

# Pott Shrigley Church School

Shrigley Road, Pott Shrigley, Macclesfield, Cheshire SK10 5RT

## Inspection dates

26–27 March 2019

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Outstanding

## Summary of key findings for parents and pupils

### This is a good school

- Since the last inspection, there has been a period of substantial instability in leadership, resulting in variations in the quality of education. However, leaders now provide clear direction for the school.
- The recently appointed headteacher has a clear vision for the school. She has quickly gained an accurate understanding of the school's strengths and is addressing areas where improvements are needed.
- The quality of teaching, learning and assessment is good. Teachers are accurate in their assessments of how well pupils are achieving. Expectations of what pupils can achieve have recently been raised.
- The school's detailed tracking information gives a clear indication of the progress pupils make. Consequently, leaders and governors identify any pupils who fall behind.
- Pupils' progress in English and mathematics is not as strong as it was at the time of the previous inspection. However, current pupils make good progress, because teaching and learning are effective.
- Pupils in all year groups enjoy reading. They read a wide range of books and make good progress in this subject.
- School leaders maintain a good quality of education across a rich and relevant curriculum. As a result, pupils make good progress in a wide range of subjects.
- Senior leaders and governors have established a safe, inclusive and supportive environment. The Christian ethos is evident throughout the school.
- Relationships between pupils and adults are positive. Pupils' conduct around school is good. They are polite and show respect to each other.
- The school's routines for keeping pupils safe and supporting their welfare are effective. Adults treat pupils kindly, are attentive to their needs and value their opinions and ideas.
- Learning in the early years is good. Adults' expectations are high, and children make good progress.
- Middle leaders check on the quality of teaching and provide staff with guidance. However, their role in evaluating the impact of teaching on pupils' progress across the school is underdeveloped.
- Teachers do not routinely provide enough challenge for the most able pupils in lessons.

## **Full report**

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

- Improve the quality of leadership and management by enabling middle leaders to play a greater role in developing teaching and learning in their subjects.
- Improve the quality of teaching, learning and assessment in order to raise outcomes, by planning work that is sufficiently challenging for the most able pupils.

## Inspection judgements

### Effectiveness of leadership and management

Good

- Since the previous inspection, the quality of teaching and pupils' academic standards have varied because the school has faced many challenges. These include de-federating from another local school, potential closure and relocating the Reception class from another school site.
- The recently appointed headteacher has a clear vision for the school. She has an accurate understanding of the school's strengths and is addressing areas where improvements are needed. She has won the support of members of the school community, including staff. Staff and parents commented on the benefits to pupils of having a permanent headteacher based at the school.
- The headteacher and her team have established a very supportive and caring culture. All staff know every pupil well. The school is very successful in encouraging pupils to care for others and to have good standards of behaviour.
- There is a strong sense of team spirit, which assists communication between staff and leaders and keeps morale high. Senior leaders bring an evaluative focus to their checks on pupils' academic progress. This contributes to the effectiveness of assessment and the positive impact of teaching on pupils' progress.
- Primary physical education (PE) and sport funding is put to good use. Pupils engage in physical activities such as climbing and inter-school competitions.
- Leaders use funding to support disadvantaged pupils and those with special education needs and/or disabilities (SEND) effectively. Leaders are very clear about the positive impact their actions have on these pupils' personal development, behaviour and achievement.
- Pupils' spiritual, moral, social and cultural understanding is developed well through subject lessons, personal development lessons and collective worship. Pupils discuss how Christian values, such as kindness and resilience, help them in their learning. They are being well prepared for life in modern Britain.
- The school's professional development programme is carefully planned to help improve the skills of teachers. Leaders use performance management systems effectively to identify individual targets. Training is tailored to help meet the school's priorities. As a result, the quality of teaching is good.
- Over the last few years, the school has worked very closely with the local authority to improve standards. The local authority helped the school when it faced closure and has made a commitment to seek out support for staff where needed.
- The majority of parents and carers are supportive. All the parents I spoke to on the playground were positive about the school and the difference it makes to their lives as families.
- Middle leaders use their good subject knowledge to evaluate how the curriculum supports pupils' learning. However, because some middle leaders are new to their roles, the quality of leadership in a minority of subjects is not as effective. Where this is

the case, the contribution to school improvement made by these middle leaders is underdeveloped.

### **Governance of the school**

- Governance has been strengthened over the last two years, as new governors have brought additional expertise to the governing body. As a result, governors are providing a clear strategic direction for the development of the school. This underpins recent improvements, after some years of instability.
- Governors have a clear understanding of the strengths and weaknesses of the school. They have sharpened their focus on holding leaders to account for pupils' progress.
- Governors undertake their statutory responsibilities diligently. They fulfil all their duties, such as ensuring that safeguarding procedures are thorough.

### **Safeguarding**

- The arrangements for safeguarding are effective. Staff receive regular training in safeguarding. As a result, they know how to recognise signs of abuse and neglect. They are clear about how to report concerns, using the school's agreed procedures.
- Records show that leaders take appropriate action in response to concerns about pupils' safety and welfare. Policies, procedures and training relating to safeguarding are up to date and in line with current legislation. New induction procedures provide staff with the information they need to keep pupils safe.
- The school's curriculum teaches pupils to safeguard themselves increasingly well. Pupils know how to keep safe online. The school provides updates to pupils and parents on relevant and recent issues that their children may experience, such as playing games online and social media.
- Pupils say that they feel safe in the school and that adults will help them if they have any concerns.

### **Quality of teaching, learning and assessment**

**Good**

- Variations in the quality of teaching and assessment have adversely affected pupils' attainment and progress since the last inspection. However, positive relationships between current staff and pupils underpin successful teaching throughout the school. Pupils are attentive, responsive and keen to learn. Consequently, they make strong progress in a wide range of subjects.
- Teaching is planned well, and pupils' learning is deepened in many subjects. This has a positive impact on pupils' progress.
- This is particularly the case in English. Pupils read widely and talk enthusiastically about the books they are currently reading for pleasure. The school libraries are well used, and books are updated frequently. Pupils regularly read extended texts and practise a range of written styles.

- Leaders have recently introduced a new assessment system. This is having a positive impact. Teachers use the information to identify where pupils have gaps in their knowledge and record pupils' progress accurately.
- Teachers' questioning skills are strong. Teachers prompt pupils to think hard about the tasks set and to reflect on previous learning. Teachers know where pupils are up to with their work and provide further support as necessary. Pupils also told me they value the opportunity to edit and improve their own work.
- Phonics teaching starts off very well in early years and continues to be part of daily teaching throughout key stage 1. Pupils use their phonics skills to read individual words well. Their application of phonics when reading books independently is strong.
- Teaching assistants provide effective support for pupils. They work with individuals or small groups to help pupils to access their learning. This helps pupils make sense of their learning and encourages them to try their best. For example, in key stage 2 pupils working with teaching assistants persevered and used their mathematical skills and knowledge when solving complex problems involving equivalent fractions.
- Teaching in mathematics is informed by teachers' good subject knowledge. Pupils have opportunities to develop analytical and independent thinking skills. Teachers encourage them to work together to discuss their learning.
- There is a purposeful and productive atmosphere in almost all lessons. Teachers plan activities that meet most pupils' needs, so they make good progress over time. However, sometimes tasks are not matched to the needs of the most able pupils.
- In the majority of subjects across the curriculum, pupils develop their knowledge and understanding well, as lessons build on previous learning. Teaching in different subjects is regularly enriched by trips, visitors or special events. This enthuses pupils. For instance, the study of stick insects in Class 2 has inspired pupils to find out more about insects. Teachers also make meaningful links with previous learning, for example on metamorphosis. As a result, pupils' progress in these subjects matches the good progress they make in English and mathematics.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. The vast majority of parents say their children feel safe and are well looked after. Pupils told me they are well supervised and are confident that staff will help them should they experience any problems. The curriculum helps pupils understand how to manage other risks, such as the use of the internet and social media.
- Older pupils are proud of the responsibilities that they take on, such as being buddies for children in the Reception Year. Pupils told the inspector that they enjoy the opportunity to contribute to school life, such as through choosing the Christian values most important for the school.
- The school develops the physical and emotional well-being of pupils through a range of subjects including PE, religious education and outdoor education. Activities develop a sense of achievement and resilience. A typical comment from a pupil about PE was:

'We take part in more activities and, although we are not winning yet, we are taking part.'

- Pupils demonstrate positive attitudes to their learning. They work hard and want to achieve well. When activities allow, they select tasks that stretch them and increase their progress.
- Pupils are aware of the importance of healthy eating and being physically active. They are particularly well informed about well-being and feel confident to share their worries when they arise.
- Pupils say that they feel safe and that bullying is extremely rare. They know how to respond should they have any worries and are assured that staff, and often other pupils, will help to resolve any issues.

## Behaviour

- The behaviour of pupils is good. Pupils told me that behaviour has improved markedly since the new headteacher arrived. The school's overarching ethos of care and consideration for others encourages positive behaviour. Teachers apply the school's new behaviour policy consistently when they need to.
- Pupils conduct themselves very well in class and around the school. They respect one another, listen well and take responsibility for their own behaviour.
- Pupils say that they enjoy the school; as a result, they attend well. Current attendance and rates of persistent absence are both in line with the national average.

## Outcomes for pupils

**Good**

- The small numbers of pupils taking national tests each year at both key stage 1 and key stage 2 mean that published performance information needs to be analysed and interpreted with caution. One pupil represents a significant percentage of the whole cohort and pupil numbers vary widely from year to year. Work in pupils' books shows that they make good progress.
- Over time, standards in reading, writing and mathematics at the end of key stage 2 have fluctuated. At the time of the previous inspection, they were well above average. More recently, standards have been closer to average. Work in pupils' books shows that improvements to the quality of teaching are having a positive impact on pupils' progress.
- Given the very small number of pupils at the school, it is not appropriate to report on the academic progress of different groups of pupils, such as disadvantaged pupils or those with SEND. However, the school provides a very inclusive learning environment. Staff are attentive to pupils' needs. Pupils, too, are extremely supportive of one another.
- School leaders monitor the progress that all pupils make from their starting points. This gives them an accurate picture of the relative strengths and weaknesses in the performance of different pupil groups across all subjects. As a result, leaders have identified that more challenge for the most able is needed.

- In writing, pupils have opportunities to write for a range of audiences and for different purposes. They also develop a good handwriting style. They read with suitable levels of fluency, accuracy and confidence. As a result, their progress in English is strong.
- Leaders have focused on reducing previous underachievement in mathematics. The school's most recent assessment information shows that pupils are now making strong progress. This strong progress is evident in pupils' books which show that pupils are acquiring fluency and reasoning skills.
- Work in pupils' books shows that current pupils make good progress and develop their knowledge in a range of other subjects, such as science and history. This is because, in most subjects, pupils' learning builds progressively on what they know, understand and can do. However, some middle leaders have not been in post long enough to evaluate the impact of the curriculum over time on pupils' progress in a minority of subjects, such as geography.

### Early years provision

**Good**

- Historically, the Reception class has been located at the site of another school. Pupils then attended the Pott Shrigley site when they moved to Year 1.
- Strong leadership over time in the early years ensures that children have a good introduction to their school life. Children's starting points as they begin the school vary, sometimes quite significantly, from one year to the next. Good-quality teaching and learning throughout the early years mean that children make good progress.
- The online learning journeys provide examples of children's learning and work and show that children make strong progress. Parents contribute to the online learning record. This involvement in their children's learning has also been an important factor in children's success.
- The early years staff assess children's progress and use this information well to plan challenging learning opportunities, alongside giving children the scope to make their own choices.
- As a result of the small numbers in Reception, children can choose a theme for a week. Recently, children have learned about topics such as space and horses. This enthuses children in their learning, which is evident in their work and attitudes to planned activities.
- The children have a good understanding of the well-established routines. They share equipment and wait for their turn. Staff engage well with children to help develop their skills effectively. For example, staff questioned children well to develop their communication skills during a construction activity in the outdoor area.
- Children feel safe. They play with each other confidently and display good manners towards each other when working together. Children listen well to adults when required. They also talk enthusiastically to adults about their learning.
- As in the rest of the school, children's behaviour is good. They clearly enjoy coming into class and respond exceptionally well to the calm and constructive guidance from

staff. Children develop positive attitudes to learning and to getting on with one another. As a consequence, they are well prepared for Year 1.

- Statutory requirements for early years are met and specific funds are used correctly.



## School details

Unique reference number	111462
Local authority	Cheshire East
Inspection number	10090522

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	27
Appropriate authority	The governing body
Chair	Mrs Jane Langdon
Headteacher	Ms Joanne Bromley
Telephone number	01625 573260
Website	<a href="http://www.pottshrigleycs.co.uk">www.pottshrigleycs.co.uk</a>
Email address	<a href="mailto:head@pottshrigley.cheshire.sch.uk">head@pottshrigley.cheshire.sch.uk</a>
Date of previous inspection	31 January 2011–1 February 2011

## Information about this school

- The school is smaller than the average-sized primary school.
- It has a lower-than-average proportion of pupils from minority ethnic groups.
- The proportion of pupils who speak English as an additional language is much lower than the national average.
- The proportion of pupils who are eligible for support through the pupil premium is well below average.
- In February 2017, the school defederated from a local primary school. The Reception class moved to the current site in September 2017.
- The permanent headteacher was appointed in September 2018 after interim headteachers had previously been in post.

## Information about this inspection

- The inspector observed learning across a range of subjects and age groups and scrutinised a wide range of pupils' work. Many of the observations were conducted jointly with the headteacher.
- The inspector looked at a range of documentation including minutes of governing body meetings, development plans, an analysis of pupils' progress, attendance data, safeguarding documents and the school's review of its own performance.
- The inspector met with a local authority officer, the headteacher, senior leaders, middle leaders and groups of pupils.
- The inspector took account of 19 responses to the online questionnaire Parent View. He also spoke with parents at the beginning of the school day.

## Inspection team

Simon Hunter, lead inspector

Her Majesty's Inspector

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