

# Daven Primary School

**Address:** New Street, Congleton, Cheshire, CW12 3AH

**Unique reference number (URN):** 146995

## Inspection report: 6 May 2026

|                    |                                                                                   |
|--------------------|-----------------------------------------------------------------------------------|
| Exceptional        |                                                                                   |
| Strong standard    |                                                                                   |
| Expected standard  |  |
| Needs attention    |                                                                                   |
| Urgent improvement |                                                                                   |

### **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

### **How we evaluate safeguarding**

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

## Expected standard

### Achievement

Expected standard 

Pupils achieve well. Typically, by the end of Year 6, the proportion of pupils who reach the expected standard in national tests in reading, writing and mathematics matches the national average. Disadvantaged pupils achieve as well as, and sometimes better than, other disadvantaged pupils nationally. Pupils are well prepared for the next stage in their education.

Across the curriculum, pupils usually make secure gains in their knowledge. Over time, fewer pupils met the expected standard in the Year 1 phonics screening check. However, current pupils are making the progress they need to read with confidence and fluency. Pupils also develop a secure grasp of grammar, spelling and punctuation.

Most pupils gain a firm understanding of the facts and methods needed to progress in mathematics. However, some pupils, especially older pupils, find calculations more difficult.

### Attendance and behaviour

Expected standard 

Leaders expect pupils to attend school regularly. They track attendance carefully and follow up promptly when pupils are absent. Leaders provide parents and carers with clear guidance to help improve attendance. Overall attendance is improving but remains below the national average. The proportion of pupils who are persistently absent, including disadvantaged pupils and those with special educational needs and/or disabilities, is decreasing.

Leaders have strengthened expectations for behaviour. Pupils usually follow the school rules and receive appropriate rewards for positive behaviour. Staff uphold expectations firmly and supportively. They help pupils learn strategies to manage their feelings and behaviour. Staff guide pupils to reflect on their emotions and choices.

Leaders record and track behaviour carefully. They use this information to support individual pupils and improve staff's practice. This has reduced incidents of poor behaviour, including bullying and unkind behaviour. Suspension rates have fallen considerably.

Pupils show positive attitudes in lessons. Learning is rarely interrupted. Pupils behave well around school and show politeness, courtesy and consideration for others.

### Curriculum and teaching

Expected standard 

Leaders have designed a broad and ambitious curriculum that meets the needs of pupils in mixed-age classes. The curriculum, including in the early years, sets out clearly what pupils should learn and when they should learn it.

Leaders check how well the curriculum is taught. They make sure that staff have the knowledge they need to deliver each subject effectively. Staff provide the experiences pupils

need to develop communication and language skills. The teaching of phonics has improved. Staff give pupils regular opportunities to practise reading and writing the sounds they learn.

Staff introduce subject content in writing, mathematics and other subjects consistently well. They provide suitable opportunities for pupils to build their knowledge. Staff usually adapt teaching effectively so that pupils with special educational needs and/or disabilities learn well alongside their peers. Staff check for gaps in pupils' knowledge and provide support to strengthen grammar, punctuation and spelling. However, support for pupils who struggle with basic number skills is less effective. This limits some pupils' fluency with calculations.

Across the wider curriculum, staff usually provide the experiences pupils need. However, pupils do not always have enough opportunities to think deeply or apply their knowledge so that their understanding grows over time.

## Early years

Expected standard 

Following a recent expansion, the early years now caters for 2-, 3- and 4-year-old children. Leaders have quickly established suitable expectations and arrangements to support children's welfare and development.

Leaders have implemented a curriculum that reflects the ambition of the early years statutory framework. They identify the knowledge and end points children need at each age.

Staff in the Nursery and Reception classes create a safe, positive and attentive environment. They build nurturing relationships with children and use calm, consistent routines. Staff prioritise praise and encouragement.

The early years environment supports learning across the curriculum. Staff make effective use of spaces for greeting children, quiet play, small-group work and independent activities. They introduce activities across all areas of learning and lead them well until children are ready to work independently. This builds children's confidence and independence. Consequently, children achieve well.

Staff use clear vocabulary to support communication and language. They introduce simple sounds and letters in the Nursery class, preparing children well for phonics in the Reception Year.

Staff track children's progress carefully. They use this information to plan what children need to learn next and to give Year 1 staff clear insights into children's development.

## Inclusion

Expected standard 

Leaders' commitment to inclusion ensures that pupils with different needs and starting points are well looked after and thrive during their time at school. Leaders have clear systems to identify and assess pupils' needs. This helps staff understand the barriers that some pupils, including those with special educational needs and/or disabilities, face. Staff, parents and carers work together to create focused plans that support pupils' learning and wellbeing.

Leaders understand the needs of disadvantaged pupils well. They make effective use of additional funding to make sure that support has a positive impact on pupils' attendance, engagement and learning. Leaders also check carefully on pupils who are known to, or previously known to, social care. They provide specific individual help for these pupils to support their welfare, wellbeing and readiness to learn.

Leaders provide regular training so that staff know how to meet pupils' needs. They work effectively with external professionals to ensure that pupils receive the support that they need.

Leaders occasionally make careful and selective use of alternative provision when it is in the best interests of pupils. Leaders make sure that they diligently check that provision is suitable and safe and supports pupils' needs.

## **Leadership and governance**

**Expected standard** 

Trust leaders, members of the local governing body (LGB) and school leaders have a thorough understanding of pupils' contexts and circumstances. Together, they have established an ambitious vision for pupils at Daven Primary School. They have carefully recruited leaders and staff with the knowledge and skills to implement more inclusive practices throughout the school. Consequently, pupils are getting the support that they need to access, enjoy and benefit from a typically effective education.

Leaders have a clear and accurate understanding of the school's strengths and areas for development. They set priorities that focus sharply on improving the experience that pupils have to learn, develop and achieve. Staff understand their role in meeting these priorities, and leaders and staff work together in pupils' best interests.

Leaders model professionalism and care for others across their work. They work supportively with staff to help them understand and develop their practice. Staff feel well equipped to support the school's journey of improvement. Leaders place high importance on staff's wellbeing and proactively take steps to reduce workload. This helps create a positive team ethos among leaders and staff.

The trust ensures that members of the LGB have the experience and skills needed to carry out their duties effectively. The LGB understand the school's effectiveness and provide a balanced level of challenge and support.

Leaders and governors engage regularly with parents and carers and the wider community. Parents feel informed and positively involved in school life.

Leaders, including members of the LGB, regularly engage with parents and carers and the wider community. Parents feel informed and positively involved in school life.

## **Personal development and wellbeing**

**Expected standard** 

Leaders have established a comprehensive programme that supports pupils' personal development. Pupils learn about themselves and the world around them. Staff give pupils

many opportunities to discuss and revisit important themes as they grow older. Assemblies and workshops add to this learning and deepen pupils' understanding.

Pupils learn how to look after themselves. They understand how to stay safe, including online and how to care for their physical and mental health. They know what positive relationships look like for children their age.

Pupils think carefully about the world around them. They develop a secure understanding of fundamental British values. Pupils explain right and wrong and understand the reasons for rules and laws. They recognise that people are different but equal. They speak confidently about valuing and protecting difference. Pupils understand what it means to be a good citizen and want to contribute to their school and community.

Pupils value the opportunities they have to take on responsibility at the school. They are proud to take on different leadership roles, such as school council representatives, anti-bullying ambassadors and safety ambassadors. They develop social skills and resilience through representing the school in sports and debating competitions.

Pupils are encouraged to reflect on and celebrate their social, moral, cultural and spiritual development. Older pupils appreciate the recently introduced 'graduation booklet', which helps them to record and think about their experiences and achievements. Through these experiences, pupils are able to confidently recall what they know about different cultures, beliefs and values.

Staff have secured a well-established culture of pastoral care. Pupils' different circumstances and needs are well understood and supported. Pupils feel well equipped to look after themselves where they can. Additionally, they are positive about the ways that staff look after them when they have a worry or concern.

## **What it's like to be a pupil at this school**

Pupils learn to be brave, curious and kind at Daven Primary School. Staff deliberately model these qualities every day. Pupils benefit from a wealth of opportunities to acquire and develop these qualities so that they feel ready to take on new challenges.

Staff know pupils well. They think carefully about pupils' different needs in all areas of school life. Pupils feel that they belong and enjoy being part of the school community. They take pride in taking on leadership roles and representing the school in the local community through choral performances, debating and other events. Staff encourage all pupils to take part in the wide range of rich and exciting opportunities on offer.

Staff show warmth and kindness in their daily interactions. Pupils usually reflect this in how they treat each other. They make the most of the positive and friendly environment. They are keen to socialise with their friends and play together at breaktimes and lunchtimes. Pupils' attendance rates are improving.

Pupils learn how to be considerate of others. Bullying is rare. When it does happen, pupils trust staff to deal with it. Staff support pupils who sometimes find behaviour difficult. As a

result, pupils usually enjoy positive experiences and feel happy, cared for and safe.

Staff understand the different starting points of children in the early years and pupils across the school. They provide well-matched activities that help pupils gain the basic skills they need to learn well across the curriculum. Pupils are curious, and they enjoy learning. Staff encourage them to be brave in their learning and try new things. This helps pupils achieve well and be ready for the next stage of their education.

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## Next steps

- Leaders should further develop the teaching of foundational knowledge in mathematics so that pupils have greater fluency when using basic number skills to solve more complex problems.
  - Leaders should strengthen teachers' subject expertise so that opportunities for pupils to deepen their understanding and attain the higher standards are consistently embedded across all areas of the curriculum.
  - Leaders should build on the successful strategies to promote regular attendance so that rates of persistent absence reduce further and pupils attend school as often as they should.
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## About this inspection

This school is part of The Learning Partnership Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Dan Thomas (CEO), and overseen by a board of trustees, chaired by David Wootton.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our updated inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, other senior leaders and staff during the inspection. They also spoke with trustees of the academy trust, the CEO, trust leaders and members of the local governing body.

The inspectors confirmed the following information about the school:

The school has undergone a significant change since the last inspection. It now runs, under the same registration, nursery provision for 2-year-olds as part of its early years foundation stage.

The school makes use of 1 registered alternative provider.

**Lead inspector:**

Michael Pennington, His Majesty's Inspector

**Team inspectors:**

Clare Baron, Ofsted Inspector

Graham Hamilton, Ofsted Inspector

## Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 6 May 2026

## School and pupil context

**Total pupils**

**142**

Below average

**What does this mean?**

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

**School capacity**

**210**

Below average

**What does this mean?**

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

## **Pupils eligible for free school meals (FSM)**

**57.75%**

Well above average

### **What does this mean?**

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

## **Pupils with an education, health and care (EHC) plan**

**18.31%**

Well above average

### **What does this mean?**

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

## **Pupils with special educational needs (SEN) support**

**7.75%**

Well below average

### **What does this mean?**

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

## **Location deprivation**

**Close to average**

### **What does this mean?**

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

## **Resourced Provision or SEND Unit (if applicable)**

# No resourced provision

## What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

## All pupils' performance

### Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 53%         | 61%              | Below                          |
| 2024/25 (final)       | 61%         | 62%              | Close to average               |
| 2023/24 (final)       | 52%         | 61%              | Below                          |
| 2022/23 (final)       | 48%         | 60%              | Below                          |

### Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 70%         | 74%              | Close to average               |
| 2024/25 (final)       | 83%         | 75%              | Above                          |
| 2023/24 (final)       | 76%         | 74%              | Close to average               |
| 2022/23 (final)       | 58%         | 73%              | Below                          |

### Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

| Year                         | This school | National average | Compared with national average |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 60%         | 72%              | Below                          |
| <b>2024/25 (final)</b>       | 67%         | 72%              | Close to average               |
| <b>2023/24 (final)</b>       | 52%         | 72%              | Below                          |
| <b>2022/23 (final)</b>       | 61%         | 71%              | Below                          |

## Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

| Year                         | This school | National average | Compared with national average |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 77%         | 73%              | Close to average               |
| <b>2024/25 (final)</b>       | 78%         | 74%              | Close to average               |
| <b>2023/24 (final)</b>       | 86%         | 73%              | Above                          |
| <b>2022/23 (final)</b>       | 71%         | 73%              | Close to average               |

## Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

## Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

| Year                         | This school | National average | Compared with national average |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 42%         | 46%              | Close to average               |
| <b>2024/25 (final)</b>       | 56%         | 47%              | Close to average               |

| Year            | This school | National average | Compared with national average |
|-----------------|-------------|------------------|--------------------------------|
| 2023/24 (final) | 38%         | 46%              | Close to average               |
| 2022/23 (final) | 33%         | 44%              | Close to average               |

### Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 62%         | 62%              | Close to average               |
| 2024/25 (final)       | 81%         | 63%              | Above                          |
| 2023/24 (final)       | 69%         | 62%              | Close to average               |
| 2022/23 (final)       | 43%         | 60%              | Below                          |

### Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 52%         | 59%              | Close to average               |
| 2024/25 (final)       | 63%         | 59%              | Close to average               |
| 2023/24 (final)       | 38%         | 58%              | Below                          |
| 2022/23 (final)       | 52%         | 58%              | Close to average               |

### Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

| Year                         | This school | National average | Compared with national average |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 72%         | 60%              | Above                          |
| <b>2024/25 (final)</b>       | 75%         | 61%              | Above                          |
| <b>2023/24 (final)</b>       | 85%         | 59%              | Above                          |
| <b>2022/23 (final)</b>       | 62%         | 59%              | Close to average               |

## Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

## Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

| Year                         | This school | National non-disadvantaged score | School disadvantage gap |
|------------------------------|-------------|----------------------------------|-------------------------|
| <b>Latest 3 year average</b> | 42%         | 68%                              | -26 pp                  |
| <b>2024/25 (final)</b>       | 56%         | 69%                              | -13 pp                  |
| <b>2023/24 (final)</b>       | 38%         | 67%                              | -29 pp                  |
| <b>2022/23 (final)</b>       | 33%         | 66%                              | -33 pp                  |

## Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

| Year                  | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------------|-------------|----------------------------------|-------------------------|
| Latest 3 year average | 62%         | 80%                              | -18 pp                  |
| 2024/25 (final)       | 81%         | 81%                              | 0 pp                    |
| 2023/24 (final)       | 69%         | 80%                              | -10 pp                  |
| 2022/23 (final)       | 43%         | 78%                              | -35 pp                  |

### Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

| Year                  | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------------|-------------|----------------------------------|-------------------------|
| Latest 3 year average | 52%         | 78%                              | -26 pp                  |
| 2024/25 (final)       | 63%         | 78%                              | -16 pp                  |
| 2023/24 (final)       | 38%         | 78%                              | -39 pp                  |
| 2022/23 (final)       | 52%         | 77%                              | -25 pp                  |

### Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

| Year                  | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------------|-------------|----------------------------------|-------------------------|
| Latest 3 year average | 72%         | 80%                              | -8 pp                   |
| 2024/25 (final)       | 75%         | 81%                              | -6 pp                   |
| 2023/24 (final)       | 85%         | 79%                              | 5 pp                    |

| Year            | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------|-------------|----------------------------------|-------------------------|
| 2022/23 (final) | 62%         | 79%                              | -17 pp                  |

## Absence

### Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

| Year             | This school | National average | Compared with national average |
|------------------|-------------|------------------|--------------------------------|
| 2024/25 (3 term) | 8.5%        | 5.2%             | Above                          |
| 2023/24 (3 term) | 9.3%        | 5.5%             | Above                          |
| 2022/23 (3 term) | 5.9%        | 5.9%             | Close to average               |

### Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

| Year             | This school | National average | Compared with national average |
|------------------|-------------|------------------|--------------------------------|
| 2024/25 (3 term) | 26.8%       | 13.0%            | Above                          |
| 2023/24 (3 term) | 31.3%       | 14.6%            | Above                          |
| 2022/23 (3 term) | 14.6%       | 16.2%            | Close to average               |

## Our grades explained

### Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

### Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

### Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

### **Needs attention** ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

### **Urgent improvement** ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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