

INSPECTION REPORT

LACEY GREEN PRIMARY SCHOOL

Wilmslow

LEA area:Cheshire

Unique reference number: 111010

Headteacher: Mrs L Dooley

Reporting inspector: Dr B J Blundell
23868

Dates of inspection: 29 February- 2 March 2000

Inspection number: 182486

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior School
School category:	Community Primary
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Barlow Road Wilmslow Cheshire
Postcode:	SK9 4DP
Telephone number:	01625 525157
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs S Crighton
Date of previous inspection:	July 1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Lacey Green County Primary is a community infant and junior school situated in Lacey Green, Cheshire. It has a mixed intake and there are currently 202 pupils. The school's pupils include two percent of children from other ethnic groups. The proportion of pupils identified as having special educational needs is above the national average and the percentage of pupils with statements of special educational needs is broadly in line with national figures. The percentage speaking English as an additional language is low compared with most schools. The attainment of pupils on entry is generally just below average. The proportion known to be eligible for free school meals is in line with the national average.

HOW GOOD THE SCHOOL IS

This school is very effective overall. Standards at the end of Key Stage 2 are consistently high in mathematics, science and English. In 1999, standards at the end of this key stage in the national tests were very high in mathematics and science and above the national average in English. Compared to schools of a similar type, standards were again very high in mathematics and science and above average in English. Other results in recent years have shown a similar pattern. Standards in teaching are good. The leadership and management are excellent. The school is providing very good value for money.

What the school does well

- Standards at the end of Key Stage 2 are very high in mathematics and science and are above average in English; standards in art and music are high throughout the school; information and communications technology is on course to become a strength of the school.
- The leadership and management of the school are excellent; leadership of, and support for special educational needs are good.
- The attitudes and behaviour of the pupils are very good; they are eager to learn and very ambitious.
- The overall level of teaching is good; this is particularly helped by the use of specialist teachers for many subjects.
- The assessment of pupils' work is very good.

What could be improved

- National Curriculum test results at Key Stage 1, particularly in reading and writing, to reflect the improved standards of work seen in these areas during the inspection

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in July 1995. The school has radically improved since that inspection and all the key issues identified have been addressed. Overall improvement has been very good; improvement in pupils' attainment in mathematics and science at the end of Key Stage 2 has been excellent.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	A	B	B
mathematics	A*	A*	A*	A*
science	A*	A*	A*	A*

Key

well above average A
 above average B
 average C
 below average D
 well below average E

The particular strengths in the school's results are in mathematics and science at the end of Key Stage 2. The school's results here are consistently in the top 5percent of schools nationally. Results at the end of Key Stage 1 have been relatively low in comparison, particularly in reading and writing. However, results in this key stage are rising faster than the national average in mathematics and reading. Results at the end of Key Stage 2 are rising broadly in line with national trends for all subjects. In the work seen during the inspection, standards in English by the end of Key Stage 2 are above average and in mathematics and science they are very high. At the end of Key Stage 1, inspection findings are that attainment is now in line with national standards in mathematics, science and English. Pupils' attainment in information and communications technology is broadly in line with national expectations at the end of both key stages. Attainment in religious education is in line with the requirements of the local agreed syllabus at the end of both key stages. Pupils' overall rate of learning is now good throughout the school. Progress in music, art, information and communications technology is good The school's targets are ambitious and appropriate and anticipate further improvement. Standards at the end of Key Stage 1 are now rising and are on course to rise further.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; pupils are ambitious and eager to attend..
Behaviour, in and out of classrooms	Very good; no unsatisfactory behaviour was seen during the inspection.
Personal development and relationships	Very good; there is a very wide range of opportunities for taking responsibility and showing initiative.
Attendance	Satisfactory; in line with national averages.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The overall quality of teaching in English and mathematics is good throughout the school. In all subjects, strengths in teaching include the management of pupils across the school and teachers'

planning. There are no particular weaknesses. The skills of literacy and numeracy are well taught in both key stages. The school meets the needs of all its pupils appropriately and gives them a flying start for when they enter secondary school. The percentage of satisfactory or better teaching seen was 95 percent; the proportion of very good or better was 25 percent; and the proportion of unsatisfactory teaching was 5 percent. (One lesson only) A particular strength is pupils' current rate of learning throughout the school which is now good in all areas. There are no specific weaknesses.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good; it includes French and a wide range of extra-curricular activities.
Provision for pupils with special educational needs	Good; a strength is the overall monitoring by the special educational needs co-ordinator and the assistant special educational needs co-ordinator.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall; very good for social and moral development, good for spiritual development and satisfactory for cultural development.
How well the school cares for its pupils	Very good; the pupils are very well cared for both academically and pastorally.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent; the headteacher gives an unstinting amount of time to the school. The educational direction of the school is excellent.
How well the governors fulfil their responsibilities	Very good; the governors are very interested in the work of the school and work very hard to support it.
The school's evaluation of its performance	Very good
The strategic use of resources	Very good; the school applies the principles of best value appropriately.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school.• There are high expectations.• Behaviour is good.• Teaching is good.• Pupils make good progress.• The range of activities outside lessons is good.	

The team substantiates all of the parents' views expressed above.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards at the end of Key Stage 2 are very high in mathematics and science and are above average in English; standards in art and music are high throughout the school; information and communications technology is on course to become a strength of the school.

1. Pupils achieve very high standards in mathematics and science and above average standards in English in their National Curriculum tests at the end of Key Stage 2. These standards were borne out by inspection findings.
2. In mathematics there is an emphasis on problem solving throughout the school. Additionally, teachers continually seek to boost pupils' confidence in all areas of mathematics. Pupils are given weekly tests on their knowledge of multiplication tables. A great deal of co-operative planning goes on both between and across the key stages.
3. Firm foundations are built in science at Key Stage 1, with particular attention being given to investigative work. Correct scientific terminology is taught from the outset. The science scheme of work ensures that all topics are covered on a rolling programme on two occasions, with the second study of a subject being in very much greater depth than the first.
4. Skills of reading, writing, speaking and listening are all developed systematically throughout the school from the reception class onwards. There have been improvements in the way in which reading and writing are taught in Key Stage 1, together with a greater emphasis on basic phonics. These were areas that had previously been weak. The co-ordinator is a keen advocate of the subject and encourages all her colleagues.
5. Standards in art and music are high across the school. Corridors and classrooms are enlivened by the high standard of art-work including life size three-dimensional portrayals of Perseus and Medusa and very good work in the style of Monet and Matisse. Singing in the choir is good and a wide range of musical instruments is taught throughout the school.
6. The co-ordinator for information and communications technology is extremely capable and knows exactly how the subject is to be developed. The facilities for this subject are superb, including an effective ICT suite complete with computer screen projection to facilitate teaching. The whole system is networked to all classrooms enabling pupils to continue with their work in class.

The leadership and management of the school are excellent; leadership and support for special educational needs is good.

7. The leadership and management of the headteacher and key staff are excellent. There is excellent reflection of the school's aims in its work and the educational direction given is excellent.
8. The effectiveness of the governing body in fulfilling its statutory roles is very good.

The governors have a very good understanding of the strengths and weaknesses of the school. This is an improvement from the previous inspection. All the key issues from the previous inspection, which formed the basis of the governing body's action plan have been fully addressed.

9. Monitoring and evaluation of the school's performance are very good. The headteacher is ever vigilant and knows exactly where the school is, where it needs to go and how it is going to get there. She monitors teaching on a regular basis both formally and informally. Members of the governing body also monitor teaching and provide effective written feedback to members of staff and the headteacher. Monitoring is also carried out appropriately by the curriculum co-ordinators. The school evaluates its performance by, for example, analysing in detail pupils' performance in each question in the National Curriculum tests and then using the results of the analysis to help to plan future teaching.
10. The school sets ambitious targets for school improvement in pupils' attainment each year and is on course to meet future targets.
11. The leadership and support for special educational needs are good. The school is adept at spotting potential needs at an early stage and providing effective support to help to remedy these problems. Success is gauged in terms of removing pupils from the special educational needs register as soon as difficulties have been dealt with. The assistant special educational needs co-ordinator fulfills an important role and knows her pupils very well.

The attitudes and behaviour of the pupils are very good

12. Pupils' attitudes and behaviour are very good both in and out of the classroom. They thrive on both the quality and quantity of the work that they are required to do. Their enthusiasm for school is very great. They are punctual, eager to learn and very ambitious. Their ambitions stem from seeds sown by the teachers.
13. Pupils are involved in a whole range of activities after school, with the vast majority taking part in one or more of these. After lessons, this school reverberates with the sounds of pupils gainfully employed in activities to extend their learning.
14. Relationships are very good and pupils are very eager to take on responsibilities and show their initiative. For example, pupils help to clean the dining room every day after lunch without being asked. It is that type of school.
15. A noticeable feature of lessons is that pupils are as eager to pose questions as to answer them. For example in a Year 5/6 lesson on food chains, pupils took part in a lively discussion in which they posed questions on who and what were the ultimate prey and predators at the ends of the food chain involving green flies and roses.

The overall level of teaching is good; this is particularly helped by the use of specialist teachers for many subjects.

16. The overall standard of teaching in all sections of the school and in all subject areas is good. In the lessons seen, the teaching in 25 percent of the lessons was very good, in 50 percent it was good, in 20 percent it was satisfactory and in five percent (one lesson only) it was unsatisfactory. Standards have improved since the last inspection, when they were judged to be "sound in the majority of lessons".

Homework and lesson pace have also improved since the last inspection and teaching and learning at Key Stage 1 is now good.

17. The teachers at this school are very professional and are given the opportunity to exercise their expertise as widely as possible. For example, rather than all teachers having to teach every subject as in the majority of primary schools, teachers at Lacey Green have the opportunity to teach their particular specialism across the school. This occurs in French, physical education, religious education, art, music and information and communications technology. Therefore pupils greatly benefit by being taught in these areas by teachers who have a wealth of knowledge, enthusiasm, interest and experience. This is also a worthwhile preparation for pupils for their entry to secondary school.
18. An added benefit of this approach is that teachers at Lacey Green are able to concentrate on the core subjects of English, mathematics, science and their particular specialisms. This results in teachers' planning being very good in these core subjects, leading to very high standards in mathematics and science by the end of Key Stage 2.
19. Teachers' management of their pupils is very good. This means that time can be spent on teaching rather than on simply keeping order. At Key Stage 2, pupils sit at desks facing the front and the school has found that this has a positive impact on pupils' attainment and progress. For example, in mathematics lessons where pupils have to reveal their answers to the teacher using "flash cards", pupils are not able to copy the answers that other pupils are showing, because the cards all automatically point towards the teacher.
20. Day-to-day marking is very good, particularly at Key Stage 2. Teachers provide helpful comments for pupils and the pupils reply to these comments in the space underneath. This "interactive" way of teaching again has a positive effect in raising standards.
21. Most lessons start with a robust introduction to the topic followed by an intensive question and answer session, with questions posed to pupils according to their prior attainment. Pupils are not averse to asking their own questions back in return. In this way, the topic is "thoroughly discussed", leading to greater knowledge and understanding for all pupils.

The assessment of pupils' work is very good

22. Pupils are assessed formally by the headteacher in the main school hall. These assessments are in English, mathematics and science and occur in the spring and summer terms annually. Pupils are seated at individual desks which prepares them effectively for their National Curriculum tests.
23. A benefit of this testing is that all pupils' work is then marked by the headteacher, given appropriate National Curriculum levels and passed on to the class teacher. The headteacher thereby has a very secure knowledge of attainment levels throughout the school. The results of these assessments are used effectively to help to plan the curriculum further.
24. An additional benefit of this method of assessment is that all teachers are provided with release time when their class is being tested to monitor the teaching and

planning for their own subject area where necessary.

WHAT COULD BE IMPROVED

National Curriculum test results at Key Stage 1, particularly in reading and writing.

25. National Curriculum test results at Key Stage 1 have been below national averages over the last three years, particularly in reading and writing.
26. Inspection findings are that levels of attainment in these areas have improved and are now in line with national averages. This has yet to be shown in this year's National Curriculum tests.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

27. The school should now build on the strengths of the new co-ordinator for Key Stage 1 to improve attainment in National Curriculum tests at this key stage in reading and writing in particular.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	19
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	26	48	21	5	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6]
Number of pupils on the school's roll (FTE for part-time pupils)		202
Number of full-time pupils eligible for free school meals		39

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6]
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		62

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence	%
School data	94.1
National comparative data	94.1

Unauthorised absence	%
School data	0.4
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	11	9	20

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	6	10
	Girls	8	8	9
	Total	16	14	19
Percentage of pupils at NC level 2 or above	School	80(74)	70(67)	95(81)
	National	82(80)	83(81)	87(84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	10	10
	Girls	8	9	8
	Total	16	19	18
Percentage of pupils at NC level 2 or above	School	80(74)	95(67)	90(78)
	National	82(81)	86(85)	87(86)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	9	19	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	9	9
	Girls	17	18	19
	Total	24	27	28
Percentage of pupils at NC level 4 or above	School	86(94)	96(100)	100(100)
	National	70(65)	69(59)	78(69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	8	9
	Girls	17	16	18
	Total	24	24	27
Percentage of pupils at NC level 4 or above	School	86(88)	86(91)	96(100)
	National	68(63)	69(65)	75(72)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	202
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	28.9
Average class size	24.3

Education support staff: Y[] – Y[]

Total number of education support staff	3
Total aggregate hours worked per week	67

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	
Number of pupils per qualified teacher	

Total number of education support staff	
Total aggregate hours worked per week	

Number of pupils per FTE adult	
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FTE means full-time equivalent.

Financial information

Financial year	1998-99
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	£
Total income	328961
Total expenditure	317921
Expenditure per pupil	1747
Balance brought forward from previous year	12802
Balance carried forward to next year	23842

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	145
Number of questionnaires returned	76

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	47	27	2	0	0
My child is making good progress in school.	46	25	2	0	3
Behaviour in the school is good.	38	36	0	0	1
My child gets the right amount of work to do at home.	32	34	7	1	2
The teaching is good.	51	22	0	0	3
I am kept well informed about how my child is getting on.	34	31	4	3	4
I would feel comfortable about approaching the school with questions or a problem.	51	23	2	0	0
The school expects my child to work hard and achieve his or her best.	62	14	0	0	0
The school works closely with parents.	42	28	3	2	1
The school is well led and managed.	56	20	0	0	0
The school is helping my child become mature and responsible.	50	22	0	0	4
The school provides an interesting range of activities outside lessons.	44	25	5	1	1