

St Oswald's Worleston CofE Primary School

Inspection report

Unique Reference Number	111266
Local Authority	Cheshire East
Inspection number	337653
Inspection dates	16–17 September 2009
Reporting inspector	Frank Carruthers

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	54
Appropriate authority	The governing body
Chair	Mrs F Haywood
Headteacher	Mr Ivor Johnstone
Date of previous school inspection	8 February 2007
School address	Worleston Nantwich Cheshire CW5 6DP
Telephone number	01270 623826
Fax number	01270 623826
Email address	head@stoswald-worl.cheshire.sch.uk

Age group	4–11
Inspection dates	16–17 September 2009
Inspection number	337653

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2009

Introduction

This inspection was carried out by two additional inspectors. The lead inspector visited seven lessons or parts of lessons, and both inspectors held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at documentation including the school development plan, a wide range of school policies, teachers' planning, assessment files and records of pupils' progress, including individual education plans for those with special educational needs and/or disabilities. Staff and pupils in Key Stage 2 completed questionnaires and forty-two parental questionnaires were also read and analysed.

- the attainment and progress of pupils in Key Stage 2, with particular reference to English and mathematics
- the quality of provision, including the Early Years Foundation Stage
- the effectiveness of safeguarding procedures
- the school's capacity for sustained improvement.

Information about the school

This small rural school serves the local village and surrounding areas. All pupils are White British. Three percent of pupils are eligible for free school meals, which is well below the national average. Approximately eight percent of pupils have special educational needs and/or disabilities, which is roughly half the average of primary schools nationally. The Early Years Foundation Stage consists of one class of Reception aged children. Since the time of the last inspection there has been a change of headteacher. The school runs an after-school club for pupils in Key Stages 1 and 2 and has gained the Inclusion Award and Active Mark.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

The school provides a good education for its pupils, who achieve well. The children get off to a flying start and make good progress in the Early Years Foundation Stage. The quality of the provision in this key stage is a strength of the school and has been an important factor in helping to attract pupils and so raise the number on roll in recent years. Pupils' learning in Key Stage 1 is good and pupils continue to make good progress. Attainment in Year 2 is above average in reading, writing and mathematics, the result of the good teaching that pupils have received in the mixed Years 1 and 2 class. Progress is good in Key Stage 2 and attainment is above average in Year 6 in English, mathematics and science. A trend in recent years has been for pupils to do better in English and science than in mathematics. This comparative weakness in mathematics has been identified in the most recent school development plan and staffing levels increased to help to address it. Pupils' progress in mathematics is, nevertheless, a key aspect for improvement. Pupils with special educational needs and/or disabilities make good and sometimes outstanding progress thanks to the high quality support they receive from teachers and support staff. Pupils have positive attitudes to their work and their behaviour is good. They report that they enjoy school, feel safe and well cared for, and levels of attendance are above average. They learn good social and academic skills to take forward to the next stage of their education. Teaching and learning are good and the staff track the achievement and progress of pupils closely to cater for their different levels of attainment. One example of how the staff act on findings is the change to provision in Key Stage 2 this year. In order to assist the transition from Year 2 to Year 3, where progress was proving to be less secure than was evident in other years, staffing levels have been increased. Year 3 pupils are given more focused attention and taught English and mathematics in a group separate from their Key Stage 2 classmates. The curriculum and the care, guidance and support the school provides are good.

The school has good capacity to improve under the leadership of the headteacher and this is clearly evident in the improvements made since the last inspection. Pupils' outcomes have continued to be good. In addition, the accommodation and provision for the Early Years Foundation Stage have been strengthened; staffing levels throughout the school improved; initiatives, such as improvements to the tracking of pupils' progress, have helped to bolster pupils' achievement; and parents' views, for example, a wish to see French on the curriculum, have been acted upon. A clear focus on improving what the school offers and how it can contribute to the village community is shared by all. Governors support the school well and carry out their statutory responsibilities satisfactorily. However, they do not hold the senior leadership of the school to account

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

rigorously enough, for example, by monitoring the impact of school-wide policies and practices.

What does the school need to do to improve further?

- The school should improve the progress and learning in mathematics of pupils in Key Stage 2 by:
 - improving planning for a multi-aged class to ensure that work always provides enough challenge to pupils
 - linking planning, target-setting and lesson activities more robustly
 - using targets more effectively to help pupils understand the next steps in their learning.
- Governors should improve how they hold the school leadership team to account by
 - monitoring regularly the impact of school-wide policies and practices.

Outcomes for individuals and groups of pupils**2**

Pupils have good relationships with staff and concentrate well so that lessons are purposeful and pupils' learning is secure. They work confidently in small groups, whether supervised or independently. Pupils master the skills of writing well through drafting and re-drafting their work with the support of adults and then producing polished versions. In the process, the pupils gain a good understanding of grammar and punctuation and use a wide vocabulary by the time they are in Year 6. Pupils have a good understanding of their own and others' personal safety. Their views are regularly surveyed and acted upon. For example, a school council was proposed and has been established this term. Older pupils take on responsible roles in school and all contribute well to activities in the village, such as fetes. They raise funds for charities both national and international. Since the time of the last inspection, links with a school in South Africa have given the pupils an excellent opportunity to understand pupils' life experiences that are different from their own. Pupils' understanding of how to lead a healthy lifestyle is satisfactory and the school is developing this aspect of learning by seeking to achieve the Healthy Schools Award.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

A strength of teaching and learning is the level of adult support that pupils enjoy. This means pupils are often taught in small groups and receive much individual attention. This has benefits for all pupils and especially those with special educational needs and/or disabilities. Lessons generally have a good balance of teacher-led activities and individual or group work. Teachers' planning, especially in English, builds on pupils' previous learning and caters well for the different levels of attainment in the mixed age classes. In Key Stage 2, planning for mathematics lessons does not always challenge pupils sufficiently well and pupils report that work is at times too easy. Targets are not used as effectively in this subject as in English. These are aspects for improvement.

The curriculum includes a comprehensive approach to personal, social, health and citizenship education and the teaching of French. Themed work successfully links art, music, geography, English and other subjects, for example, in a school-wide topic on South Africa. Information and communication technology has been significantly improved since the last inspection and pupils' skills are good. There is a good range of extra-curricular activities and a residential visit. Being small in size, the school provides a good level of care, guidance and support that reflects how well adults know the pupils and draw upon strong links with parents. Strong partnerships with outside agencies benefit pupils with additional needs. The school has gained the Inclusion Mark and parents are very pleased with the welcome and service they and their children receive, for example, the provision of an after-school club and extra-curricular activities.

These are the grades for the quality of provision

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
---	--

The quality of teaching Taking into account: The use of assessment to support learning	2
	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Strengths of the leadership and management of the school include the systems of communication with parents and carers, whose views are gathered through questionnaires and acted upon. The leadership has successfully established a strong ethos of commitment to the support of potentially vulnerable pupils and those with special educational needs and/or disabilities so that all have equal opportunities and the best chances during their time in school. Since his appointment the headteacher has had considerable success in driving the school forward and raising its profile in the locality. Parents are encouraged to want to be part of the life of the school and show very strong support. As a result, the number of pupils on roll has risen by approximately one third. Staff have taken significant steps to promote cohesion in the community, hosting and organising events and maintaining strong links with the church. They have raised the awareness of pupils well to the wider ethnic mix of British society and to life in developing countries. All matters of safeguarding meet government recommendations, including risk assessments and the safe recruitment of staff. Robust self-evaluation forms the basis of identifying areas for improvement and governors contribute to this, but they do not do enough to monitor the impact of decisions taken and the policies that they have put in place. Because pupils' achievement is good and the deployment of staff very effective, the school provides good value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning	2
	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The range of skills of children starting in the Reception class is wide and because of the small numbers varies from year-to-year. It is broadly average overall. The children settle in extremely well thanks to the welcoming, supportive atmosphere created by the Early Years Foundation Stage team. They also quickly join in whole-school activities. Since the last inspection, the building has been extended to provide a very comfortable classroom which has all the benefits of a light and airy space directly leading to a secure, well-resourced outdoor area. This area is included very well in planning the provision and is used continually throughout the day. At the time of the inspection, the children had only just started school and already were becoming confident learners, playing cooperatively, helping one another and responding immediately to adult instructions. They learn about the sounds that letters make and the value of numbers through playing enjoyable games and making up amusing rhymes. Evidence from very well kept portfolios shows that over a full year children make good and sometimes excellent progress in all areas of learning. The majority of children achieve the Early Learning Goals by the end of the Reception Year and are very well prepared for the move into the Key Stage 1 class. The welfare and progress of children are carefully monitored and all aspects of safeguarding are in place. Provision for children with special educational needs and/or disabilities is excellent. Leadership and management of the Early Years Foundation Stage are shared between the Key Stage 1 leader and the Early Years practitioner. They have excellent experience of this age group and plan a very varied curriculum for the children that has communication, language development and imaginative play at its heart.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

A very high proportion of parents responded to the questionnaire and their views were almost unanimous in support of the school. Parents wrote of how the school encourages pupils to want to learn and fosters a spirit of community in which supporting one

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

another is an essential part. Parents of pupils who started at the school after the Reception Year commented on how well their children settle and how much progress they make. Parents of pupils with special educational needs and/or disabilities have found the school extremely helpful in catering for their children's needs. There were no negative comments or concerns expressed. Inspectors fully endorse these very positive views of the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Oswald's Worleston CofE Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 42 completed questionnaires by the end of the on-site inspection. In total, there are 54 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	83	7	18	0	0	0	0
The school keeps my child safe	35	88	5	13	0	0	0	0
The school informs me about my child's progress	31	78	7	18	1	3	0	0
My child is making enough progress at this school	31	78	8	20	1	3	0	0
The teaching is good at this school	33	83	6	15	0	0	0	0
The school helps me to support my child's learning	24	60	16	40	0	0	0	0
The school helps my child to have a healthy lifestyle	32	80	7	18	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	25	63	13	33	0	0	0	0
The school meets my child's particular needs	30	75	9	23	0	0	0	0
The school deals effectively with unacceptable behaviour	28	70	12	30	0	0	0	0
The school takes account of my suggestions and concerns	24	60	14	35	0	0	0	0
The school is led and managed effectively	32	80	8	20	0	0	0	0
Overall, I am happy with my child's experience at this school	32	80	6	15	0	0	1	3

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



18 September 2009

Dear Pupils,

Inspection of St Oswald's Worleston CE Primary School, Aston Juxta Mondrum, CW5 6DP

It was a pleasure to inspect your school. You were all very friendly and helpful and we enjoyed finding out from you how much you enjoy learning. Now I would like to share with you what we found.

Your school is providing you with a good education. Children get off to a great start in the Reception class and have so many opportunities to learn with each other through work and play. You continue to make good progress and, by the time you leave at the end of Year 6, you reach above average standards in English, mathematics and science. This is because the teaching you receive is good and you work hard.

You behave well and look after each other. You told us you are looking forward to the new school council starting and making suggestions about life in school. You particularly like the extra-curricular events and residential visits. Your teachers and teaching assistants take good care of you all and make sure that you all feel safe and secure.

Part of my job is to identify how the school can be even better. There are two things to do and you can help with the first of them.

- You told us you sometimes find the work in mathematics too easy, so we want the staff to improve their teaching in this subject to make sure you achieve your best.
- We want the school governors to take a bigger part in checking how good things are in school.

Please continue to work hard. I send you all my best wishes for the future.

Yours sincerely

Frank Carruthers

Lead Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.