

# Betley CofE VC Primary School

## Inspection report

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<b>Unique Reference Number</b>	124235
<b>Local Authority</b>	Staffordshire
<b>Inspection number</b>	359610
<b>Inspection dates</b>	17–18 January 2011
<b>Reporting inspector</b>	Geof Timms

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	101
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Barry Wilson
<b>Headteacher</b>	Sue Williams
<b>Date of previous school inspection</b>	20 February 2008
<b>School address</b>	Church Lane Betley, Crewe CW3 9AX
<b>Telephone number</b>	01270 820286
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## Introduction

This inspection was carried out by two additional inspectors. They observed 10 lessons taught by four teachers. They held meetings with the acting headteacher, members of staff and the governing body, as well as the school council and other pupils. They observed the school's work, and looked at policies, planning, assessment information, pupils' work and other documentation. Fifty-two parental questionnaires were scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well the school helps boys learn and all pupils to reach higher standards in mathematics.
- The impact of recent changes to the way the curriculum is organised.
- The impact of recent changes to subject leadership.
- How accurately the school evaluates its successes and weaknesses.

## Information about the school

This is a smaller-than-average primary school. The vast majority of pupils are from a White British heritage. A small number of children are from other backgrounds but very few speak English as an additional language. The proportion of children with special educational needs and/or disabilities is well below average.

The school has an Activemark award, Healthy School Status, an award for being a Dyslexia Friendly school and has achieved an anti-bullying accreditation. There is a privately managed before- and after-school club using the school site; this is inspected separately. At the time of the inspection the school was led by a recently appointed part-time acting headteacher as the substantive headteacher was absent.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good and rapidly improving school. The hard work put in by the headteacher and staff since the last inspection has had a clear and positive impact on the provision and on the outcomes for pupils. Standards have risen steadily over the past three years especially in reading and writing, and the current attainment of pupils is often above average. Standards remain weaker in mathematics, however, and the school has begun to address this. A new system for assessing pupils' learning and progress in mathematics has recently been introduced but it is too soon to see any impact. In addition, teachers do not provide sufficient opportunities for pupils to use their mathematical skills in other subjects or to solve problems. Standards in writing have improved greatly partly because better opportunities to write in other subjects have been developed. Together with the detailed, accurate and honest self-evaluation carried out by the school, this shows the good capacity the school has to improve further.

Changes to the subject leadership have given staff more responsibility and a better understanding of how well pupils are achieving in their areas. They are more familiar with the data and so know how much progress individual pupils are making. They monitor their subject more closely and this is focused on pupils' learning. This means they can quickly address any underachievement through good one-to-one provision or through additional help such as booster groups. Although there have been occasions in some previous year groups when boys have not attained as well as girls, there are no significant differences in their current standards.

A major reason for the improved learning is the good teaching and the exceptionally strong relationships created in each class. The pupils' behaviour in lessons is exemplary and this means they learn more effectively. They talk positively about their trust in the adults and how well they are helped to learn new things. Teachers use new technology very effectively in lessons to bring learning to life. This happened for example when older pupils, as part of a lesson on debating, were able to watch the county council in action. However, there are missed opportunities to develop pupils' independent and research skills, and the school is at an early stage of developing an effective library. Changes to the curriculum planning have created some effective cross subject links. These are helping all pupils, but particularly the boys, develop positive attitudes to their learning.

The school ensures pupils are well cared for and supported. Parents and pupils say that children feel safe at school. Good efforts are made to ensure pupils learn about how others live both globally and nationally. Attendance is above average and this also has a positive impact on the learning.

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

- Raise standards in mathematics by
  - embedding, and making effective use of, recent changes to assessment procedures
  - providing more opportunities for pupils to use their mathematical skills to solve problems and in other subjects.
- Provide better opportunities for pupils to undertake independent research in all subjects by developing the library resources.

## Outcomes for individuals and groups of pupils

**2**

The small size of the school means that pupils' attainment on entry can vary from year to year, but over time data shows it is broadly typical in most areas of learning. The standards attained in the lessons observed clearly supported the above average picture in the school's data and this represents good progress over time especially in reading and writing. In Years 1 and 2, pupils were challenged to create 'tongue-twisters' which they did with great enjoyment and to a high standard. Phrases such as 'Charlie's chewy chocolate chip' showed how well their use of language is developing. In Key Stage 2, pupils' writing is often of high quality, such as when writing imaginative creation myths. Well-developed speaking and listening skills are shown in the discussions held between pupils and with adults. For example, in one lesson, Year 3 and 4 pupils spoke and answered questions very knowledgably about ancient Egypt. The provision for pupils with special educational needs and/or disabilities is good and these pupils also make good progress. The provision for the most able is good and some of the older, able mathematicians in particular are making excellent progress and attaining exceptionally high standards. Although standards in mathematics are rising there is little evidence yet of the impact of recent changes to the assessment of their progress. There are too few opportunities for pupils to use their basic number skills to solve problems.

The major reason for the good standards attained is pupils' exemplary behaviour in lessons and the positive interactions between them and with the adults they are working with. They clearly enjoy their work. Their parents say how well they feel the school teaches them about living healthy lives. The good working and learning habits they are developing help prepare them well for their future lives.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

This is a very caring school. Adults create a secure but challenging learning environment where pupils can feel comfortable when answering questions and are supported well not just by adults but also by their peers. This has a very positive impact on pupils' learning and progress. Teachers plan and deliver good, imaginative lessons making good use of new technology and other resources. The lack of a functioning and well-resourced library currently hinders opportunities for the recent improvements made to the curriculum to support pupils' research and independent learning skills. The good planning of lessons and the curriculum ensure that work is usually well-matched and sufficiently challenging for the different ages and abilities in each class. This is the result of accurate assessment and improved use of data so teachers are more familiar with the levels individual pupils are reaching. This also helps them support those who have special educational needs and/or disabilities and those who are more able, gifted or talented. The marking of pupils' work is good and helps them understand how they can improve.

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*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher and staff have worked hard since the last inspection to ensure leaders demonstrate a purposeful ambition to raise standards to levels that better reflect pupils' capabilities. This has been successful. The good capacity of the school to continue improving in the future is shown by many other important changes since the last inspection. Leadership has been delegated more effectively and staff have taken effective ownership of their roles and responsibilities. In particular, the improved use of available data and assessment information has helped staff provide better support for all pupils, strengthening the equality of the provision and avoiding discrimination. The school is good at safeguarding pupils because all adults are fully committed to the pupils' safety and understand their roles well, and the checks carried out on adults are extremely detailed and robust. Community cohesion is enhanced by the proactive links made with a school in a different catchment area, which are giving pupils a good understanding of how others live. This is also an example of the good partnerships which support learning effectively. In addition, the pupils talk knowledgeably about the sponsorship of an African boy and how his life has been changed partly through their efforts. The governing body have been effective in supporting the school through a couple of challenging terms involving building work and some temporary changes to leadership. They have a good awareness of the school's strengths and weaknesses and in particular promote its place at the centre of the local community.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

From their starting points, Nursery and Reception children are helped to make good progress and achieve well against the early learning goals for the end of the Foundation Stage. A major strength of the provision is the continuous evaluation carried out by the teacher and her nursery assistant, who always strive to do the best possible for the children. The start to school is handled well through meetings with parents and home visits. Parents and carers are kept well-informed about how well their child is doing. The planning of activities is imaginative and creates great interest and enjoyment among the children. For example, to support the learning about 'journeys' the role play area was turned into an aeroplane. A parent who works as a flight attendant was invited in to talk to the children about her role and this was well illustrated with pictures and video. Following the visit, children reflected their learning well in their play by using the safety leaflet and checking passengers were happy and well-looked-after. Learning is carefully observed and recorded and the involvement of parents and carers in this process is developing well. The outdoor area is used well and the planning ensures children have a good mix of adult-led and child-initiated activities.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account: Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation	2

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Stage

## Views of parents and carers

An above average proportion of the parents and carers returned questionnaires about the work of the school. Although a few parents and carers are understandably concerned that the leadership of the school does not slip during the current headteacher's absence, they remain very positive about the school and their children's experience there. A few parents felt that the school did not always deal with behavioural issues well but the behaviour observed during the inspection was outstanding in lessons and in the playground. A very large majority of parents and carers say their children are happy and safe at school, and all of those who completed the questionnaire said the school taught their children how to lead healthy lives.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Betley CofE VC Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 52 completed questionnaires by the end of the on-site inspection. In total, there are 101 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	36	69	14	27	2	4	0	0
The school keeps my child safe	36	69	14	27	0	0	2	4
My school informs me about my child's progress	28	54	22	42	2	4	0	0
My child is making enough progress at this school	22	42	24	46	2	4	2	4
The teaching is good at this school	32	62	15	29	3	6	0	0
The school helps me to support my child's learning	28	54	18	35	1	2	3	6
The school helps my child to have a healthy lifestyle	30	58	22	42	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	28	54	15	29	2	4	0	0
The school meets my child's particular needs	30	58	16	31	1	2	2	4
The school deals effectively with unacceptable behaviour	22	42	16	31	4	8	4	8
The school takes account of my suggestions and concerns	25	48	20	38	5	10	0	0
The school is led and managed effectively	21	40	22	42	3	6	3	6
Overall, I am happy with my child's experience at this school	27	52	22	42	0	0	2	4

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



19 January 2011

Dear Pupils

**Inspection of Betley CofE VC Primary School, Crewe, CW3 9AX**

Thank you for the help you gave us when we visited your school recently. We really enjoyed meeting you and especially the school council who told me a lot about the school and how much they like being there.

Yours is a good school and it is improving all the time. The best thing about our visit was being able to see you learning so well. This is because of the good lessons your teachers are providing for you but also because you are so well behaved and keen to do well. This is helping you become confident learners and to be ready for your next school. The adults have all worked very hard to make your school so good and because of this you are reaching good standards especially in reading and writing.

We have asked the school to do two things to help your learning get even better in future.

Help you get better at mathematics by carefully assessing how well you are learning and giving you more opportunities to solve problems and use your skills in different subjects.

Give you the chance to research more information independently using the library.

Thank you again for your help. Enjoy your time at Betley and keep working hard!

Yours sincerely

Geof Timms

Lead inspector

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