

# Inspection of Davenham C of E Primary School

Charles Avenue, Davenham, Northwich, Cheshire CW9 8JW

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Inspection dates: 16 and 17 July 2024

## **Overall effectiveness**

**Good**

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The quality of education

**Good**

Behaviour and attitudes

**Outstanding**

Personal development

**Good**

Leadership and management

**Good**

Early years provision

**Outstanding**

Previous inspection grade

Good

## **What is it like to attend this school?**

Children in the early years get off to an exceptionally strong start in this school. Staff greet them each morning with a kind smile and support them to settle quickly. Across the school, pupils feel cared for and safe. Staff are always willing to help and to listen. Pupils are happy and proud to attend this school.

Pupils' behaviour is excellent. They are unfailingly polite and courteous. Pupils follow the school's 'four steps', which help them to resolve any minor fallings out with independence and sensitivity. Older pupils act as strong role models for their younger peers. They uphold the school's values as they work and play together and while helping others.

Pupils appreciate the many opportunities that the school provides for them, such as fencing and cookery clubs. These experiences help pupils to develop their talents and interests. Pupils enjoy trips that enrich the curriculum, such as visits to museums and to zoos.

The school sets high expectations for pupils' achievement, including for those with special educational needs and/or disabilities (SEND). Pupils respond positively to their work and most achieve well in a range of subjects. Pupils are well prepared for their next stages of learning.

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

The school has designed a curriculum that meets the needs of its pupils, including those with SEND. It has identified ambitious goals for pupils to work towards, including in the mixed-age classes. Each subject has been carefully ordered so that pupils are able to build on their prior knowledge. Pupils receive plentiful opportunities to revisit and consolidate their learning. They learn well.

Teachers are well trained to deliver the curriculum effectively. They have strong subject knowledge. In the early years, staff carefully select activities that meet children's learning needs. Staff purposefully interact with children to ensure that each learning opportunity is maximised. Children respond positively to these interactions because they are enthusiastic about their learning. From the minute that they arrive in the Reception Year, staff provide children with a range of activities to explore, play and learn from in a nurturing and stimulating environment.

Pupils with SEND are identified early. This means that these pupils receive the support that they require in a timely manner. In most subjects, teachers use their knowledge of pupils' individual needs well to accurately set appropriate learning tasks. However, in a few subjects, teachers do not skilfully adapt learning activities well enough for some pupils with SEND. This means that these pupils do not consistently learn as well as they should.

The school has prioritised reading. Staff implement the phonics programme effectively. Pupils read from books that contain the sounds that they already know. This helps them to read accurately and with growing confidence and fluency. Teachers quickly identify pupils who need additional practice. These pupils receive daily support to make sure they keep pace with the phonics programme. A love of reading permeates the school. Pupils enjoy the array of books available to them in their classrooms and in the school's library.

Clear routines and expectations, which start at the beginning of the early years, encourage pupils to do their best at all times. Most pupils attend school well. Attendance levels are high. The school provides the necessary support for families to support pupils in attending school regularly and on time.

The school provides a broad programme to support pupils' personal development. This helps pupils to develop into well-rounded citizens. Pupils learn about healthy relationships and how to keep themselves healthy. They embrace various leadership opportunities, such as being members of the ethos group or acting as playleaders. Pupils carry out these roles with pride and they enjoy making a positive difference. School councillors relish the chance to voice their ideas of how to improve their school. They know that staff value their opinions and that they will act on their suggestions. Pupils welcome everyone into school, as they understand the importance of treating people equally and respectfully.

The school prioritises staff's well-being. Staff feel valued. They appreciate regular training opportunities, which help them to develop their subject expertise. Governors understand the school well. They provide appropriate support and challenge to hold the school to account for the quality of education that pupils receive.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- In a few subjects, teachers do not design learning activities for some pupils with SEND sufficiently well. This means these pupils do not learn the intended curriculum as well as they should. The school should train staff so that they better understand how to effectively adapt the curriculum for pupils with SEND.

## **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 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

<b>Unique reference number</b>	111387
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	10348073
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	316
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Martin Mewies
<b>Headteacher</b>	Joanne Hyslop
<b>Website</b>	<a href="http://www.davenhamcofeprimary.com">www.davenhamcofeprimary.com</a>
<b>Dates of previous inspection</b>	5 and 6 November 2019, under section 5 of the Education Act 2005

## Information about this school

- This Church of England school is part of the Diocese of Chester. The last section 48 inspection, for schools of a religious character, took place in January 2018. The school's next section 48 inspection is due to take place by January 2026.
- The school does not make use of any alternative provision for pupils.

## 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 first 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.
- Inspectors carried out deep dives in early reading, mathematics, physical education, geography and art and design. For each deep dive, they met with

subject leaders to discuss curriculums, visited a sample of lessons, met with teachers, spoke with pupils about their learning and reviewed samples of pupils' work.

- Inspectors observed pupils from the Reception Year to Year 3 read to a familiar adult.
- Inspectors considered other subjects in the school's curriculum. They looked at samples of pupils' work and spoke with the leaders of these subjects.
- Inspectors held discussions with the headteacher, other leaders and staff.
- Inspectors spoke with a range of staff to discuss how the school supports their workload and well-being.
- Inspectors met with governors and the school improvement partner. They also spoke with representatives of the local authority and of the diocese.
- Inspectors observed pupils' behaviour during lessons and around school. They spoke with pupils and staff about behaviour and learning. Inspectors looked more widely at pupils' work in personal, social and health education.
- Inspectors spoke with a selection of parents and considered the responses to Ofsted Parent View, including the free-text comments. They also considered the responses to Ofsted's online surveys for staff and for pupils.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; met with safeguarding leads and 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 considered a range of documentation provided by the school, including the school development plan, records of governing body meetings, headteacher reports and leaders' self-evaluation document.

### **Inspection team**

Bev Dolman, lead inspector	Ofsted Inspector
Kevin Simpson	Ofsted Inspector
Julie Clayton	Ofsted Inspector

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