

# Inspection of Astmoor Primary School

Kingshead Close, Castlefields, Runcorn, Cheshire WA7 2JE

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Inspection dates:	19 and 20 November 2024
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Good

## **What is it like to attend this school?**

Pupils are happy, lively members of their school. They know that the school values them all as individuals and that everyone is treated with respect. Pupils feel that all staff care about them and their families. They know that staff will always find the time to listen to any worries and that they will do their best to help.

Pupils know that the school has high expectations for their learning. They respond to this by listening carefully and doing their best in lessons. They know that, if they are struggling, staff will support them.

The school also has high expectations of pupils' behaviour, and staff work tirelessly to help pupils reach these expectations. Classroom routines and structures enable a calm and purposeful learning environment, right from when children start school in the Reception Year. Outside the classroom, pupils move around sensibly and play cooperatively together. Pupils show high levels of respect towards each other and towards adults in school.

Pupils have a range of opportunities to contribute to the life of the school. For example, there are pupil safety officers who deliver key safety messages in school assemblies. Pupils also learn about their place in the global community. They enjoy communicating with pupils in their twin school in South Africa.

## **What does the school do well and what does it need to do better?**

The school has designed a broad and ambitious curriculum. The key knowledge that pupils should learn in each subject has been carefully identified. In many subjects, pupils build secure knowledge over time. In these subjects, staff use a range of strategies to check what pupils have understood. This helps them to rapidly address misconceptions and shape future teaching to fill any gaps in knowledge.

However, in a few subjects, the curriculum is not delivered as the school intends. This means that pupils sometimes do not learn what they should. In addition, pupils sometimes complete activities that do not help them to learn the intended curriculum. Consequently, in these subjects, there are some gaps and misconceptions in pupils' knowledge.

The school identifies pupils with special educational needs and/or disabilities (SEND) at the earliest possible opportunity. It works with nursery settings to make sure that provision is in place right from when children start school in the Reception class. This means that these pupils can access and progress through the same ambitious curriculum as their peers. Pupils in the specially resourced provision for pupils with SEND (specially resourced provision) benefit from carefully designed individual learning journeys. This helps them to build their learning in small steps.

Staff teach early reading consistently. Alongside this, there is a sharp focus on developing pupils' communication, language and vocabulary using stories, nursery rhymes and songs.

As soon as they start school in the Reception Year, children start to learn about letters and the sounds that they make. As they move through key stage 1, pupils use these sounds successfully to read and write words. This enables them to read carefully matched books with increasing fluency. By the end of key stage 1, most pupils read with accuracy and comprehension. The school also aims to foster a love of reading by introducing pupils to a wide range of fiction and non-fiction books. Older pupils spoke with enthusiasm about their favourite stories and authors.

The school works with parents and carers to help them overcome any barriers to good attendance and punctuality. It makes sure that pupils feel valued for coming into school, ready to learn. This means that the majority of pupils benefit from being in school, on time, every day.

The school places great importance on pupils' wider development. Pupils develop a sound understanding of their place in the local community, for example through going on litter picks in the local area. They also learn about different cultures and religions in lessons and through visitors to school, for example visits from different religious leaders. Pupils understand how to keep themselves physically healthy through diet and exercise. They can talk about ways of supporting their own mental health. There are opportunities for pupils to develop their talents and interests. For example, they can participate and compete in sports from cricket to curling.

The school has an inclusive culture and welcomes all pupils, including those with complex SEND. It makes every effort to make parents feel that they are a valued part of their children's education. Parents have very positive views on the school and staff. They appreciate the support it offers not just to the children but to their families too.

Staff feel well supported by leaders both professionally and personally. Leaders have taken practical steps to reduce workload, for example by reducing the content of school reports.

Governors are very knowledgeable about all aspects of the school and school life. This allows them to plan for the further development of the school and also to celebrate its many strengths.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- In a few subjects, pupils do not learn all of the intended curriculum. In addition, the learning activities provided at times do not support them to secure a deep understanding of the subject. This means that pupils do not learn the curriculum in some subjects as well as they should. The school should ensure that all staff have the

subject knowledge and expertise to deliver these curriculums so that pupils secure the intended knowledge over time.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	111217
<b>Local authority</b>	Halton
<b>Inspection number</b>	10348057
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	132
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Colin Lloyd
<b>Headteacher</b>	Louisa Aldridge
<b>Website</b>	<a href="http://www.astmoorprimaryschool.co.uk">www.astmoorprimaryschool.co.uk</a>
<b>Dates of previous inspection</b>	17 and 18 September 2019 under section of the Education Act 2005.

## Information about this school

- The school provides a breakfast club.
- The school does not use any providers of alternative provision.
- The school provides a specially resourced provision for pupils with social, emotional and mental health needs.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point in time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- During this inspection, the inspectors met with the headteacher and a wide range of other staff.
- The lead inspector met with members of the governing body, including the vice-chair of governors.
- The inspectors carried out deep dives in early reading, mathematics and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors observed pupils' behaviour around the school and while in lessons.
- The inspectors considered the views of parents submitted through Ofsted Parent View, including the free-text responses.
- The inspectors also viewed examples of pupils' work and spoke with pupils about their learning in a range of other subjects.
- The lead inspector observed pupils in Years 1 to 3 reading to a familiar adult.
- The inspectors considered the responses to Ofsted's online surveys for staff and pupils.
- The inspector reviewed key documents, including the school's self-evaluation form, school action plans and monitoring records.

### **Inspection team**

Liz Davidson, lead inspector

Ofsted Inspector

Phil Dickson

Ofsted Inspector

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