

# Leftwich Community Primary School

Old Hall Road, Leftwich, Northwich, Cheshire, CW9 8DH

**Inspection dates** 17–18 December 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Not enough pupils make good progress in mathematics in Key Stage 2 because teaching is inconsistent.
- Work is not always set at the right level for pupils of different abilities so some find the activities too hard, while others find them too easy.
- When teachers mark pupils' books, they do not always explain how they can improve their work further.
- Subject leaders do not use all of the information available about pupils' progress to improve and support teaching, especially in mathematics in Key Stage 2.
- Evaluations by leaders and managers when monitoring the quality of teaching are sometimes somewhat generous because they have not taken sufficient account of the impact of teaching on pupils' quality of learning. As a result, achievement and teaching in Key Stage 2, particularly in mathematics, continue to require improvement.
- Governors do not routinely receive a summary of how well pupils are achieving across the school in order to further challenge and support the leaders and managers.

### The school has the following strengths

- The gap between pupils who are known to be eligible for free school meals and other pupils in the school is closing rapidly.
- Children in the Reception class and pupils in Years 1 and 2 make good progress because teaching is good over time.
- Pupils feel safe and behave well around the school. They are polite and helpful.
- The headteacher has created a united and strong team. As a result, staff morale is high.
- Senior leaders and governors work together well. Actions taken have led to improved teaching and achievement in reading and writing, especially in Key Stage 1.

## Information about this inspection

- The inspection team observed teaching in all classes. They saw 14 part-lessons, four of which were jointly observed with the headteacher.
- Discussions were held with groups of pupils, members of the leadership team, the headteacher, and two members of the governing body. The inspectors also spoke to a representative from the local authority by telephone.
- Inspectors took account of the 23 responses to the online questionnaire (Parent View), together with other survey information collected by the school. They also spoke informally to parents as they brought their children to school.
- Responses to the inspection questionnaire from 15 staff were received and their views taken into account.
- The inspectors listened to pupils read, spoke with them about their learning and reviewed the work in their books.
- The inspection team reviewed a number of documents, including the school's checks on how well it is doing, the school improvement plan, data on pupils' current progress, leaders' reports following lesson observations and records relating to behaviour, attendance and safeguarding.

## Inspection team

Heather Simpson, Lead inspector

Additional Inspector

Prydwen Elfed-Owens

Additional Inspector

## Full report

### Information about this school

- This school is smaller than the average-sized primary school.
- The Early Years Foundation Stage comprises of one Reception class. The on-site pre-school is not managed by the governing body so is inspected separately. The inspection report for this setting can be viewed at [www.ofsted.gov.uk](http://www.ofsted.gov.uk)
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is also below average.
- Almost all pupils are of White British heritage and there are no pupils who are at the early stages of learning English as an additional language.
- The proportion of pupils for whom the school receives the pupil premium is above the national average. The pupil premium is additional funding for pupils who are known to be eligible for free school meals, those children looked after by the local authority or from families with a parent in the armed forces.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress at the end of Year 6.

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

- Improve the quality of teaching in Key Stage 2 in order to accelerate progress, especially in mathematics, by making sure that:
  - work is well-matched to pupils' different ability levels, especially the most-able
  - teachers consistently check on pupils' learning during lessons and pick up and address common errors
  - teachers' marking provides clear guidance which tells pupils how to improve their work and pupils have the opportunity to act upon the advice given.
- Improve leadership and management by:
  - increasing the accuracy of the evaluations made by senior leaders when evaluating the quality of teaching, particularly in Key Stage 2
  - making sure subject leaders have the skills needed to support, check and improve the quality of teaching, especially in mathematics, to accelerate pupils' progress in Key Stage 2
  - providing governors with a regular summary about the progress made by current groups of pupils, in all classes, in reading, writing and mathematics.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Achievement in Key Stage 2 requires improvement because not enough pupils make good progress in mathematics or reach the higher levels of attainment. While standards at the end of Key Stage 2 are broadly average over time, pupils' previous attainment was broadly average when they were in Year 2. Progress is, therefore, not rapid enough in Key Stage 2. This is the case for almost all groups within the school, including those who are the most-able.
- Pupils in Key Stage 2 do not build sufficiently on the mathematical skills they have at the end of Key Stage 1. For example, pupils in Year 1 were able to sort objects into groups using different criteria and name different two dimensional shapes. Pupils in Year 2 were able to generate complex word problems and solve these using different operations. However, pupils in Year 3 became confused and lost when trying to use different multiplication tables because the lesson did not build on their previous knowledge and was not set at different levels to meet their individual needs.
- Children join the Early Years Foundation Stage with skills and knowledge which are below those expected for their age. They make good progress because adults plan a wide range of exciting and worthwhile activities both indoors and outdoors which develop their early skills. High quality care and support are provided and as a result, children get off to an excellent start in their first year. By the time they enter Year 1, most are working in line with the national average.
- Pupils make good progress in Key Stage 1 and build effectively on the levels they achieve at the end of the Early Years Foundation Stage. As a result, standards at the end of Key Stage 1 are now usually above average, but were average overall in 2013. This cohort of pupils, however, made good progress as a higher number of pupils reached the level expected in reading, writing and mathematics at the end of Year 2, compared to those at the end of Reception class.
- Standards at the end of Key Stage 2 are rising in all subjects and progress rates are accelerating. For example, attainment in reading and writing are now slightly above average and the number of pupils reaching the higher levels has increased. Attainment in mathematics is still however slightly below average.
- Improvements in the teaching of reading and the greater emphasis on pupils using their sounds and letters (phonics) are leading to more pupils reaching the required levels. For example, the proportion of pupils reaching the expected standard in the Year 1 reading check, increased by 31% from 2012 to 2013. Additionally, a greater proportion reached the level required in Year 2. Older pupils enjoy reading a wide range of texts and can express their preferences for different authors and different books.
- The small numbers of disabled pupils and those who have special educational needs make progress which is similar to that of other pupils in their class in all subjects. School records shows that progress is good in mathematics in Year 2, but requires improvement in Years 3 to 6. Pupils are, however, well-supported both in and outside lessons. Additional teaching helps them keep up with their classmates, demonstrating the school's suitable promotion of equal opportunities.
- Pupil premium funding is used effectively to provide additional support in literacy and numeracy for pupils who are known to be eligible for free school meals. The school's own information shows that this helps these pupils to make at least the same progress as their classmates do. By the end of Year 6, the gaps in the attainment of these pupils and others in the school are narrowing rapidly. In 2013, eligible pupils were approximately one term behind others in their class in writing and mathematics and two terms behind in reading.

### The quality of teaching

### requires improvement

- Teaching is not yet consistently good in Key Stage 2, especially in mathematics. In some lessons, the same work is given to pupils of different abilities. As a result, some find it too hard

and others find it too easy and this means that pupils do not always stay on task. Occasionally, teachers do not check how well pupils are doing during the lesson and miss opportunities to immediately pick up and address common errors as they occur.

- Teachers' marking is not always accurate enough, especially in mathematics, as wrong answers are ticked incorrectly. In some marking, there is not clear enough guidance to show pupils how to improve their next piece of work, or consistent time set aside to allow pupils time to follow this up. However, there are some good examples of marking, not only by teachers, but also by pupils who have been given opportunities to mark their own and others' work and suggest possible improvements.
- Learning is successful when teachers build on pupils' prior learning and extend their current skills and knowledge with work that is set at different levels to meet different needs. For example, Year 1 pupils had to sort photographs of themselves using different criteria. This was then developed further so that pupils' had to sort different shapes into categories. More complex shapes were given to those who were confident and regular and familiar shapes were given to those who were less confident. As a result, every child successfully completed the task and achieved well. This was an example of the consistently good teaching in Key Stage 1.
- Children in the Reception class make rapid progress because teachers plan activities which are exciting and develop their early skills. Effective questioning is used to check children's understanding and extend their thinking. Adults guide and skilfully interact with children and expertly build on their interests. As a result, children are highly engaged in activities both indoors and outdoors and learn quickly.
- Teaching assistants and other teachers provide valuable additional support, especially for pupils who have special educational needs or for those who are eligible for the pupil premium. Extra reading and mathematics sessions help those who attend to keep up with others in their class.

### The behaviour and safety of pupils

### requires improvement

- Attendance is broadly average over time but dipped in 2013 due to a small number of pupils who are persistently absent. Leaders are taking decisive action to address this and consequently, figures for the autumn term show a marked improvement.
- Where teaching does not engage pupils, they lose concentration and they do not complete the work set.
- Behaviour in and around school is good. Pupils know the school rules and the sanctions and rewards in place. Most pupils are polite, helpful and keen to discuss their work.
- Pupils have a good level of understanding about the different types of bullying, including verbal, physical and cyber-bullying. They do not feel that bullying is an issue in their school but say they know who to talk to if they feel upset and that any such issues are dealt with swiftly. Parents also feel that behaviour is good and that the school deals with incidents which happen appropriately.
- Pupils feel safe at school and parents who expressed their views support this. Pupils know how to keep themselves safe and are aware of potential dangers, including using the internet.
- Pupils benefit from a range of activities that promote their spiritual, moral, social and cultural development. They have time to reflect on their work in lessons, know the difference between right and wrong, and have a good level of understanding and appreciation about other cultures and beliefs. They treat each other and all adults with respect and work well together in lessons.

### The leadership and management

### requires improvement

- The senior leadership team carry out checks on teaching but their judgements are sometimes somewhat generous because leaders have not taken sufficient account of the impact of teaching on pupils' quality of learning particularly in Key Stage 2.
- Subject leaders are not yet fully involved in the checks made on teaching and are not sharply

enough focused on the progress pupils are making, especially in mathematics.

- Senior leaders have a clear understanding of where improvements are needed. Action plans accurately pinpoint areas for development, and many of the actions taken to date have been successful, for example, reducing the attainment gap between pupils eligible for the pupil premium and others' in the school. However, leaders and managers have not yet fully addressed the slower progress rates in mathematics in Key Stage 2.
- Leaders have demonstrated their capacity to improve the school through raising pupils' overall attainment by the end of Year 6 and in reading in Key Stage 1. Effective training has also been provided and this is helping to improve teaching, especially in Key Stage 2.
- Annual targets are set for all teachers and these are carefully linked to whole-school priorities and the standards set for teachers.
- A broad and balanced range of subjects is taught through exciting topics, such as 'where my wellies take me'. These topics help promote pupils' literacy, numeracy and computing skills. All pupils have the chance to learn to play an orchestral instrument and proudly give performances in assemblies and concerts. A wide variety of clubs, visits and visitors also provides memorable experiences for pupils.
- Leaders are using the new Primary School Sport funding to fund specialist sports coaches to develop pupils' physical well-being and participation in competitive sport. Exciting clubs such as tag rugby and dodge ball allow pupils to learn new skills. Staff members observe these sessions so that they will be able to teach these skills in the future. There has been a significant increase in the numbers of pupils attending these clubs but it is too early to see what impact these activities have had on pupils' well-being.
- The local authority provides little support but keeps a watchful eye on the progress made by pupils. External consultants are, however, bought in by the school and are helping leaders to become more accurate in their judgements.
- **The governance of the school:**
  - Governors take part in regular training and their wide range of skills and expertise mean that they fulfil their statutory duties, for example, in relation to finance and safeguarding. As a result, current safeguarding arrangements meet requirements. Governors have a developing view of the quality of teaching and pupils' achievement as they meet regularly and some members visit classrooms. However, they do not receive enough information about the progress of all groups currently in the school to challenge leaders well enough about the school's overall and specific performance. They are aware of how well the school is doing in comparison with other schools and have a good understanding of how the pupil premium is used and what difference this makes to pupils. Governors set targets for the headteacher and receive regular information about teachers' pay progression.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	111137
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	431968

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

<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 of pupils on the school roll</b>	195
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Alan Hewitson
<b>Headteacher</b>	Claire Harrison
<b>Date of previous school inspection</b>	12 May 2011
<b>Telephone number</b>	01606 42849
<b>Fax number</b>	N/A
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