

Egerton Primary School

Bexton Road, Knutsford, Cheshire, WA16 0EE

Inspection dates 3–4 June 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher, senior leaders and governors have tackled weaknesses in teaching and rapidly improved pupils' achievement in Key Stage 2. Attainment in reading and mathematics is now above the national average and writing is in line.
- Leaders have continued to sustain the significantly high standards in Key Stage 1. The school is well placed to build on this success and improve further.
- Senior leaders and governors have invested in good quality staff training. This has resulted in improvements to teaching and learning in reading, writing and mathematics.
- Leaders have an accurate view of pupils' progress throughout the school because of their effective checking and monitoring procedures. They make sure that additional and timely support is provided for any pupil identified as falling behind.
- Provision in the early years is good because it is organised and managed well. Children thrive in this caring provision, happily learning and exploring in a richly resourced and stimulating environment. They are well prepared for Year 1.
- Attendance has improved and is now above the national average. Pupils attend regularly.
- The outstanding behaviour of pupils makes a major contribution to the good climate for learning that exists at the school. Pupils feel safe and secure and have excellent attitudes to learning. This is because of the mutual respect and good relationships they share with each other and all adults.
- The curriculum is broad and balanced and provides pupils with experiences which promote their spiritual, moral, social and cultural development well. Pupils understand and respect those from different family units, faiths and cultures. They are well prepared for life in modern Britain.
- Governors have a good understanding of the strengths and areas for development of the school. They provide very effective support and challenge, and are ambitious for further improvement.

It is not yet an outstanding school because

- Some pupils who are capable of reaching above and well above national expectations are not always challenged sufficiently in the classroom to ensure that they reach the standards of which they are capable.
- Pupils' achievement is not as strong in writing as it is in reading and mathematics.

Information about this inspection

- Learning was observed in a range of lessons throughout the school and two observations were made jointly with the headteacher and deputy headteacher.
- Inspectors discussed the school's work with members of staff, pupils, the governing body, a representative from the local authority, and the external School Improvement Partner.
- Inspectors observed the school at work and looked at a range of documentation, including that relating to the school's safeguarding policies and procedures, information about pupils' progress and attainment, the school's judgement of its own performance and the school development plan.
- Inspectors examined pupils' work on display and in their exercise books, and heard pupils reading in Year 1 and Year 5.
- Inspectors spoke to a number of parents at the start of the school day. They took account of the 92 responses to the online questionnaire (Parent View) and the school's own survey of parents' views. Inspectors also took account of the 26 responses to the staff questionnaire completed during the inspection.

Inspection team

Gillian Hunter, Lead inspector

Additional Inspector

Frances Farnorth

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- The proportion of disadvantaged pupils, those supported by the pupil premium, is below average. The pupil premium is additional government funding to provide support for pupils known to be eligible for free school meals and for those looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs is below average.
- Most pupils are of White British heritage.
- Children attend the Reception class on a full-time basis.
- The school met the government's current floor standards in 2014, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- There have been a number of leadership and staff changes since the last inspection. Over half the staff are new to the school within the last two years. The school was without a deputy headteacher from September 2014 and the substantive headteacher was absent from the school during the second half of the 2014 Autumn term. To cover the absence of the headteacher the local authority drafted in an interim leader. The current deputy headteacher started in April 2015. A number of new governors have joined the governing body within the last two years.

What does the school need to do to improve further?

- Continue to improve the quality of teaching and learning by ensuring that the challenge in the classroom, particularly for the most able, always enables pupils to reach the standards of which they are capable.
- Further accelerate pupils' progress and raise standards in writing by providing pupils with varied and regular opportunities to write at length in other subjects.

Inspection judgements

The leadership and management are good

- Since the last inspection, there has been some instability in staffing which resulted in a dip in standards at the end of Year 6. The leadership of the school have been focused in providing stability and standards are now rising rapidly.
- The headteacher, senior leaders and governors have brought about rapid school improvement by tackling weaknesses in teaching. They have created a climate where good teaching and good behaviour can flourish. Consequently, attainment is rising and pupils are making good progress.
- The quality of teaching is carefully monitored. The management of staff performance is robust and staff are made accountable for the progress of their pupils. Staff agree that they are well supported by school leaders and have access to good quality training to improve their skills through close work with other local schools.
- Middle leaders understand the school's strengths and weaknesses and have identified what is needed to make it even better. Subject leaders are being empowered to monitor the work of their areas of responsibility even more closely. They have clear ideas about how to make further improvements and are well placed to achieve these goals. The work of the new deputy headteacher is having an increased impact already in this area.
- The school promotes equality of opportunity well. Discrimination is not tolerated. Good relations between all pupils are fostered very successfully. Pupils have a good understanding of people who live in different family units and who have different faiths and cultures to their own.
- The curriculum is very broad and supports pupils' spiritual, moral, social and cultural development well. They have a wide understanding of the world around them as a result of the many trips, visits and clubs the school offers. The school is recognised as an Expert Centre for the National Global Learning Programme for its positive contribution to a globalised world within the school curriculum. This enhances pupils' lives and gives them an understanding of both the challenges and the wonders of the world. Pupils are rightly proud of the links the school has with a school in Kenya and enthusiastically and readily talk about it.
- The school has developed an effective approach to assessing pupils' progress without national curriculum levels. The school is taking a lead role in planning for this with other schools in the locality.
- Pupils experience democracy at first hand through the school council. More recently during the national elections, pupils in Key Stage 2 set up their own political parties and elected pupils from each class to represent their views in organised debates. Pupils prepared manifestos and organised the process themselves. These opportunities ensure that pupils are well prepared for life in modern Britain and for the next stage of their education.
- The progress of disadvantaged pupils is closely monitored and pupil premium funding is spent wisely on providing specialist one-to-one and small group teaching if pupils are at risk of falling behind in their work. Consequently, disadvantaged pupils make good progress and gaps between their attainment and that of other pupils, both in school and nationally, are closing rapidly.
- Arrangements for safeguarding pupils meet statutory requirements and are effective. Staff are fully trained and well aware of child protection and risk assessment procedures.
- The local authority has supported the school well since the last inspection and especially through more recent staff changes. They have also supported the school in providing interim leadership support to cover for the temporary absence of the headteacher during the second half of the autumn term.
- The school has used the support of an external school improvement partner who has given advice on the analysis of school data and on improving teaching and checking pupils' work. He has also provided support for new and less experienced teachers since the last inspection.
- The additional primary school sport and physical education funding is used effectively to improve pupils' physical well-being. An increasing number of pupils are taking part in a wider range of out-of-school sporting activities and competitive sport.
- **The governance of the school:**
 - Most members of the governing body are new since the last inspection and they have a good range of skills and experience. They requested and fully engaged in a review of governance with the support of the local authority. Governors have completed a full audit of their skills in order to identify any gaps that need to be filled. They have a well-targeted, annual training plan in order to improve their effectiveness still further.

- Governors share the headteacher's ambitions for the school and have been resolute in their decision-making to secure better outcomes for pupils. They have a good understanding of the strengths and areas for development and provide strong challenge to senior leaders.
- Governors are knowledgeable about the quality of teaching and standards in the school. They have a good understanding of published data and check regularly on the progress that is made in classrooms. They understand the link between teachers' performance and salary progression, and have taken rigorous action and tackled weaknesses in teaching.
- Governors know the positive impact that the pupil premium and the primary school sport funding have had on pupils' progress and opportunities. They ensure that safeguarding arrangements meet current requirements.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. They behave exceptionally well at all times of the school day. Pupils of all ages are very kind and considerate towards adults and to one another, demonstrating the values that the school promotes from the earliest age. They show great respect for each other and for adults. This creates a welcoming and friendly atmosphere throughout the school.
- Egerton Primary School is a happy community of which pupils are extremely proud and they enjoy coming to school. Attendance has improved since the last inspection and is above average. Pupils understand the importance of regular attendance and the difference this makes to how well they learn.
- Pupils love to learn and want to do well. They are enthusiastic and work hard in lessons. When they work together in groups, they willingly take turns and help each other so that everyone is included. Pupils appreciate the many educational visits, visitors to school and the residential activities which enhance their learning.
- The vast majority of parents agree that behaviour is strength of the school. They are pleased to have the variety of after-school clubs available where the same high standards of behaviour are evident.

Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils feel extremely safe in school saying, 'It's a brilliant school and we are looked after well.' They can explain clearly how to stay safe in a variety of situations, including using the internet and social media.
- Pupils have an excellent understanding of the different kinds of bullying. They are very clear that they have no concerns about bullying but are confident that, should an incident occur, staff at the school would deal with it quickly and effectively.
- The security and safety of premises and the school's boundaries are rigorously managed. Pupils are well supervised. Staff are very alert and this, together with pupils' excellent behaviour, ensures that they stay safe.
- Parents agree that their children are happy, feel safe and that the school looks after them well.

The quality of teaching is good

- Teaching is good. The quality of teaching is regularly checked by leaders and, as a result, it has improved. There are examples of outstanding practice.
- Although teaching overall is good, it is not yet outstanding in its impact on pupils' achievement by the end of Key Stage 2. Staff typically have high expectations of what pupils can achieve but they do not always make sure that the work set is challenging enough to enable the most-able pupils to learn as well as they could.
- Classrooms are stimulating places to learn where examples of good work and learning aids are displayed. Teachers usually plan interesting activities for pupils which capture their imagination.
- The teaching of reading is particularly good. From their good start in the Reception class, children develop a love of reading and do so frequently both in school and at home. Phonic knowledge (the letters and the sounds they make) is taught effectively and this helps pupils learn to read swiftly and with fluency. Teachers provide many opportunities for pupils to read for enjoyment. They are encouraged to explain the meaning behind the text and, when reading stories, they can explain what they think might happen next.
- A strong feature of teaching is the way that teachers give pupils many experiences to apply their skills to a range of real life problem-solving situations and puzzles. This is especially effective in the teaching of

mathematics. In one lesson in Year 5, for example, some pupils solved problems using mirrors to work out the coordinates of the reflection of shapes or re-plotting the coordinates in a different quadrant. This approach helped pupils to develop their skills in reasoning about the way in which they apply their knowledge of mathematical concepts.

- The teaching of writing has, rightly, been a key focus for school improvement. Pupils' books show that much better progress is being made across the school. Pupils show an improving understanding of grammar, punctuation and spelling. Although pupils have plenty of opportunities to learn about and try different styles of writing, teachers do not routinely expect pupils to write at length in other subjects and so revisit what they have learnt.
- Teachers' marking is helpful in letting pupils know what they have done well and what they need to do to improve their work. Pupils respond to their teachers' comments by answering their questions or practising a particular skill. This moves their learning forward.
- Teaching assistants make a valuable contribution to learning through the support and help they provide, especially for any pupils who are at risk of underachievement.

The achievement of pupils is good

- In 2014, the school's results at the end of Year 6 fell to below the national average. However, strong leadership and good improvements in the quality of teaching have brought about rapid improvements in pupils' progress. Focused work continues in order to raise attainment still further in Key Stage 2 so that the impact of weaker teaching since the last inspection is fully addressed. There is now little underachievement and standards are rising rapidly. Attainment in reading and mathematics is now above the national average and writing is in line with it.
- The school's most recent assessments in Key Stage 2, confirmed by work in pupils' books, show that most pupils are making progress at a good rate in reading and mathematics. Progress is slightly slower in writing and standards are not quite as high.
- The proportion of pupils who reached the expected level in the phonics screening check at the end of Year 1 in 2014 was similar to the national average. Pupils who do not reach the standard catch up quickly in Year 2. An above average proportion of pupils currently in Year 1 are on track to reach the required level in 2015.
- In Key Stage 1, pupils make excellent progress in reading, writing and mathematics and achieve standards that are significantly above the national average. Standards have continued to rise over time since the last inspection.
- Disabled pupils and those who have special educational needs make good progress because of the support they receive. Assessments indicate precisely what pupils need to do to move their learning to the next level. Pupils are provided with extra help in lessons and in one-to-one sessions where specific gaps in their learning are addressed. Staff work alongside pupils, giving them additional explanations, showing them pictures and diagrams to reinforce new ideas and practise what they already know.
- In 2014, there were too few disadvantaged pupils to make a reliable analysis of their achievement. Records of the achievement of the very few disadvantaged pupils currently in the school show that they are catching up rapidly with their classmates and with other pupils nationally.
- The additional primary school sport and physical education funding is used well. Pupils now enjoy a wider range of sporting opportunities and uptake is high. Pupils have acquired better skills in sport and physical education.

The early years provision is good

- The majority of children enter the early years with skills and knowledge that are typically expected for their age. From their individual starting points, most children make at least good progress and some make exceptional progress. The proportion of children reaching a good level of development is improving. It is now above the national average and so children are well prepared for learning in Year 1.
- Children learn to take turns to share and to help each other. They become increasingly confident in using language through frequent play in the role-play and outdoor areas. Children are able to work alone and with others in small groups and show that they are able to concentrate on an activity for increasingly longer periods of time. All children are challenged and feel extremely proud of their achievements.
- Effective leadership and management results in good quality teaching and learning. The early years team work successfully together to plan interesting and exciting activities and provide good quality care.

- Children know how to keep themselves safe. They behave well and show respect for others when learning together with or without adult support.
- Parents are very positive about the care provided for their children in the early years. They feel very welcome and many share with staff the things their children achieve at home.

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

Unique reference number	111098
Local authority	Cheshire East
Inspection number	461916

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	222
Appropriate authority	The governing body
Chair	Daniel Kenny
Headteacher	Alison Hooper
Date of previous school inspection	29 May 2012
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