

Bosley St Mary's CofE Primary School

Inspection report

Unique Reference Number	111253
Local authority	Cheshire East
Inspection number	378262
Inspection dates	21–22 September 2011
Reporting inspector	James Alexander

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	36
Appropriate authority	The governing body
Chair	Penny Hughes
Headteacher	Janet Welch
Date of previous school inspection	7 July 2009
School address	Leek Road Bosley Macclesfield SK11 0NX
Telephone number	01260 223280
Fax number	01260 223706
Email address	admin@st-marys-bosley.cheshire.sch.uk

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Introduction

This inspection was carried out by one additional inspector. The inspector visited seven lessons taught by three teachers. Meetings were held with the Chair of the Governing Body, staff and groups of pupils. The school's work was observed and a range of documentation was scrutinised including policies for health and safety, the school's assessment records, development plans and those relating to safeguarding. The 25 questionnaires returned by parents and carers were also analysed.

The inspector reviewed many aspects of the school's work. He looked in detail at a number of key areas.

- The rigour with which the school tracks the progress and attainment of all pupils.
- The consistency in the quality of teaching across the school, particularly for the current Year 2 pupils.
- How well the curriculum meets the needs of the more-able pupils.
- What the school is doing to ensure pupils' attendance improves.
- The impact of leaders and managers at all levels to raise attainment and accelerate progress, particularly in mathematics.

Information about the school

This is a much smaller than average-sized primary school. The overwhelming majority of pupils come from White British backgrounds and very few are from minority ethnic heritages. The number of pupils known to be eligible for free school meals is low compared with the national average. The proportion of pupils identified as having special educational needs and/or disabilities is below average. The school has a formal partnership with Winkle Church of England Primary School. The school has gained a number of awards including the Inclusion Quality Mark, Healthy Schools status, Silver Eco Schools Award, Active and Sports Mark.

A privately run pre-school is situated within the school grounds. This provision is subject to a separate inspection and a report about its quality can be found on the Ofsted website.

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 school which provides well for its pupils. It is a happy school and pupils enjoy coming, which is demonstrated by their above-average and improving attendance. Pupils' behaviour is good and their care for one another is obvious. Pupils are quick to describe the school as 'very friendly' and appreciate that their teachers 'do a lot to make our lessons fun and exciting'.

Most children start school with skills that are in line with those expected for their age, although this can vary considerably from year to year due to the small class sizes. Pupils are helped to make good progress as they move through school, so that, by the time they leave Year 6, overall attainment is generally above average. Progress is stronger and attainment higher, however, in English than in mathematics and fewer pupils gain higher levels for their age in mathematics than they do in English. Pupils with special educational needs and/or disabilities make good progress due to the well-targeted support and the robust monitoring of provision by the headteacher. Learning and progress are good because of the effective teaching and the pupils' own desire to do well. All lessons observed during the inspection were of a good quality and were effectively supported by well-deployed teaching assistants. The quality of marking is good due to both the concerted effort of teachers and also pupils' own wish to improve their work.

With strong leadership and the commitment of the staff, the school is building on the already good curriculum. This is enabling pupils to develop their literacy skills across a range of subjects. However, structured opportunities for pupils to use their mathematical skills across a range of topics are at a much earlier stage of development. Pupils appreciate the many and varied opportunities that enhance the curriculum, including interesting trips and visitors to school.

The headteacher has built a sense of unity and common purpose among all staff. The governing body is committed, knows the school well and provides appropriate challenge. The headteacher has embedded a robust system for tracking the progress pupils make. Leaders have also developed plans for further improvement in school, although these are not always focused sharply enough on measurable outcomes for pupils. The school has a drive and determination to succeed and this, coupled with accurate self-evaluation, provides good capacity for it to improve further.

What does the school need to do to improve further?

- Raise attainment in mathematics to match attainment in English by:
 - accelerating the progress of the more-able pupils
 - extending and monitoring effective links across the curriculum to develop mathematical skills.

- Ensure that leaders and managers, at all levels, further develop strategic plans that focus on improving outcomes for pupils and identify ways in which these improvements can be measured.

Outcomes for individuals and groups of pupils

2

Pupils enjoy school and are enthusiastic about their learning. Pupils in the Key Stage 2 class, for example, were rising to the challenge in a history lesson, using their literacy skills well to explore the feelings of evacuees in the Second World War. They were motivated to work independently and also in groups, encouraging one another to give of their best. Throughout the school, teachers and pupils use information and communication technology (ICT) well to support both teaching and learning and this is a regular feature in all lessons. Pupils take pride in their work; presentation in their books and work displayed around the school is of a high quality.

Attainment by the end of Year 2 and Year 6 has improved since the last inspection. While this can vary from year to year due to differences in the small cohorts, school data and work seen in lessons and in pupils' books demonstrate the good progress pupils make from their given starting points. Across the school, boys and girls perform equally well. The good support offered to pupils with special educational needs and/or disabilities ensures that they also make similarly good progress as they move through school. Last year, the school identified that some pupils in Year 1 were not making as much progress as expected. As a result, staff have recently implemented some small group activities which are already having a positive impact and speedily helping these pupils make accelerated progress.

Pupils are helped to become confident in their own abilities and, by the time they leave school, they are caring and independent young people, well prepared for the next stage in their education. Behaviour in and around the school is good and pupils are positive ambassadors for their school. The school's concerted effort to improve attendance since the time of the last inspection has been successful and it is now above average. While persistent absence has also been reduced, it remains slightly above the national average.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop [workplace and other skills]/[skills] that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Effective teaching, including the good use of assessment, ensures pupils make good progress in their learning. All lessons observed during the inspection were good and a few were outstanding. Strengths include the warm relationships, brisk pace and high expectations. Pupils' positive behaviour and attitudes to learning contribute effectively to the good progress they make in their lessons. Teachers have a detailed awareness of pupils' different abilities and interests, channelling pupils' enthusiasm very positively. Pupils say that improvements in the quality of marking are 'helping us know exactly what we need to do to improve'. The recently introduced targets are also proving popular and encouraging pupils to focus their efforts in the right direction. Work seen in mathematics books from last year, shows that, occasionally, some of the tasks were not focused sharply enough on the wide range of ages within a class. This meant that, sometimes, pupils were finding work too easy. This was especially the case for the more-able pupils. Opportunities to practice mathematical skills in science, for example, are also sometimes missed. This term the school has introduced specific daily sessions to support Key Stage 2 pupils' mathematical skills. This is at a very early stage of development and it is too soon to judge its full impact on raising overall attainment, but the progress pupils were making during the sessions observed was good.

The creative, skills-based curriculum is meeting the needs and interests of pupils increasingly well and contributing to their enjoyment of school and their progress. The Second World War project, for example, is being enjoyed by all in the Key Stage 2 class and is stimulating many focused learning opportunities across a range of subjects. Pupils are even 'digging for victory' by growing their own vegetables. The school provides a wide range of extra-curricular activities and carefully planned residential trips to cater for a wide range of interests.

The good care, guidance and support contribute effectively to pupils' good personal development and sense of well-being. The school places a strong emphasis on

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

providing a warm, welcoming family atmosphere which fosters respect for one another. This permeates all aspects of school life. Pupils whose circumstances make them potentially vulnerable are supported well by individually tailored programmes. The school works well with families to ensure that these pupils do the best they can. Leaders have successfully encouraged the vast majority of pupils to attend well; however, a very small majority continue to be absent for too many days.

These are the grades for the quality of provision

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

How effective are leadership and management?

Since the last inspection, improvements in attendance, provision and attainment have been driven by the good leadership of the headteacher and the commitment of the staff team. Together, they have effectively distributed leadership and management responsibilities so that everyone works to their strengths. The school knows well its own strengths and areas to improve. In a relatively short period of time, leaders have ensured improvements in significant areas and there is a shared determination that this good school becomes even better. The school development plan, based on accurate self-evaluation, identifies the right actions leaders need to take to ensure further improvements. The success criteria, while clear, are not sharply enough focused on measurable outcomes for pupils.

The governing body ensures that statutory requirements are met, including those relating to safeguarding, and that all staff receive high-quality training relating to child protection procedures. The school is inclusive, promoting well equality of opportunity and access to educational entitlement. Since the last inspection, the school has evaluated its provision for community cohesion and recognised that, while there was much strength within the school, more needed to be done to broaden pupils' appreciation of the multi-faith and rich cultural society in which we live, both nationally and globally. Actions were then taken, for example to broaden the residential trips to include visits to Manchester and York.

The overwhelming majority of parents and carers who responded to the questionnaire are very supportive of the school, as summed up in a typical comment: 'We are extremely happy with the quality of teaching, the care, attention and support provided by all staff. Bosley School provides a safe and positive environment for the development and education of our children'.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2

The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children get off to a good start in their Reception year. The provision is well managed and planned to ensure the interests of children are met. The youngest children are introduced to school life thoughtfully and encouraged to quickly become independent learners. Their development is carefully assessed and recorded. Children participate in a range of interesting activities, both those led by adults and those they choose themselves. They listen carefully and enter into conversation about their work confidently. Adults take every opportunity to challenge and extend children’s understanding.

The school has recently redeveloped the outdoor provision with a new door to allow for much easier access to this improved area. Although this provision is in a very early stage of development, it is used creatively and is beginning to match the good indoor provision. As a result of this well-organised provision, children make good progress and are well prepared for Year 1. Staff are aware of health and safety issues and daily ongoing risk assessments ensure a safe and caring learning environment for everyone to enjoy.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	2
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 in the Early Years Foundation Stage	2

Views of parents and carers

An above-average proportion of parents and carers responded to the questionnaire and expressed very positive views about the school. They have much praise for the headteacher and staff. All said their children enjoy school and are kept safe. An overwhelmingly large majority said their children make good progress and teaching in school is good. A very few parents and carers raised individual concerns over specific issues which the inspector investigated thoroughly, maintaining confidentiality where appropriate. The inspection findings are broadly similar to the views expressed by the vast majority of parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bosley St Mary's CofE 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 inspector received 25 completed questionnaires by the end of the on-site inspection. In total, there are 35 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	18	72	6	24	1	4	0	0
The school keeps my child safe	19	76	6	24	0	0	0	0
The school informs me about my child's progress	16	64	9	36	0	0	0	0
My child is making enough progress at this school	17	68	6	24	2	8	0	0
The teaching is good at this school	17	68	8	32	0	0	0	0
The school helps me to support my child's learning	15	60	8	32	0	0	1	4
The school helps my child to have a healthy lifestyle	16	64	9	36	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)	17	68	7	28	0	0	0	0
The school meets my child's particular needs	15	60	8	32	2	8	0	0
The school deals effectively with unacceptable behaviour	15	60	8	32	0	0	1	4
The school takes account of my suggestions and concerns	16	64	8	32	0	0	1	4
The school is led and managed effectively	18	72	7	28	0	0	0	0
Overall, I am happy with my child's experience at this school	16	64	7	28	2	8	0	0

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



Friday 23 September 2011

Dear Pupils

Inspection of Bosley St Mary's CofE Primary School, Macclesfield, SK11 ONX

Thank you for the warm welcome I received when I inspected your school recently. Bosley St Mary's CofE Primary is a good school. You are well cared for and provided with a wide variety of opportunities to enjoy. The teaching is good and you make good progress in your lessons. As a result, your attainment has improved in recent years. By the end of Year 6 it is now above average, although higher in English than in mathematics. I have asked the school to help you to reach even higher levels of attainment in mathematics and to provide increased challenge for those of you who are capable of more. I know you all enjoy the many topics you do and was really interested to see how pupils in Class 2 were enjoying finding out about the Second World War. These topics are really helping to develop your writing skills. I have asked the school to find ways to ensure these topics also develop your mathematical skills.

I was impressed with your behaviour and enjoyment in lessons. You care for one another and have respect for peoples' views that might be different from your own. Your attendance has improved and is now above average. Well done! You are all obviously enjoying what this good school has to offer. Those of you that talked with me spoke very highly of your headteacher. She has made a significant difference in improving your school and has carefully thought through plans to help it get even better. I have asked that some of these plans now focus even more sharply on measuring the progress you make.

Thank you for completing the questionnaires and taking time to talk to me. Your contribution to the inspection was extremely helpful.

Yours sincerely

James Alexander
Lead Inspector

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