

INSPECTION REPORT

Bunbury Aldersley CE Primary School

Bunbury, Tarporley

LEA area: Cheshire

Unique reference number: 111344

Headteacher: Mr D Goodwin

Reporting inspector: Mr G R Alston
20794

Date of inspection: 13 - 15 March 2000

Inspection number: 188689

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|---|
| Type of school: | Primary |
| School category: | Voluntary Aided |
| Age range of pupils: | 4 – 11 |
| Gender of pupils: | Mixed |
| School address: | School Lane Bunbury Tarporley Cheshire |
| Postcode: | CW6 9NR |
| Telephone number: | 01829 260524 |
| Fax number: | 01829 261332 |
| Appropriate authority: | The Governing Body |
| Name of chair of governors: | Mrs K Capes |
| Date of previous inspection: | May 1996 |

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | |
|------------------|----------------------|
| Gordon Alston | Registered inspector |
| Allan Smith | Lay inspector |
| Amanda Tapsfield | Team inspector |

The inspection contractor was:

Full Circle
The Brow
35 Trewartha Park
Weston-Super-Mare
North Somerset
BS23 2RT

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London
WC2B 6SE

REPORT CONTENTS

| | Page |
|---|-------------|
| PART A: SUMMARY OF THE REPORT | 7-11 |
| Information about the school | |
| How good the school is | |
| What the school does well | |
| What could be improved | |
| How the school has improved since its last inspection | |
| Standards | |
| Pupils' attitudes and values | |
| Teaching and learning | |
| Other aspects of the school | |
| How well the school is led and managed | |
| Parents' and carers' views of the school | |

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL 12-17

The 1999 national test results at the end of Key Stage 2 are well above the national average in English and science and very high in mathematics. When results are compared to schools with pupils of a similar background they are much better.

Pupils' behaviour is exemplary; they form very good relationships, try hard with their work and accept responsibility well.

The quality of teaching is good; in almost half the lessons seen it was very good. No teaching was unsatisfactory. This results in pupils achieving high standards in their work.

The school provides a stimulating curriculum enriched by visits, visitors and a good range of out of school activities. Good provision is made to help pupils develop socially and morally.

The headteacher has effectively steered the school through a period of change, and with the support of a conscientious team of teachers, successfully provides a happy, caring environment for all pupils.

WHAT COULD BE IMPROVED

17-18

In Key Stage 1 and lower Key Stage 2, average and lower attaining pupils' skills in spelling and handwriting are not as high in comparison with their other language skills.

Although the school has a clear vision for the future, the school development plan, which is a sound management tool, highlights too many curriculum areas for the school to review in depth.

Coordinators do not monitor the teaching and learning in the subjects for which they are responsible. The school has plans to provide coordinators with training and time to do this.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

18

PART C: SCHOOL DATA AND INDICATORS

19-22

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Bunbury Aldersley CE Primary School is an averaged sized primary school with 237 pupils ranging from four to 11 years in age. There are very few pupils with parents from another culture, and the number of pupils entitled to free meals is well below the national average. The proportion of pupils identified as having special educational needs due to learning or behavioural difficulties is less than that found in most schools and pupils' attainment on entry is above the expected level. There are two pupils who have a Statement of Special Educational Need. Over the past three years there have been six new teachers appointed to the school to replace teachers who have left due to retirement or family commitments. This is a popular school and in recent years, due to an increase in pupil numbers, has added additional classrooms and teaching areas.

HOW GOOD THE SCHOOL IS

This is a happy, caring school. It is very effective because staff, pupils and parents enthusiastically contribute to the life of the school. The pupils achieve high standards in all aspects of their education. The quality of teaching is good, providing pupils of all abilities with challenging tasks. The headteacher provides strong leadership and ensures that the money the school receives is used effectively, enabling the school to give very good value for money.

What the school does well

- The 1999 national test results at the end of Key Stage 2 are well above the national average in English and science and very high in mathematics. When results are compared to schools with pupils of a similar background they are much better.
- Pupils' behaviour is exemplary; they form very good relationships, try hard with their work and accept responsibility well.
- The quality of teaching is good; in almost 40 per cent of the lessons seen it was very good. No teaching was unsatisfactory. Teachers build well on past learning and pupils' efforts and contributions are greatly valued.
- The school provides a stimulating curriculum enriched by visits, visitors and a good range of out of school activities. Very good provision is made to help pupils develop socially and morally.
- The headteacher has effectively steered the school through a period of considerable change, and with the support of a conscientious team of teachers, successfully provides a happy, caring environment for all pupils.

What could be improved

- In Key Stage 1 and lower Key Stage 2, average and lower attaining pupils' skills in spelling and handwriting are not as high in comparison with their other language skills.
- Although the school has a clear vision for the future, the school development plan, which is a sound management tool, highlights too many curriculum areas for the school to review in any depth.
- Coordinators do not monitor the teaching and learning in the subjects for which they are responsible. The school has plans to provide them with training and time to do this effectively.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since its last inspection in May 1996 the school has made a good improvement in the areas of concern highlighted in the report and almost all of them have been dealt with fully. There has been a concerted effort to improve the practice of assessment. There are now good procedures in place enabling teachers to gain a clear picture of what pupils know, understand and can do. This information is used purposefully by teachers in planning challenging work for pupils of all abilities. As a result the quality of teaching has significantly improved and higher attaining pupils are provided with a greater intellectual challenge and more opportunities for independent learning. The school has established an appropriate framework for monitoring and supporting teaching. The headteacher, along with the local authority's advisory staff, regularly observes lessons and feedback is given to teachers on strengths and areas for improvement. A future development in this aspect is to allow coordinators time to monitor the teaching of their subject. All the legal requirements mentioned in the last report are fully met and reports to parents provide appropriate information on pupils' progress. Several new appointments have strengthened the teaching staff bringing great enthusiasm and new ideas. The school is well placed to continue to improve and has a strong commitment to this.

STANDARDS

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

| Performance in: | Compared with | | | | Key |
|-----------------|---------------|------|------|-----------------|---|
| | All schools | | | Similar schools | |
| | 1997 | 1998 | 1999 | 1999 | |
| English | A | A | A | B | well above average A above average B average C below average D well below average E |
| Mathematics | A* | A* | A* | A | |
| Science | B | A* | A | A | |

The information shows that results in mathematics are in the highest five per cent nationally, and in English and science are well above the national average. Compared to schools, which have pupils with a similar background, results are much better in mathematics and science and better in English. Trends over time show a gradual improvement and results have been consistently above the national average. The results of the 1999 national tests for seven year olds show that results are well above average in reading and writing and above average in mathematics. When the school's results are compared with schools with pupils from similar backgrounds they are much better in reading and writing and similar in mathematics. Results in mathematics are not as good because two pupils in the Year 2 class taking the test had special educational needs, with specific difficulties relating to number. Although results have fluctuated slightly over the past three years, they have been consistently above the national average. In both key stages the scrutiny of pupils' work and observing pupils in lessons indicate a similar standard of achievement is developing and there is no significant difference between the standards that boys achieve in comparison to girls. Results have risen over the past three years at a similar pace to that found in most schools locally and nationally. Standards in English and mathematics are sufficiently high. However, average and lower attaining pupils' spelling and handwriting skills are not as high in comparison with other language skills. In other lessons observed, high standards were achieved in information technology, history and physical education, and evidence from displays indicates pupils achieve well in art. The school has already met the high targets it was set in national tests and is on line to achieve future targets.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Pupils are eager to learn, settle quickly to their tasks and sustain concentration well. They are proud of their school and give of their best at all times. |
| Behaviour, in and out of classrooms | All pupils behave very well in all situations. They are courteous and polite to one another and to adults. |
| Personal development and relationships | Relationships are very good and are built successfully on mutual respect. Pupils are very mature and sensible; they organise themselves purposefully and readily show initiative both in and out of lessons. |
| Attendance | Attendance is very good and pupils enjoy coming to school, often arriving early. |

In recent times no pupil has been excluded from the school. Pupils' attitudes to learning are very good, their behaviour is exemplary and relationships are of high quality. They work with enthusiasm and are well motivated, exhibiting great interest in all that is around them. These very positive attributes help pupils to make good progress.

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 school has successfully improved the quality of teaching since the last inspection. The amount of teaching judged to be very good or better has risen from five per cent to almost 40 per cent. No teaching was unsatisfactory. The teaching in the school is consistently of a good quality in nearly all classrooms and the needs of all pupils are met well. The teaching seen was mainly in lessons concerned with the teaching of English and mathematics. In these classes English and mathematics are well taught, with strong emphasis on developing pupils' literacy and numeracy skills. Pupils' numeracy skills are taught well. The teachers assess pupils thoroughly and carefully record their achievements. This provides valuable information and enables them to set challenging tasks for all pupils and build effectively on past learning. Teachers show great sensitivity towards pupils' needs and as a result pupils feel valued and confidently contribute to the lesson. Pupils are eager to learn and when given their task, respond positively by working hard, producing good quality work that is matched to their ability. The good teaching is instrumental in helping pupils make good progress.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | The curriculum is broad and relevant and caters well for the wide range of pupils' interests and abilities. Teachers' planning is thorough. A good range of field trips and residential visits, alongside an extensive programme of out of school activities and visitors to the school enrich the curriculum. |
| Provision for pupils with special educational needs | Work is appropriately planned to meet their needs as identified in detailed individual plans. Classroom assistants provide good support. Pupils with physical disabilities are integrated well into school life. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Pupils gain a very clear understanding of their moral and social responsibilities from good role models of staff and clear codes of behavior. There is very strong Christian ethos and a sense of tradition in the school that successfully raises pupils' spiritual and cultural awareness. |
| How well the school cares for its pupils | The school provides a secure, caring environment. Teachers know their pupils well, and good assessment helps teachers build on pupils' past learning. |

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other key staff | The headteacher provides strong leadership and has dealt admirably with many changes in staffing and pupil numbers. There is a very good team approach in decision making and day to day organisation. Coordinators conscientiously manage their subjects but do not monitor the teaching. |
| How well the governors fulfil their responsibilities | Governors are very supportive and carry out their duties purposefully. They successfully monitor and analyse the work of the school. |
| The school's evaluation of its performance | The school carefully evaluates its performance. Where areas for improvement have been identified, the school considers and implements ways to raise standards. |
| The strategic use of resources | The money the school receives is used well and resources are effectively deployed. In view of the well above average standards achieved, the above average income, effective teaching, and the good progress made by pupils, the school gives very good value for money. |

The school applies the principles of best value in purchasing equipment and services.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|--|--|
| <ul style="list-style-type: none">• The good quality of teaching.• The good behaviour of pupils.• The good progress pupils make.• The good management and leadership of the school.• The information the school provides.• That the school is approachable. | <ul style="list-style-type: none">• The amount of homework pupils receive.• The organisation of reception and Year 1 pupils.• The progress higher attaining pupils make. |

The inspectors' judgements support the parents' positive views. However, it does not support the views in which parents expressed concern. Homework is consistently given and supports pupils' learning. The needs of the pupils are met well in the mixed age classes with reception and Year 1 pupils. Effective day to day organisation, collective planning by the three teachers, good teacher assessment and detailed records of pupils' achievements are instrumental in ensuring these pupils receive a good education. The school has a register of its higher attaining pupils and teachers' plan carefully to challenge these pupils. In lessons, tasks that have more than one correct answer and perceptive questioning of pupils by teachers provide appropriate challenges for them.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The 1999 national test results at the end of Key Stage 2 are well above the national average in English and science and very high in mathematics. When results are compared to schools with pupils of a similar background they are much better.

1. In the 1999 national tests the proportion of pupils at the end of Key Stage 1 reaching the expected level (Level 2) was well above the national average in reading and writing and above in mathematics. The proportion of pupils achieving the higher level (Level 3) was well above the national average in reading, above in writing and close to the national average in mathematics. When compared with schools with pupils of a similar background the school's results were well above average in reading, above in writing and similar in mathematics. Results in mathematics are not as good because two pupils in the Year 2 class taking the test have special needs with specific difficulties relating to number. Although results have fluctuated slightly over the past three years, they have been consistently above the national average. At the end of Key Stage 2, the proportion of pupils achieving the expected level (Level 4) was well above the national average in English and very high in mathematics. The proportion of pupils achieving the higher level (Level 5) was well above the national average in English and very high in mathematics. When compared with schools that have pupils with similar backgrounds, results in mathematics are well above average and above average in English. Trends over the past three years show a gradual rise.
2. Overall, pupils achieve well in English and by the end of both key stages pupils' attainment is well above the national average in speaking and listening, writing and reading. Progress is good in speaking and listening, writing and reading. By the end of Key Stage 1, pupils listen carefully, and the majority speak confidently when making responses. By the end of Key Stage 2, the majority contribute well to class discussions and are able to explain clearly what they have learnt. For example, in a Year 5/6 class pupils confidently explained their own feelings with reference to some of the incidents in the story of 'The Coming of the Surfman'. In reading, all pupils show a developing enthusiasm for books and display an appropriate range of strategies to become independent readers. By the end of Key Stage 1, the majority of pupils can successfully read from a range of texts. The most fluent, confident readers can discuss the meaning of what they have read and explain which parts they have particularly enjoyed. In a Year 2 lesson, pupils recognise the differences and similarities between contemporary and traditional stories after reading the story of 'The Three Little Wolves and the Big Bad Pig'. By the end of Key Stage 2, pupils have good library skills; and are able to use scanning and skimming skills successfully to find information. They are enthusiastic readers and can talk about their favourite authors and what they like about their books. A higher attaining Year 6 pupil explained he liked Brian Jacques 'because you feel involved in the story' and had read ten books out of a series of 11. Many pupils can infer from the text, as was the case when Year 6 pupils write about the character of the Surfman. 'He was sad and lonely because no-one came in his shop'. In writing, by the end of Key Stage 1, most pupils express their ideas clearly using sentences and a good range of vocabulary. Standards in the use of grammar and punctuation are good but average and lower attaining pupils' skills in handwriting and spelling are not as good as their other language skills. Many pupils can form letters correctly and include ascenders and descenders but do not always join letters together. At times letters are not consistent in size, this is particularly the case when pupils use unlined paper. However, good standards were seen in a number of higher attaining pupils' redrafting books. In spelling, on occasions, common words are spelt incorrectly, for example 'cud' for could or 'sead' for said although pupils do make reasonable attempts at more complex words, for example 'xacyooted' for executed. By the end of Key Stage 2, all pupils can write for different purposes producing interesting, lively accounts. Average and lower attaining pupils'

skills in spelling and handwriting are still not as good as their other language skills in Years 3 and 4 but improve to an appropriate level by Year 6. Higher attaining pupils produce a range of writing including stories, poems, book reviews and formal/informal letters. They use colourful vocabulary well for example, in a story about a fire a Year 6 pupil wrote, 'I woke up with a start and I heard a very loud roaring, drumming in my head - there was a fire in the warehouse'. Many pupils are adept at writing poems and examples of good quality were seen in display of 'Dream for the Millenium' poems.

3. Pupils' attainment in mathematics is well above the national average by the end of both key stages. All pupils make good progress in both key stages. In Key Stage 1, pupils are competent in shape recognition and using mathematical language. They have a good understanding of the place value of tens and units and can competently add and subtract these with decomposition. Higher attaining pupils understand reflective symmetry and confidently count backwards and forwards in fives and tens up to 100. By the end of Key Stage 1, good progress is being made in number and in solving problems. All pupils can measure using non-standard measures and are starting to use standard units. Pupils collect data using tally charts and represent their results on pictograms, bar charts and Carroll diagrams. They can competently interpret bar charts. By the end of Key Stage 2, pupils are confident with mental recall of their tables and multiply and divide large numbers accurately. Most pupils are developing their own strategies for solving problems and can explain their reasoning. Pupils successfully calculate the perimeter and area of shapes and use this purposefully in discovering that they can vary the perimeter of three cream crackers but the area remains the same. In doing so pupils show they can organise their work and in discussion are able to articulate their reasoning using the correct mathematical terms. All pupils make good progress in probability, fractions, decimals, and graphs reaching levels above those expected for their age. Data handling skills are good and in many instances pupils use appropriate computer programs well. Pupils' knowledge of shape, space and measures is good.

Pupils' behaviour is exemplary; they form very good relationships, try hard with their work and accept responsibility well.

4. Pupils' attitudes to learning are very good throughout the school. For example, in a Year 6 literacy lesson pupils displayed high levels of interest in first considering and then describing the character of the 'Surfman' in the story. The teacher serialised the story and pupils could hardly wait for the next lesson to see what will happen. In the classroom, pupils listen attentively to their teacher as well as each other. They are very interested in their work, particularly when it provides them with pace and challenge as, for example, in a Year 5 information technology lesson, pupils were excited but totally focused as they inserted digital camera images into their own web site. Pupils are proud of their work, and are eager to show it to visitors. They are co-operative both in the classroom and at break and lunchtimes. Where the curriculum or teaching provides for paired or group work, pupils respond well, supporting one another with positive and kind comments.
5. Overall, pupils' behaviour is very good. Under-fives are well integrated into the school and mix very well with all age ranges within the school. For example, at lunchtimes pupils interact across all the school years in a harmonious manner with each other. During the inspection period pupils were seen to behave well and quickly settled to work with positive effort. For example, in a reception/Year 1 class studying playground rhymes and chants, the mixed groups worked very well collaboratively, effectively deciding upon how they were going to use the chant '1, 2, 3 Auntie Loulou' in their playground game. Pupils are courteous and polite both in the classroom, and in other areas around the school and grounds. They know the difference between right and wrong. They show respect for their own and other people's property as well as to others' values and beliefs. There have been no exclusions in recent years from the school.

6. Relationships between adults and pupils and between the pupils themselves are very good. Teachers are sensitive to the needs of their pupils and pupils respond positively to being valued as individuals. This was evidenced by the polite and pleasant manner in which adults, including the inspectors, were treated both in the classroom and around the school. For example, in the dining hall at lunchtime pupils are respectful to mid day supervisors and eager to explain the inspectors lunchtime system. Personal development of pupils is good throughout the school. Pupils willingly accept responsibilities, acting as classroom monitors, tidying up and helping the staff to prepare. For example, older pupils help in the hall at lunchtimes; this includes looking after younger pupils, clearing away and generally developing a friendly family atmosphere for pupils. Pupils conscientiously look after the school animals with great sensitivity and enthusiastically develop the garden areas.

The quality of teaching is good; in almost half the lessons seen it was very good. No teaching was unsatisfactory. This results in pupils achieving high standards in their work.

7. The school has successfully improved the quality of teaching since the last inspection. The amount of teaching judged to be very good or better has risen from five per cent to almost 40 per cent. No teaching was unsatisfactory. The teaching in the school is consistently of a high quality in nearly all classrooms and the needs of all pupils are well met. The teaching seen was mainly in lessons concerned with the teaching of English and mathematics. In these classes English and mathematics are well taught with strong emphasis on developing pupils' literacy and numeracy skills. Pupils' numeracy and literacy skills are taught well. However, in Key Stage 1 and lower Key Stage 2, although pupils are taught phonic strategies this is not always transferred into their written work resulting in spelling errors.
8. Overall, the teaching for under-fives is good. Teachers' planning is carefully based on the Desirable Areas of Learning for children of this age. Relationships are very good and the teachers have a good understanding of the needs of young children in these areas. The nursery nurses and the teachers cooperate and work well together, planning suitable activities to build the children's confidence and skills, including extension work for higher attaining pupils. In a very good mathematics lesson aimed at increasing children's understanding of place value and numbers to ten, the teacher interacted well with the children inspiring them to greater efforts. Good informal assessment took place leading to each successive step building effectively on children's past knowledge; a strength was the way the teacher adapted the activities according to how well the children achieved, eventually leading on to 'doubling' dice numbers. The lesson was well organised to encourage children's independence and initiative in learning.
9. In Key Stage 1 the teaching is good. In the good quality teaching, careful preparation provides a good range of resources to support pupils' learning and pupils are motivated well by praise and encouragement. The teacher has high expectations of pupils and they respond enthusiastically. Lessons are well planned and organised, providing pupils with challenging tasks. An example of very good teaching was in a mathematics lesson when pupils explore place value counting on in tens and 20s. Pupils respond enthusiastically to a game using dice and concentrate hard, reaching a good understanding of place value. Questioning is used effectively to promote and assess understanding and the teacher gives immediate extension or reinforcement as the needs arise. In a good Year 1 literacy lesson as pupils explore language through playground rhymes and chants the teacher uses perceptive questions that focus pupils on the task and values their contributions to the discussion. The lesson is carefully linked to number and physical education as pupils make up their own chants and games based on '1, 2, 3, Auntie Loulou'. In the literacy and numeracy sessions, the teachers have established good classroom routines for pupils and there is an industrious working atmosphere. When parent helpers and nursery nurses are present they are used purposefully and provide good support for pupils, for example, in a class shared reading session the nursery nurse carefully observes and records pupils' listening and speaking skills. In less effective lessons, pupils do not

always have time to complete the written task. For example, in a Year 2 literacy lesson, higher attaining pupils were engrossed in comparing the characters in a contemporary and a traditional tale. Time ran out before pupils could record their opinions, after verbally recalling and discussing relevant facts from the text.

10. In Key Stage 2, the teaching is good. The best lessons are well planned, cater for the needs of all pupils, have a clear purpose, include challenging activities and proceed at a good pace. In an excellent literacy lesson, pupils focus on writing their views on what they felt would happen next in the story of 'The Coming of The Surfman' after the surf machine broke. The teacher uses an effective range of teaching strategies and has high expectations of what pupils can achieve and how they should behave. In this lesson, discussion and questions are used well to challenge pupils' thinking, to inspire ideas and to see alternative possibilities. Whole class teaching is effective, but pupils also have the opportunity to work independently or collaboratively, which they do well. This results in pupils settling quickly to the task, working at a good pace and producing written accounts of good quality. In a Year 4 science lesson, the teacher uses her time well in monitoring and supporting pupils as they work in groups discussing how they are going to investigate insulation. She listens carefully to the discussions, joins in when necessary, ensuring opportunities to extend and clarify pupils' ideas are effectively taken. In other very good lessons, teachers use questions well to check on past and present learning and develop the lesson successfully from pupils' responses. In a very good Year 6 mathematics lesson, pupils explored the relationship between perimeters and area. Very good use was made of open ended tasks and questions, for example, 'What do you think will happen if ...?' or 'What do you think will be the effect of...?'. The pupils responded with great enthusiasm and learnt a great deal from each other about the effect of changing the perimeter of a shape and its impact on the area.
11. Teachers have a sound knowledge and understanding of the subjects they teach. In a Year 5/6 information technology lesson, the teacher's expertise and ability to demonstrate how to produce a web site excites the pupils. The teacher carefully balances the amount of information he gives to pupils as against effective questions to check on pupils' own knowledge. This results in pupils gaining a clear understanding of not only how to create, but also the purpose of, a web site. The introduction of the National Literacy and Numeracy Strategies have maintained the good teaching of English and mathematics with clearly focused lessons ending with effective plenary sessions to check on pupils' learning. In the teaching of mathematics good use is made of mental exercises to give pace to the lesson. The teachers' management of pupils is good, ensuring good levels of discipline and creating an industrious working atmosphere. Teachers show great sensitivity towards pupils' needs and as a result pupils feel valued and confidently contribute to the lesson. Pupils are eager to learn and when given their task, respond positively by working hard and producing good quality work that is matched to their ability. The good teaching is instrumental in helping pupils make good progress.
12. Homework is used appropriately to support the work in classrooms. The regular use of homework is effective in promoting the development of reading, spelling and mathematics with pupils. Good use is made of the reading diary and has great value as an effective link between home and school. For older pupils there are good opportunities to extend the work done in class at home. For example, in Year 5/6, after studying words with similar spelling patterns, pupils are encouraged to look for words with 'ough' in them and classify them according to the sound the 'ough' makes as in rough, bough and through for homework.

The school provides a stimulating curriculum enriched by visits, visitors and a good range of out of school activities. Good provision is made to help pupils develop socially and morally.

13. The school provides lots of experiences that enrich the curriculum for its pupils. Recently Year 3 has visited Liverpool museum to study mummies linked to their work on Egypt, Years

5 and 6 have conducted a survey of the streets in Chester and Year 4 visited Moreton Hall. Over the year all classes visit places of interest to support their work in lessons, and in most classes, there are two visits. The provision for extra-curricular activities is good, particularly in sport and music. Current clubs, mainly for Year 5 and Year 6 pupils, include French, computers, orchestra, chess, art, badminton, tennis, football and netball. Extra-curricular lessons, paid for by parents, are available, in flute, and brass instruments. An extensive programme of visitors to the school, workshops, competitions, and joint activities with other schools, charitable events and school association activities, enrich the curriculum. There are good links with the local church, charities, the London Haberdashers and members of the community. Pupils in Years 5 and 6 have the opportunity to participate in residential visits; Year 6 visit Switzerland and Year 5 visit Ironbridge.

14. Provision for pupils' moral development is very good and is successfully promoted by the school code of behaviour and effective teamwork between pupils, all school staff and parents. Effort and achievement are consistently rewarded by an ongoing house point system. Staff make good use of praise and successfully build on positive behaviour. Older pupils' behaviour towards the younger ones actively shows thought and care. Pupils are responsible for their individual class rules and demonstrate a good understanding of right from wrong. Several instances were seen of pupils helping others in difficulty in the teaching areas. Value is placed on every pupil's work and effort. Such recognition is successfully reflected in the attractive displays of their work around the school and in the conversations between teachers and pupils during lessons.
15. The school's provision for social development is very good. Pupils are encouraged to be self-reliant and to show consideration and concern for others. Pupils are helped to develop an understanding of citizenship; for example a group of pupils took part in a planning exercise to design an area of the school for a 'Millenium Garden'. Pupils are also taught to have a concern for the environment, for example pupils have visited the water treatment plant at Crewe. The school is involved closely with the community. On Remembrance Day, the Royal British legion joined the pupils for assembly and one pupil played the last post. Older pupils are given responsibilities in the school. During lunchtime, pupils successfully act as monitors looking after younger pupils in a family lunch setting; they also act as register monitors, ring the school bell, raise the school flag and look after the school's animals. They sensibly look after younger pupils at playtimes and at lunchtimes. The pupils collect for charities, enjoy educational visits and relate to members of the community as the occasion arises. For example, there have been several recent occasions when pupils from the school have entertained senior citizens with their singing and acting.

The headteacher has effectively steered the school through a period of change, and with the support of a conscientious team of teachers, successfully provides a happy, caring environment for all pupils.

16. The school is well led by a very conscientious headteacher, who provides a clear educational direction for the school. He sets a good example to the school's community in upholding the ethos of the school and has the respect of pupils, governors and parents alike. The headteacher has been instrumental in the introduction of target setting for pupils, monitoring of teaching and has very effectively dealt with the problems arising from the change in pupil population and teaching staff over the past four years. Over time, the number of pupils has grown in some year groups and the school has successfully introduced mixed age classes and extra accommodation. Effective systems of planning and assessment ensure the needs of all pupils are well met. There have been six teaching staff changes and two staff on extended maternity leave. During this period, because of good day to day management and effective induction procedures, the quality of education has been maintained which is reflected in the consistently high standards the school has achieved. There is an effective management structure in place that leads to regular involvement of all staff through clear channels of

communication. In providing professional support, the headteacher has built a loyal, hard working team who share his commitment to creating a happy, caring environment for its pupils.

17. The effective support and guidance shown to all pupils is a feature of the school. There is a strong principle of care, respect and consideration for others that parents value highly. Staff are very responsive and accessible to the children and show a genuine concern for their welfare. This very secure environment, where pupils are confident with adults, impacts favourably upon their progress. This progress is carefully recorded and monitored using well-formulated assessment procedures. New pupils are sensitively introduced to the reception classes and quickly settle into a welcoming environment. Pupils with special educational needs are supported well by the school. Their progress is monitored regularly at termly review meetings. A strength is how well pupils with physical and severe learning disabilities are fully integrated into the school for example; a pupil with spina bifida was well supported in a physical education lesson by both staff and pupils enabling him to take part fully in the lesson.

WHAT COULD BE IMPROVED

In Key Stage 1 and lower Key Stage 2, average and lower attaining pupils' skills in spelling and handwriting are not as high in comparison with their other language skills.

18. The school has effectively implemented the National Literacy Strategy and carefully follows the programmes for the teaching of phonics. However, in Key Stage 1 and lower Key Stage 2, for many average and lower attaining pupils this is not totally effective in providing them with a range of phonic strategies to help them with spelling new words. As a result, these pupils' skills in spelling are not as high as their other language skills. In Year 2, pupils' knowledge and application of vowel choices in spelling words are not secure and pupils have difficulty in spelling new words, for example, 'could' spelt as 'cud' or 'said' as 'sead'. Many pupils make reasonable attempts at spelling words phonetically, for example, 'terrible' as 'terabil'. Pupils do not readily identify mistakes in their spelling or transfer their knowledge of words they already know when spelling new words, for example, a Year 2 pupil spelt 'cook' as 'cuc' but in discussion could spell 'look' correctly. This carries on through lower Key Stage 2 and average and lower attaining pupils' skills in spelling are not as high as their other language skills. However, by the end of Key Stage 2, pupils' knowledge of frequently used words is secure and standards in spelling are appropriate. Higher attaining pupils' skills in spelling are sound; they show good use of a range of strategies and multi-syllabic and non-regular words are spelt accurately. Similarly in handwriting, the quality of presentation and the standard that Key Stage 1 and lower Key Stage 2 average and lower attaining pupils achieve is not as high as other language skills, particularly in their exercise books. Although pupils use ascenders and descenders when forming their letters, these are not always correctly linked together; at other times, the size of letters is not consistent. Presentation is not as good when pupils use unlined books to write for different purposes.

Although the school has a clear vision for the future, the school development plan, which is a sound management tool, highlights too many curriculum areas for the school to review in depth.

19. Development planning is successful and involves the whole staff and governing body in the setting of relevant priorities and targets for the coming year. The format shows sound practice, it purposefully identifies key areas for development, is carefully costed and has criteria set with which success can be judged. Progress on areas of development are monitored and evaluated appropriately, for example, the headteacher and the local authority's advisers have watched all staff deliver numeracy sessions and identified strengths and areas for improvement in the teaching. However, the major focus of the development plan is on

curriculum, and sufficient consideration is not given to key areas such as staffing and resources. Seven curriculum areas are highlighted for review and development over the next two years; most to be completed this year. This is too ambitious and does not allow sufficient time for an in-depth focus on one subject in order to pinpoint specific areas for improvement and development.

Coordinators do not monitor the teaching and learning in the subjects for which they are responsible. The school has plans to provide coordinators with training and time to do this.

20. Curriculum development is appropriately planned and monitoring systems are in place. This is mainly by the headteacher and coordinators who regularly review areas of the curriculum through regular staff meetings and analysing teachers' planning. Coordinators have clear responsibilities laid out in their detailed job descriptions and relevant targets set for the development of their area are a feature of the school's development plan. Appropriate structures exist for coordinators to give advice on and develop their subject. However, due to so many staff changes and maternity leave, time has not been given within the school day to effectively monitor the teaching and learning of these subjects by coordinators. As a result, it is difficult to evaluate improvements based on the identified success criteria, for example, in design and technology - 'activities linked to planning,' or in information technology - 'are children using the Internet for appropriate searches of information'. The staff are now well established and the school has plans to implement such a scheme. Areas of development identified will form a basis of the new school development plan.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

21. Overall, the school is very successful but further improvements can still be made by focusing on:
- i) further improving average and lower attaining pupils' skills in spelling and handwriting in Key Stage 1 and lower Key Stage 2 to match the good skills they have in other aspects of language by revising the school's approach to the teaching of phonics and handwriting;
 - ii) extending the current good practice shown in the current school development plan into a longer-term plan, incorporating curriculum development, staff development and resourcing;
 - iii) implementing the planned programme to further develop the role of the coordinator through the monitoring of the teaching and learning taking place in the classroom in the subject for which they are responsible.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 18 |
| Number of discussions with staff, governors, other adults and pupils | 11 |

Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 6 | 34 | 38 | 22 | 0 | 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) | n/a | 237 |
| Number of full-time pupils eligible for free school meals | n/a | 3 |

FTE means full-time equivalent.

| Special educational needs | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | n/a | 2 |
| Number of pupils on the school's special educational needs register | n/a | 15 |

| 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 | 6 |
| Pupils who left the school other than at the usual time of leaving | 8 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 3.1 |
| National comparative data | 5.4 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0 |
| 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 | 7 | 20 | 27 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 7 | 7 | 7 |
| | Girls | 19 | 19 | 18 |
| | Total | 26 | 26 | 25 |
| Percentage of pupils at NC level 2 or above | School | 96 | 96 | 93 |
| | National | 82 | 83 | 87 |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | 7 | 7 | 7 |
| | Girls | 19 | 18 | 18 |
| | Total | 26 | 25 | 25 |
| Percentage of pupils at NC level 2 or above | School | 96 | 93 | 93 |
| | National | 82 | 86 | 87 |

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 | 21 | 21 | 42 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 18 | 20 | 21 |
| | Girls | 21 | 21 | 21 |
| | Total | 39 | 41 | 42 |
| Percentage of pupils at NC level 4 or above | School | 93 | 98 | 100 |
| | National | 70 | 69 | 78 |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 17 | 21 | 20 |
| | Girls | 20 | 19 | 20 |
| | Total | 37 | 40 | 40 |
| Percentage of pupils at NC level 4 or above | School | 88 | 95 | 95 |
| | National | 70 | 69 | 78 |

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 | 237 |
| 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) | 10 |
| Number of pupils per qualified teacher | 23.8 |
| Average class size | 26.4 |

Education support staff: YR – Y6

| | |
|---|----|
| Total number of education support staff | 4 |
| Total aggregate hours worked per week | 68 |

Financial information

| | |
|--|---------|
| Financial year | 1998/99 |
| | £ |
| Total income | 416,627 |
| Total expenditure | 402,104 |
| Expenditure per pupil | 1,531 |
| Balance brought forward from previous year | 27,636 |
| Balance carried forward to next year | 42,159 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 340 |
| Number of questionnaires returned | 140 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 63 | 35 | 1 | 1 | 0 |
| My child is making good progress in school. | 54 | 45 | 1 | 0 | 0 |
| Behaviour in the school is good. | 62 | 34 | 2 | 1 | 1 |
| My child gets the right amount of work to do at home. | 39 | 46 | 12 | 3 | 0 |
| The teaching is good. | 71 | 29 | 0 | 0 | 0 |
| I am kept well informed about how my child is getting on. | 39 | 46 | 12 | 3 | 0 |
| I would feel comfortable about approaching the school with questions or a problem. | 58 | 33 | 6 | 3 | 0 |
| The school expects my child to work hard and achieve his or her best. | 70 | 28 | 2 | 0 | 0 |
| The school works closely with parents. | 43 | 41 | 13 | 2 | 1 |
| The school is well led and managed. | 62 | 36 | 1 | 0 | 1 |
| The school is helping my child become mature and responsible. | 56 | 41 | 1 | 1 | 1 |
| The school provides an interesting range of activities outside lessons. | 33 | 42 | 13 | 4 | 8 |