

Wybunbury Delves CE Primary School

Inspection report

Unique Reference Number	111346
Local authority	Cheshire East
Inspection number	378285
Inspection dates	16–17 May 2012
Lead inspector	Brian Holmes

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	196
Appropriate authority	The governing body
Chair	N Arnott
Headteacher	C Casserley
Date of previous school inspection	5 March 2007
School address	Bridge Street Wybunbury Nantwich CW5 7NE
Telephone number	01270 841302
Fax number	01270 841380
Email address	office@wybunburydelves.co.uk



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Introduction

Inspection team

Brian Holmes
Huda Aslam

Additional inspector
Additional inspector

This inspection was carried out with two days' notice. Inspectors visited 14 lessons or parts of lessons taught by seven different teachers and looked at pupils' work. They listened to pupils read and talked to them about how much reading they did. Discussions took place with groups of pupils, members of the governing body and staff. They observed the school's work and looked at assessment data, evidence of activities and events, information about the curriculum, safeguarding arrangements and monitoring and evaluation documents. Inspectors analysed questionnaires from pupils and staff as well as 153 questionnaires completed by parents and carers.

Information about the school

This is a smaller than average primary school serving a rural community. The proportion of pupils known to be eligible for free school meals is low. Almost all pupils are from a White British heritage with very few pupils from minority ethnic backgrounds. The proportion of disabled pupils and those with special educational needs is broadly average, with a higher than average proportion of pupils at School Action Plus or with a statement of special educational need. The school has achieved Eco School status, the Inclusion Quality Mark and the Primary Geography Quality mark (Silver). The school meets the current floor standard which sets the minimum standards set by the government. At the time of the inspection the headteacher was on a phased return to work following a period of long term absence and the school was being led by the deputy headteacher in an acting headteacher role.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	1
Leadership and management	2

Key Findings

- This is a good school. The school is not outstanding because teaching, while good, is not strong enough to ensure that pupils make outstanding progress. Senior leaders have recognised that there is a need to improve the proportion of teaching that is outstanding. The school has effectively maintained pupils’ good performance since the previous inspection.
- Children enter Reception with skills broadly in line with those expected for their age. Pupils make consistently good progress to leave Year 6 with skills that are well above average. All groups of pupils make good progress from their different starting points. Attainment is highest in reading. Achievement is stronger in English than it is in mathematics by the end of Year 6. Pupils have very good opportunities to apply their skills in a wide range of subjects.
- The quality of teaching is consistently good, but there is not enough outstanding teaching to accelerate progress even faster. Teachers makes good use of assessment information to plan learning that meets the needs of all pupils. However, it is not always made clear to pupils how they can achieve the learning objectives in lessons and not all pupils know the next steps in their learning. Teaching is supported by an outstanding curriculum that plays a crucial role in developing pupils’ outstanding spiritual, moral, social and cultural development.
- Pupils’ behaviour, in lessons and around school, is outstanding. Their attitudes and behaviour make an outstanding contribution to their learning. Pupils are extremely respectful and courteous towards one another.
- Leadership is effective, fostering a harmonious and caring atmosphere where pupils are nurtured. Self-evaluation is accurate and the management of performance and leadership of teaching are both good. There was a high parental and carer response to the questionnaire, with overwhelming support from parents and carers, typically praising the school for its ‘family atmosphere’ and the ‘warm learning environment’.

What does the school need to do to improve further?

- Further accelerate pupils' progress by increasing the proportion of teaching that is outstanding to ensure that:
 - expectations of how pupils will achieve learning objectives are made clear at the start of lessons
 - all pupils fully understand the next steps in their learning in all subjects
 - pupils are set to work on tasks as soon as they are ready.

Main Report

Achievement of pupils

Pupils make good progress from their starting points across all key stages. Children start well in the Early Years Foundation Stage, engaging enthusiastically with their learning and working well together, as evident when Reception children shared information books to find out facts about blue whales. By the time they enter Year 1, children reach standards just above those expected. In Key Stage 1, good progress enables pupils to reach standards above those expected by the end of Year 2 in reading, writing and mathematics. In Key Stage 2, good progress continues and accelerates so that pupils reach standards well above average by the end of Year 6. Attainment in reading is high by the end of Year 6 because of the large proportion of pupils attaining above the expected level. Pupils have extremely good comprehension skills and strategies for decoding unfamiliar words. Achievement in mathematics is good, but is not as strong as pupils' achievement in English. Pupils achieve well in wide range of subjects. They have excellent opportunities to apply their skills in a wide range of learning activities, particularly their artistic and literary skills, as seen in the study work books, of which pupils are extremely proud.

In all lessons the quality of learning is at least good. Pupils are actively and enthusiastically engaged and, in the best lessons, have excellent opportunities to work independently and collaboratively with other pupils. In a Year 5 history lesson, pupils worked in groups to read a text and select key facts for a piece of work in their topic on Ancient Greece. In Year 4, pupils worked very well together to plan the artefacts that a Viking warrior would need for his burial, discussing enthusiastically and knowledgeably, the reasons for their choices. Different groups of pupils, including those who are lower-attaining and disabled pupils and those who have special educational make good, consistent progress from their different starting points. More-able pupils make sustained progress over time and reach the high standards of which they are capable, although more do so in English than in mathematics. The overwhelming number of parents and carers feels that the school meets their children's needs extremely well and that they make good progress. Inspection findings strongly agree with the views expressed by parents and carers.

Quality of teaching

Parents and carers are unanimous in their satisfaction with the quality of teaching their children receive and inspection findings confirm their view. Pupils also say that the teaching they receive is good.

Teaching in the Early Years Foundation Stage is good. Knowledge of how young children learn is applied well to provide a range of stimulating activities, both indoors and outdoors, encouraging children to interact socially and articulate what they have learned. As a result, children make good progress in all aspects of their learning. In Key Stages 1 and 2 teaching is also consistently good. Teachers use assessment information successfully to plan challenging activities that meet the needs of all pupils. In lessons, teachers tackle misconceptions effectively and reshape tasks to accelerate pupils' progress, although expectations of how pupils can achieve learning objectives are not always clear. Teachers use a good range of approaches to engage and stimulate pupils' interest, for example, when pupils in one class used their own bodies to extend their understanding of estimation and different units of measure. Good teaching is supported by an outstanding curriculum that provides pupils with a wide variety of exciting and memorable opportunities to extend their skills in literacy, numeracy and information and communication technology (ICT). For example, Year 6 pupils talk very enthusiastically about their visit to RAF Cosford and working with a visiting poet in their work for 'Hitler's Canary'. Teaching encourages pupils to work independently and provides them with good opportunities to do so. However, occasionally teaching keeps some pupils listening to explanations after they have fully grasped the point and are ready to get on for themselves. Marking and feedback have improved and are consistent in providing pupils with guidance on what to do to improve their work. In some classes pupils are given opportunities to respond to teachers' comments. However, not all pupils understand the next steps in their learning. Teaching assistants are used effectively to provide support for lower-attaining and disabled pupils and those who have special educational needs. Several parents and carers commented positively about how the school uses homework and the learning logs to enhance pupils' learning.

Teaching and the curriculum make a highly effective contribution to pupils' outstanding spiritual, moral, social and cultural development. Teachers are excellent role models for pupils' learning and are typically described by parents and carers as 'enthusiastic, dedicated and caring'. The curriculum is outstandingly successful in broadening pupils' horizons.

Behaviour and safety of pupils

Pupils' behaviour is outstanding in lessons and around school. They are calm, courteous and considerate of each other. This creates the calm atmosphere and warm environment that many parents and carers commented on in their responses. Pupils' attitudes and engagement in lessons makes an outstanding contribution to their learning. They respond extremely well to opportunities to work collaboratively and cooperatively, listening thoughtfully to other pupils' views in discussions about learning. Pupils play very well together, sharing equipment and resources, and are extremely well mannered, indicating that the standards of behaviour seen during the inspection are those normally seen over time. There have been no exclusions and school records show that instances of poor behaviour and bullying are extremely rare. Attendance is consistently above average and the vast majority of pupils arrive at school on time.

Pupils are very clear that they feel extremely safe in school and know that their teachers and other adults will help them should any problems arise. Pupils are clear that instances of poor behaviour and bullying are extremely rare and that, when they do occur, they are quickly dealt with. Pupils demonstrate a clear understanding of different forms of bullying, including how to stay safe on a computer and consider that there is no bullying of any kind in the school. Pupils have a great sense of responsibility and place great store on looking after each other. Parents and carers are unanimous that the school keeps their children

safe. A few parents and carers expressed the view that some lessons are disrupted by bad behaviour. Inspectors found no evidence to support these views and inspection findings agree strongly with the very large majority of parents, carers and pupils who feel that behaviour is excellent.

Leadership and management

Senior leaders have coped effectively with the long term absence of senior staff and have demonstrated passion and commitment to the development of 'the whole child', ensuring that all pupils achieve as well as they can both academically and in their personal development. There is a rigorous approach to checking pupils' performance, with good use of assessment data to identify where pupils need to improve. Rigorous monitoring has been effective in maintaining well above average standards of attainment and attendance. The leadership of teaching is good and has maintained a good quality of teaching during a period of staff instability and change. For example, marking and feedback have improved significantly since the previous inspection because of effective professional development and a continued focus. The monitoring and evaluation of teaching is effective although there are some relative shortcomings to be overcome for teaching to become consistently outstanding. The school has a good capacity to improve its performance further because self-evaluation is accurate and school improvement planning is thorough. The school tackles discrimination and promotes equality well, with all groups of pupils making good progress from their different starting points.

The governing body has an accurate knowledge and understanding of the school's strengths and weaknesses. Governors are involved fully in holding senior leaders to account for the school's performance and rigorously ensure that pupils and staff are safe through safeguarding arrangements that meet requirements fully. The school works very well with parents and carers, who express extremely positive views about how the school responds to their concerns and keeps them informed.

The curriculum is outstanding because it is managed extremely well to provide pupils with a wide range of activities, both in lessons and through additional activities. The curriculum impacts significantly on pupils' outstanding spiritual, moral, social and cultural development. Pupils' spirituality is constantly encouraged in their learning through many opportunities for both oral and written reflection. There is a strong moral code between pupils based on respect and mutual trust. Excellent social development results in confident learners and excellent relationships at all levels. There is high take-up of extra-curricular activities and there is a wide range of links, both locally and further afield, which enhance pupils' development, for example, the well established link with a primary school in Kenya.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



18 May 2012

Dear Pupils

Inspection of Wybunbury Delves CE Primary School, Nantwich, CW5 7NE

Thank you for being so polite, welcoming and friendly when the inspectors visited your school recently. We enjoyed our time at Wybunbury Delves, particularly that spent talking to you about your learning and the activities you like to do. We know that you are proud of your school and enjoy being there.

Wybunbury Delves is a good school with many strengths. We were very impressed by your excellent behaviour and attitudes and the outstanding relationships you enjoy with each other and with the adults around you. These strengths help to create a safe and positive learning environment, for which you must take a lot of credit because of the courtesy and respect with which you treat each other. You told us that bullying is rare and that any incidents that do occur are dealt with very quickly. Teaching is good and you told us that your teachers make your learning fun. You enjoy a lot of different activities and some of you told us that you are especially proud of your study work books, which tell the story of your learning journey across the school. You make good progress in your learning to reach standards that are well above average at the end of Year 6, particularly in reading. The school is led well by the senior leaders and the governing body and all staff do an excellent job in looking after you and ensuring that all pupils do as well as they can.

We are asking the school to make teaching even better by making sure that all pupils know how to achieve the targets for the lesson, all pupils fully understand what their next step in learning is and groups of pupils are set to work on tasks as soon as they ready and do not have to wait on the carpet for the rest of the class.

All of you can help by continuing to work hard, behaving well and doing your best to help the school improve further.

Yours sincerely,

Brian Holmes
Lead Inspector

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