



Daven Primary School

Inspection Report

Unique Reference Number 111222
LEA Cheshire
Inspection number 278625
Inspection dates 5 June 2006 to 6 June 2006
Reporting inspector Mr Joe Peacock CfBT Lead Inspector

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	New Street
School category	Community		Congleton
Age range of pupils	4 to 11		Cheshire CW12 3AH
Gender of pupils	Mixed	Telephone number	01260 273576
Number on roll	267	Fax number	01260 298128
Appropriate authority	The governing body	Chair of governors	Cllr Jim Morris
Date of previous inspection	8 November 1999	Headteacher	Mr P Tolley

Age group 4 to 11	Inspection dates 5 June 2006 - 6 June 2006	Inspection number 278625
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school, which is situated in the centre of Congleton, is larger than average with almost all of the pupils coming from a White British background. The proportion of pupils entitled to free school meals is above average and the number with learning difficulties and/or disabilities is below the national average. The school recently joined the Primary Leadership Programme, which is aimed at improving school management and raising standards.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

This is a satisfactory school with good features. It is giving satisfactory value for money. Inspection judgements mostly agree with the school's self-evaluation but standards and achievement and the quality of teaching and learning are satisfactory, rather than good because of pupils' underachievement in writing. The key issues from the last inspection have been dealt with successfully, including better monitoring of the curriculum and tighter financial control. Staff continue to make good use of the extremely spacious building, which was a former secondary school, and the extensive grounds. The school's capacity to improve further is satisfactory.

The attainment on entry to Reception for most children is below the level normally expected for children of this age. The standards and quality in the Foundation Stage are good, reflecting the good and occasionally outstanding quality of teaching. By Year 6, standards are broadly average, although they are weaker in English. Pupils achieve well in reading, mathematics and science but their performance in English is below average because of their weaker writing skills. An action plan to tackle this is still at too early a stage to show substantial impact. All pupils enjoy coming to school and their personal development and well-being are good. The school meets the needs of all its pupils well through its strong curriculum and the good quality care, support and guidance.

The assessment of pupils' learning is satisfactory and enables teachers to plan appropriate tasks for pupils of different ability levels. Subject coordinators effectively monitor standards and the quality of teaching and learning in lessons. This ensures that good practice is shared. The relatively new governing body is doing a sound job. Many members are parents who are committed to the school but are not yet sufficiently involved in monitoring the school's performance.

What the school should do to improve further

- Raise standards in all aspects of writing throughout the school.
- Ensure that governors have the relevant training to enable them to effectively monitor the quality of provision and standards.

Achievement and standards

Grade: 3

Children's attainment when they join the Reception class is generally below average. The good quality of teaching and support that they receive ensures that most achieve the early learning goals by the end of their Reception year. They continue to make good progress through the school in many subjects. In particular, their progress in reading, mathematics and science is good. Their progress in English, however, is weakened by low standards in writing. As a result, pupils' overall achievement is satisfactory only. Weaknesses in writing are having a negative effect on pupils' work in other subjects. The school has started to address this weakness through a detailed

action plan to improve standards but it is too early to assess the impact of this. Standards by the end of Year 6 are broadly average but could be higher. Good use is made of computers, especially those in the newly refurbished computer suite, and standards in information and communication technology (ICT) are generally in line with those expected.

Pupils with learning difficulties and/or disabilities and the very few with English as an additional language make good progress over time. This is because of the effective and well-planned support provided by the school.

Personal development and well-being

Grade: 2

Pupils thoroughly enjoy being at school. All behave well and comment that they feel both safe and happy. They say 'Our teachers are caring and if we have a problem they quickly sort it out.' The school council, with members in Years 1 to 6, welcome the opportunities they have to take decisions to bring about change. They receive a budget and from it have bought playground equipment, which successfully promotes healthy lifestyles. Pupils' spiritual, moral, social and cultural development are good. The many visits, visitors and residential trips provided prepare them well for their next stage of learning. All benefit from the extensive range of extra-curricular activities which is provided for them. This develops and enriches pupils' musical and sporting talents well.

Pupils show their awareness of the needs of others by holding fund raising events throughout the year. For example, they sponsor the education of a child in a school in Gambia. The school works closely with parents, keeping them well informed about their children's progress. Most pupils attend school regularly. However, a few have poor attendance and this has adversely affected the overall attendance rate which is currently below average.

Quality of provision

Teaching and learning

Grade: 3

The overall quality of teaching and learning through the school is satisfactory. However, there are variations in quality and weakness in teaching writing skills that have restricted standards. A clear action plan designed to improve the teaching of writing skills is in place to guide staff but it is too early to assess its impact. In the Foundation Stage, the quality of teaching is good. Children in Reception are provided with interesting and exciting learning experiences that stimulate their imagination. For example, children very effectively learned letter sounds as they enjoyed finding animals that began with certain letters hidden in the trees.

In Years 1 to 6, the strength of relationships between staff and pupils aids learning. All teachers carefully assess pupils' progress and use the information well to set tasks. Teaching is most effective when challenging tasks are set for pupils of all ability levels.

A strong feature is the quality of the support provided by the teaching assistants for those pupils with learning difficulties and/or disabilities. More challenging targets are being introduced, particularly in writing, in order to improve standards. Parents appreciate the quality of teaching and the close relationships they have with all staff.

Curriculum and other activities

Grade: 2

The curriculum meets statutory requirements and learners' needs in most subjects. At present, however, there are weaknesses in writing, which adversely affect standards. In the Foundation Stage, imaginative use of the school grounds and incorporating play into learning effectively promote language skills. Older pupils respond well to lessons that are closely matched to their capabilities. A good feature is the teaching of French to all pupils from the Reception to Year 6. The needs of vulnerable pupils, including those with learning difficulties and/or disabilities, are understood and met very well. A particular strength is the work done with these pupils in small groups to develop their literacy skills and their confidence as learners. Pupils are given many outstanding opportunities to take part in recreational and competitive sports and activities such as dance and drama. They are made aware of the need to eat a healthy diet and they learn about major risks to health. Pupils take part in outdoor and adventurous activities during residential trips and their learning is enhanced by visits to theatres, galleries, museums and places of worship.

Care, guidance and support

Grade: 2

Learners, especially vulnerable pupils and those with learning difficulties and/or disabilities, benefit from the good quality of care, guidance and support provided by the school. The parents of pupils with a statement of special educational need hold the work of the school in high regard and report how much it has helped their children to make good progress and become more socially adaptable and at ease. Those with previously challenging behaviour have, as a result of effective strategies such as the 'circle of friends', learned to control their impulses and behave well. The monitoring of pupils' academic and personal progress is satisfactory. This results in the provision in most subjects being matched well to pupils' needs. Current action to improve writing skills is now providing pupils with more challenging targets. There are satisfactory procedures to promote attendance and to deal with unauthorised absence. Clear policies are in place to ensure the protection and the health and safety of learners and these are reviewed at appropriate intervals. Pupils are confident that the school listens to their opinions when decisions affecting them are made.

Leadership and management

Grade: 3

The leadership and management of the school are satisfactory. The headteacher has provided clear educational direction over the past 10 years and his experienced

leadership has helped to secure satisfactory improvements since the last inspection. Parents are particularly appreciative of the warm, welcoming atmosphere and level of care and support that he has established. Financial management is now good and ensures that a wide range of resources is available for all subjects. Modern technology in particular has been improved with computers readily accessible to all and the latest display technology in every classroom. The school is held in high regard in the school community. Parents agree that the staff constantly go out of their way to help pupils to achieve their potential and some comment that they think that the special needs staff perform miracles!

All of the governors have joined the governing body over the past two years. They are keen to be involved in and to contribute to the school's development. However, they have not yet had enough training to carry out their monitoring role effectively. As a result, they do not have enough information to hold the school to account. Self-evaluation is satisfactory. Inspectors agree with most of the school's judgements. The school uses self-evaluation well to identify areas for development in the school improvement plan such as improving pupils' writing skills. The school developments have a strong focus on individual pupils' personal development and in providing an exciting curriculum. The staff are fully committed to raising standards and subject coordinators, the special needs coordinator and Foundation Stage coordinator all monitor the quality of provision and standards effectively in their subjects.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for helping us when we visited your school. We really enjoyed talking to everyone and looking at your work. Below are the things that we particularly liked.

- How proud you are of your school and things like the Peace Garden. You all seem to enjoy coming to school.
- How lucky you are to have such a good headteacher and so many good teachers.
- The many interesting and exciting things for you to do when you start in the Reception class.
- Your good progress in reading, mathematics and science.
- The excellent opportunities that you have to learn new things in the many after-school clubs. You are very fortunate to have so much space in school for these and such big school grounds. We saw how much you enjoyed playing in the woodland area.
- Finally, we were very impressed with how well you are cared for and supported by all the staff, especially those of you who find learning some things difficult.

We are asking your headteacher, staff and governors to concentrate on improving two things in particular:

- the quality of your writing needs to be improved as it is affecting how well you do in English
- all your new governors need to come into school more often to see if they can spot ways to raise standards or find ways to make your school even better.

Thank you again for helping us with the inspection of your school. We enjoyed the lovely warm reception that you gave us and enjoyed our two days with you.