

# Daven Primary School

## Inspection report

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<b>Unique Reference Number</b>	111222
<b>Local Authority</b>	Cheshire
<b>Inspection number</b>	325316
<b>Inspection dates</b>	15–16 January 2009
<b>Reporting inspector</b>	Geoff Lawrence

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	224
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Jill Brittain
<b>Headteacher</b>	Mr P Tolley
<b>Date of previous school inspection</b>	5 June 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	New Street Congleton Cheshire CW12 3AH
<b>Telephone number</b>	01260 387356
<b>Fax number</b>	01260 298128

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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This average-sized school serves a catchment area that consists of mainly local authority housing. The school has been subject to recent reorganisation and as a result has reduced in size since the last inspection. The percentage of pupils who are entitled to free school meals is higher than the national average, as is the number of pupils with learning difficulties and/or disabilities.

The school's Early Years Foundation Stage (EYFS) comprises a Reception class. There is a private pre-school on site that caters for children aged two to four years and a before- and after-school club that is also privately owned, but operates in the school building. This provision is subject to a separate inspection and report. Recently, part of the school building has been used to create a children's centre but this is not yet fully operational.

The school holds the Inclusion Quality Mark, Dyslexia Friendly School Accreditation, Active Sportsmark and the Eco School Green Flag Silver Award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

The school provides a satisfactory education for its pupils. It has strengths in the quality of pupils' personal development and in the care and support provided for them, all of which are good. This is a view endorsed by the majority of parents and agencies that work with the school. The high level of concern shown by staff for pupils' social and emotional welfare and well-being contributes significantly to pupils' good behaviour and positive attitudes towards learning.

Good personal, social, moral and cultural education is enhanced by the importance placed by the school on respect for others whatever their background or faith. Pupils are well aware of those less fortunate than themselves and this has prompted them to use their own initiative to raise money for a commendable number of charities, including supporting children's charities in Africa. As a result, they are well prepared for life in an ethnically diverse society.

Pupils are proud of the school and delighted about the wealth of opportunities for them to take part in sports and other activities. Older pupils relish opportunities to take responsibility, for instance as members of the school council or play leaders. They are especially interested in improving the school's impact on caring for the environment.

Children enter the Reception class with skills below those expected and make good progress in the EYFS. Standards in Key Stage 1 have been raised since the last inspection so that by the end of Year 2 standards are now average. They continue to be so by the end of Year 6. Pupils' achievements are satisfactory overall as most make sound progress. This is because teaching is satisfactory and although teachers plan their lessons conscientiously, they are not all using the systems to check on pupils' progress effectively enough. This means that the work they set for pupils is not always closely matched to pupils' needs in order for them to achieve higher standards. Pupils who find learning difficult make satisfactory progress because the support they receive matches their identified, additional learning requirements.

The curriculum is satisfactory with strengths in the way it promotes pupils' personal development. This particularly helps them to have a good understanding of what constitutes a healthy lifestyle and how to stay safe. There is also a good range of visits and extra-curricular activities to extend learning beyond the classroom. Recent initiatives to improve pupils' performance in reading and writing are already making a difference in Key Stage 1 but have not yet had their full impact on raising standards. In the EYFS, the outdoor curriculum is not developed sufficiently.

Leadership and management are satisfactory. The evaluation of the school's performance is also satisfactory. The headteacher's strong commitment to ensuring pupils' good personal development and care is shared by everyone in the school. He tracks pupils' progress closely but middle managers do not yet have a sufficiently clear understanding of the need to analyse information gathered from assessments and test data to help teachers to raise standards. This limits the ability of subject leaders to contribute effectively to school improvement. Governors fulfil their statutory duties and they both support and challenge the work of the school. The school has successfully addressed the issues identified in the last inspection report and has made satisfactory improvement since then. Recent improvements place the school in a sound position to improve. It offers satisfactory value for money.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Good provision in the EYFS enables children to make a good start to their education, making particularly good progress in their personal development. Good relationships with parents and pre-school groups, together with an effective induction process help teachers to know the children well before the children enter the school. The high priority adults place on promoting personal development helps children make rapid gains in this area. As a result, they settle quickly and become confident. Good teaching helps children to make good progress in all other areas of their learning so that by the time they leave Reception their skills are in line with expectations. Children's progress is monitored closely and they are provided with appropriate activities. The outdoor area, however, has some limitations and is not used as well as it might be to promote learning across all areas. This restricts opportunities for children to explore and learn in a different environment. The Reception class is well managed, the provision fully meets the welfare requirements for the EYFS and there is a clear plan of action to improve provision further.

### What the school should do to improve further

- Ensure that the information about pupils' performance is more effectively used to set work that more closely matches pupils' needs.
- Develop the role of subject leaders so they have a greater understanding of how the analysis of performance data can be used to improve achievement and raise standards.
- Improve outdoor provision in the EYFS to enhance children's development in all areas of their learning.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Achievement and standards

### Grade: 3

Standards at the end of Year 2 at the time of the last inspection were below average. They have risen over the last two years and are now average overall. As a result of well focused action, the most notable improvement has been in pupils' reading skills. Standards at the end of Year 6 have remained around the national average for several years apart from in 2007, when standards fell to well below average. The school recognised there had been some underachievement and senior leaders took swift action to raise standards to their previous average levels. Given pupils' starting point in Year 1, this represents satisfactory overall achievement. Pupils with learning difficulties and/or disabilities make satisfactory progress because they are set work that generally meets their needs and are supported appropriately.

## Personal development and well-being

### Grade: 2

Pupils' self-confidence arises from their good spiritual, moral and social development. They value the relationships and friendships they make which help them to bond socially with pupils of all ages and backgrounds. They have a strong sense of community. For example, they work well together and readily accept responsibility, such as being members of the school council. Pupils make a good contribution to the wider, local community by participating in such activities

as 'Congleton in Bloom' and supporting local charities. Pupils are beginning to be more involved in enterprise activities and they use these to raise money for charity. Since the last inspection the school has worked hard to improve attendance and this is now in line with the national average. Pupils' acquisition of average basic skills in English, mathematics, and information and communication technology (ICT) prepares them satisfactorily for their future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory, but there remains some variation in quality between classes and year groups. Teachers are aware of gaps in pupils' knowledge and generally plan lessons to meet their needs. Where teaching is less than good, staff do not make the best use of the information they have about pupils' performance. Consequently, pupils' work is not matched closely enough to their needs and this limits their ability to achieve higher standards. Staff quickly establish very good relationships with pupils. This means that lessons are conducted in a very positive atmosphere and pupils are eager to learn. Teachers enhance learning by making a significant contribution to pupils' good personal development and by encouraging them to work cooperatively. Teachers make good use of ICT in the classroom to promote pupils' learning and enjoyment. Teaching assistants provide valuable support, especially for the more vulnerable pupils and those who have learning difficulties and/or disabilities.

### **Curriculum and other activities**

#### **Grade: 3**

A wide range of extra-curricular opportunities and visits enrich the satisfactory curriculum and extend learning beyond the classroom. An example of this is the close link with the local museum, which enhances pupils' interest in and knowledge of history and science. There are a large number of residential visits available to pupils. These, along with specialists coming into school and themed days, make a valued contribution to pupils' enjoyment of school. In some classes pupils engage in activities that help them to understand how learning in different subjects is linked together. This was well illustrated in a science lesson in which pupils were developing their writing skills, using living processes as the subject matter.

### **Care, guidance and support**

#### **Grade: 2**

The quality of care, guidance and support is good with particularly effective pastoral care that supports pupils' good personal development and well-being. Staff go that 'extra mile' to ensure that the pupils are happy, safe and well cared for. This view is reflected in many parental comments. The support of outside agencies is used effectively. Pupils with learning difficulties and/or disabilities are well supported. Systems to check on pupils' academic progress are robust. However, the information gleaned is not always used effectively to promote higher standards and achievement. Pupils have a satisfactory understanding of their targets. Although there are some examples of good quality marking, it is sometimes not effective enough in helping pupils improve their work. Procedures to safeguard pupils are in place and meet current government guidelines. Internet safety is taken seriously and other risk assessments and safety checks are carried out appropriately and regularly.

## Leadership and management

### Grade: 3

The headteacher knows the school well and the communities it serves. The views of all stakeholders are valued and the great majority of parents are very positive about the school, saying they like the values it teaches their children. The senior leadership team are conscientious in carrying out their role in monitoring and evaluating the school's performance, which is satisfactory. Subject leadership is at an early stage of development and, while enthusiastic, subject leaders are not yet able to measure the impact of any improvement strategies effectively. This is because their ability to analyse assessment and performance information is not fully developed. Good links exist with parents and outside agencies to support the school's work and to promote community cohesion satisfactorily. Governors have strengthened their role since the last inspection and are now provide a satisfactory level of support and challenge to the school.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Annex A

**Inspection judgements**

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	3

**Effectiveness of the Early Years Foundation Stage**

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

**Achievement and standards**

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

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

## Personal development and well-being

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

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Thank you for making the other inspector and me so welcome during the recent inspection. We really enjoyed talking to you and seeing you work. We were impressed by your good behaviour and enthusiasm both in lessons and around the school. You were very friendly and polite and we saw how well mannered you are.

Your school provides you with a satisfactory education. This means that some things are done well and others not quite so well. When I watched your lessons and looked at your work, I could see that your teachers and teaching assistants work hard to help you to learn and they have some great ideas to help you.

These are some of the things that I judge to be strengths in your school.

- Adults in school make sure that you are safe, well cared for and happy.
- You all get on very well with each other and your teachers.
- There are interesting things for you to do, including after-school clubs.
- You understand the importance of keeping healthy.

There are three things I have asked the school to do.

- Make sure that teachers set you work that matches exactly what you need to do to reach even higher standards.
- For teachers in charge of subjects to better use what they know about how well you are doing to help you to achieve higher standards.
- Make sure that the outdoor area for the children in Reception is better used to help them learn even more.

Thank you once again. I enjoyed my time with you and your teachers. I hope you carry on working hard and enjoy school.