

# St Chad's CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	111262
<b>Local Authority</b>	Cheshire West and Chester
<b>Inspection number</b>	356884
<b>Inspection dates</b>	9–10 September 2010
<b>Reporting inspector</b>	Kevin Johnson

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	181
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Cllr Nick Harris
<b>Headteacher</b>	Miss Maria Cross
<b>Date of previous school inspection</b>	28 January 2008
<b>School address</b>	Gladstone Street Winsford Cheshire CW7 4AT
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## Introduction

This inspection was carried out by three additional inspectors. Seven lessons were observed and seven teachers seen. Meetings were held with groups of pupils, governors and staff. Inspectors observed the school's work, and looked at national assessment data and the school's assessments, policies and minutes of governing body meetings, samples of pupils' work, curriculum and safeguarding documents. The inspectors also scrutinised 49 questionnaires returned by parents and carers as well as 27 pupils' questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- Whether the level of challenge and support provided, particularly for more-able pupils is sufficient.
- How well the school has built on strengths identified in the last report.
- How well children progress and develop in the Early Years Foundation Stage.

## Information about the school

Almost all pupils in this smaller than average size primary school are White British. The proportion known to be eligible for free school meals is smaller than usually seen in schools of this size. The proportion of pupils with special educational needs and/or disabilities is below average. The school has strong links with its local church. Among the awards achieved by the school are the Healthy School Award, Activemark and the Inclusion Quality 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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

The school provides a satisfactory education for its pupils. The headteacher and staff have worked hard to consolidate the school's strengths since the last inspection. Standards are beginning to rise and staff are more accountable in the drive for improvement.

Children in the Early Years Foundation Stage are given a satisfactory start in Reception class. Inspection evidence shows that children currently entering Reception have skills that are broadly at the expected level for their age but that groups from previous years were generally not as advanced in most areas of learning. The school acknowledges that weak assessment procedures in the past resulted in an insecure picture of children's abilities on leaving Reception.

Pupils of all abilities make satisfactory progress throughout the school to reach broadly average attainment in English, mathematics and science by the end of Year 6. Nevertheless, teachers recognise that more needs to be done to ensure that more-able pupils reach their potential, particularly in writing and mathematics.

Pupils' personal development is good and reflects the good quality of care, guidance and support they receive. Pupils behave well and feel safe, treat one another respectfully, and show mature attitudes towards maintaining their own well-being and contributing to the life of the school. They have a satisfactory understanding of the lifestyles and beliefs of people from different cultures.

The quality of teaching and learning is satisfactory. A strength of teaching is the way in which teachers mark pupils' day-to-day work. The curriculum contributes well to pupils' enjoyment of school and exciting opportunities are beginning to evolve, for example, in music, art and drama.

The headteacher and senior team have led the school strongly through a period of change and development. They have established a committed staff team which is ambitious for school improvement and shares a broadly accurate view of the quality of the school's work. Attainment is beginning to rise with evidence of clear improvement in mathematics. Although the governing body satisfactorily fulfils statutory responsibilities, it is not sufficiently involved in the school's self-evaluation process. Not all members clearly understand how best to hold the school to account. This limits the effectiveness of the governing body and is a contributing factor to the school's satisfactory rather than good capacity for improvement.

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

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- Improve achievement in writing and mathematics throughout the school, by:
  - ensuring that more-able pupils are always appropriately challenged
  - planning more opportunities for pupils to use mathematics in different contexts and in different subjects.
- Ensure that assessments of children entering and leaving Reception class accurately reflect their abilities.
- Provide appropriate training for the governing body to ensure that its members can contribute more effectively to school development.
- Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

Pupils show interest in their work and most progress satisfactorily in line with their capabilities. However, not all of the pupils identified as more-able reach the levels expected of them at the end of Key Stage 2. The school has recognised this weakness and action to amend it is part of current school improvement planning. Pupils enjoy lessons and generally work steadily but are more motivated when lessons have a strong practical element. For example, they talk enthusiastically about science, art and drama where, they say, 'we do things and not just write and draw pictures'

Most children enter Reception at broadly typical stages of development for their age. There has been some uncertainty in the past over the accuracy of assessment in the Early Years Foundation Stage and evidence from inspection indicates that children make satisfactory progress rather than the more generous picture given in previous years. Attainment at the end of Year 2 has remained at average levels over the past three years. A dip in writing shown in the most recent national tests is now a focus for the school. Attainment in Year 6 improved following the last inspection and is currently average. Pupils with special educational needs and/or disabilities make satisfactory progress. The quality of support for this group has improved over the past year. Of particular benefit is the on-site assessment of speech and language difficulties by a specialist, who also trains staff members to work with pupils.

Pupils contribute well to the life of the school. They are keen to take on responsibilities. Older pupils act as playground buddies to help younger ones feel safe. Some pupils monitor playground behaviour and help to choose those who contribute most to play and who may be candidates for an award at assembly. Pupils have a good understanding of how to keep safe and healthy. They not only know the benefits of a sensible diet and exercise but the likely effects of not living healthily. Pupils behave well and are mindful of others. Attendance is average and overall pupils are satisfactorily prepared for the next stages of their education.

*These are the grades for pupils' outcomes*

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

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

**How effective is the provision?**

Teachers take account of pupils' varying abilities when they plan lessons and set different levels of work. There is generally strong support for less-able groups due to the contribution from teaching assistants, but more-able pupils are not always sufficiently stretched especially through independent work. Relationships in lessons are good. Pupils feel secure and answer confidently when questioned. They present their work well because it is expected of them. Teachers use questioning skills well to assess understanding and encourage pupils to think, for example, by not just asking for the answer to a mathematics problem but how they worked it out. Teachers' marking gives pupils clear guidance about how well they have done and what to do next to improve. There are occasions when the pace of learning slackens because teachers' over-long introductions leave too little time for more interesting active investigation. Although pupils have targets they are not always sure of them and seldom are they referred to during the lesson in order to focus pupils' learning.

The curriculum enables pupils to achieve satisfactorily. Opportunities for writing are widening because of the way in which teachers are developing new approaches to learning, but there is too little scope for pupils to develop mathematical thinking by applying their knowledge and skills in other areas of learning. Pupils' learning and their enjoyment of school are enriched through a good range of visits and visitors as well as a good selection of after-school clubs. The school provides good care for all of its pupils.

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

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Parents agree that their children are safe and well supported. The guidance provided has a positive impact, for example, on pupils' attitudes to bullying and racist behaviour. The school takes considerable measures to help the most vulnerable pupils, including working with social and medical services. Close attention is given to attendance and any issues are quickly acted upon.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

Since the last inspection, the headteacher has opened up professional development opportunities for all staff and increased the accountability of subject leaders for standards and quality of provision in their particular areas. There has been a robust focus on teaching and learning by the headteacher with new appointments being made to the teaching staff. However, it is too early to judge the full impact of this work as best practice in teaching has not yet become established across the school. Senior leaders, though relatively new, share a monitoring role with the headteacher and contribute to the school's self-evaluation by identifying areas for improvement. Realistic academic targets are set, based on the schools clear systems for checking on pupils' progress. The governing body has the interests of the school at heart. However, whilst conscientiously attending to statutory requirements, including safeguarding, there are gaps in the level of challenge and strategic support given to help shape the school's direction and to drive improvement. The school is quick to take action against all forms of discrimination. Pupils' performance is monitored carefully. As a result of leaders' recent analysis a member of the senior leadership team is now focusing on the progress of more-able pupils. Vulnerable pupils are supported well and through effective care, guidance and support the school strives to provide all pupils with the opportunities they need to achieve. There are good procedures for safeguarding. The governing body reviews the measures in place regularly, in order to maintain safety and welfare and upgrade systems where appropriate. Due to good training and guidance, staff and pupils are clear about policies and procedures. Leaders are aware of the school's position with regard to its religious and social context. Action has been taken to establish productive links with groups in the local community. Links beyond the school are tentative and, therefore, limit success in promoting community cohesion beyond the school.

*These are the grades for leadership and management*

**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

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

## Early Years Foundation Stage

Children make satisfactory progress given their starting points, which are generally in line with typical expectations. They settle in well and despite their short time in school show promising levels of confidence and independence for their age when choosing the activity they want to follow. Outdoor space is regularly accessible, but there is not always an independent activity to link with the teaching focus for that session. Adults have a good understanding of welfare requirements and ensure that children are safe. Staff use a wide range of methods to help children learn and their understanding of how children learn best is good. In a mathematics session, however, when children were counting and adding 'one more' the level of challenge for some children was too low. Leadership and management of the Early Years Foundation Stage are satisfactory. The recently appointed Reception teacher has developed a positive relationship with parents and carers and children, and maintains high expectations. Staff agree that areas for improvement include the accuracy of assessment and a better transition between Reception and Year 1.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account: Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3



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## **Views of parents and carers**

There was a relatively low response rate from parents and carers to the inspection questionnaire. Those returned express largely positive views of the school. All recorded their confidence in the school's provision of care for their children and the work of the staff. Some comment on how appreciative they are for the additional support they receive. A small number of parents and carers feel that communication about children's progress could be improved and inspectors raised this point with school leaders.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Chad's 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 inspection team received 49 completed questionnaires by the end of the on-site inspection. In total, there are 181 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	22	45	25	51	2	4	0	0
The school keeps my child safe	23	47	22	45	2	4	0	0
The school informs me about my child's progress	11	22	32	65	3	6	1	2
My child is making enough progress at this school	7	14	37	76	2	4	0	0
The teaching is good at this school	6	12	39	80	0	0	0	0
The school helps me to support my child's learning	9	18	28	57	6	12	0	0
The school helps my child to have a healthy lifestyle	17	35	27	55	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)	5	10	42	86	1	2	0	0
The school meets my child's particular needs	10	20	31	63	3	6	0	0
The school deals effectively with unacceptable behaviour	9	18	29	59	6	12	0	0
The school takes account of my suggestions and concerns	8	16	30	61	4	8	1	2
The school is led and managed effectively	11	22	31	63	5	10	0	0
Overall, I am happy with my child's experience at this school	21	43	25	51	2	4	0	0

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



13 September 2010

Dear Pupils

Inspection of St Chad's CofE Primary School, Winsford, CW7 4AT

Thank you very much for welcoming me and my colleagues when we came to inspect your school recently. We enjoyed talking to you about your school and hearing about some of the things you enjoy most. We found that you are very polite and well mannered and that you behave well. We are pleased that you attend school regularly, so please do keep it up.

We judged your school to be satisfactory. Overall you make satisfactory progress in your work and attainment is average by the end of Year 6. Your teachers work hard to plan different ways for you to learn and make your lessons enjoyable. The adults in school take good care of you and because of that you take good care of each other.

I know that your teachers want you to make better progress and reach higher standards and I feel sure that you would like that too. To help that to happen I have asked your teachers and your school's governing body to do three things.

The first is to raise the standards you reach in writing and mathematics by making sure that you have more chances to use those skills as often as possible in different subjects. I have also asked teachers to make sure that work is not too easy for those of you able to work at a higher level. The second thing I asked of teachers is to make sure assessments of children in Reception class are always right so they can measure exactly how much progress they are making. Finally I have asked the school's governing body to attend appropriate training to help them contribute more effectively to improving the school.

Yours sincerely,

Mr Kevin Johnson

Lead inspector

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