that help the school day to run smoothly and teach them about responsibility. In all areas of school life, pupils respond well to the school's expectations that they will do their best.

Pupils respect one another and behave well in class. The school's rules are fair and pupils know that staff will sort out any problems quickly and fairly. Adults listen to any worries that pupils may have and take allegations of bullying seriously. This helps pupils to feel secure, safe and happy at school. Their attendance is high.

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

Since the previous inspection, there have been many changes at the school. New staff have joined and there has been an increased focus on staff training. The results are plain to see. For example, early reading is now taught with well-understood consistency. This united approach means that reading standards in the early years and key stage 1 have risen. For any older pupils who need extra support, staff provide daily catch-up sessions that target gaps in learning. In addition, ongoing access to training and regular feedback from leaders helps staff to keep improving their work.

Improvements are evident in mathematics teaching and assessment too. New leadership and a refreshed curriculum are making their mark. Even so, there is still further work to do to strengthen a few aspects of day-to-day learning.

In most other subjects, the school provides informed guidance that steers staff to teach the right things. The high priority given to the arts, for example, is particularly notable. In subjects such as art and music pupils benefit from rich experiences that build confidence and competence and result in some impressive work. In a few areas, however, staff are less sure about the most important knowledge to emphasise. This also means that their checks on what pupils know are not as focused as they could be. Where this is the case, leaders have plans for more guidance or training to secure further improvements.

The Nursery provision continues to give children a strong start to school. Staff give children plenty of warm encouragement, which helps to establish positive attitudes

and habits. These then endure through the school because all staff notice and reward pupils' efforts and good behaviour. There are weekly celebration assemblies and pupils can nominate one another for rewards. Furthermore, on Fridays some pupils enjoy a hot chocolate treat in recognition of doing something 'over and above' expectations. All of these systems promote calm, orderly and respectful behaviour, and allow everyone to get on with their learning.

In addition to lessons, the school provides many extras. From visiting an art gallery to a performance from a folk band, there is plenty going on. Local links are also strong. Pupils regularly use the parish church and sing at nearby venues. More recently, pupils took part in the village Remembrance commemorations. Staff also take pupils further afield. Older pupils enjoy a residential stay at an activity centre and classes have visited cities and the coast to learn about contrasting places. Such activities help to broaden pupils' outlook and build community spirit.

The school's inclusive ethos supports pupils with special educational needs and/or disabilities (SEND). Staff identify and meet individual needs with informed attention. The quality of this support has improved since the previous inspection. In addition to their learning, pupils with SEND play a full part in all aspects of school life.

There was a high response to Ofsted's parent survey, with parents saying many positive things. They particularly value the good communication, approachability of leaders and staff and the care and attention given to their children.

Staff work well as a team. They manage their different roles with good humour and appreciate the supportive working environment.

The school's leadership has a good knowledge of the school's strengths and development areas. This enables informed and decisive oversight that has brought change for the better.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some classroom activities are not as well matched to what pupils need to know and practise as they could be in mathematics. This affects pupils' achievement. Leaders should continue to provide reliable resources and guidance for staff so that the mathematics curriculum is implemented to best effect.
- Curriculum design and assessment in a few foundation subjects are not as well organised as in other subjects. This leads to variation in how well pupils understand and remember what they learn. The school should continue to

strengthen curriculum design in these subjects so that pupils' knowledge builds sequentially and securely.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	123405
Local authority	Shropshire
Inspection number	10268078
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	80
Appropriate authority	The governing body
Chair of governing body	Susanna Wright and Peter Goringe (co-chairs)
Headteacher	Michelle Ward
Website	www.woore.org
Date of previous inspection	5 May 2022, under section 8 of the Education Act 2005

Information about this school

- The school has a nursery that takes children from two-years-old.
- The school provides before and after-school childcare on the school site.
- The school does not use any alternative providers.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the second routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors considered published performance data about the school and a range of school documents. These included information about pupils' behaviour,

attendance, the curriculum, extra-curricular activities, governance, school improvement planning and documents published on the school's website.

- During the inspection, the inspectors had formal meetings with the headteacher, other leaders, school staff, pupils and governors. The lead inspector spoke on the telephone with a representative from Shropshire local authority.
- The inspectors carried out deep dives in the following subjects: reading, mathematics, science and physical education. In these subjects, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and considered pupils' work. They also considered the curriculum in other subjects to check how they were organised and taught.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors talked informally with pupils, parents and staff to gather general information about school life. They took account of the responses to Ofsted's surveys of staff, pupils' and parents' views.
- Inspectors observed pupils in class, at lunchtime, on the playground, at clubs and at other times during the day.

Inspection team

Martin Pye, lead inspector

Ofsted Inspector

Allyson Brown

Ofsted Inspector

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