



Daresbury Primary School

Inspection Report

Unique Reference Number 110994
LEA Halton
Inspection number 278564
Inspection dates 12 October 2005 to 13 October 2005
Reporting inspector Mrs Jane Austin HMI

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

Type of school	Primary	School address	Chester Road
School category	Community		Daresbury
Age range of pupils	5 to 11		Warrington, Cheshire WA4 4AJ
Gender of pupils	Mixed	Telephone number	01925 740309
Number on roll	101	Fax number	01925 740917
Appropriate authority	The governing body	Chair of governors	Reverend Felix
Date of previous inspection	28 February 2000	Headteacher	Mrs C Brown

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

Description of the school

Daresbury Primary School draws pupils from several affluent areas surrounding the village of Daresbury. It is popular with parents and frequently oversubscribed. With 101 pupils on roll, it is much smaller than most primary schools and has four mixed age classes. The number of pupils from minority ethnic backgrounds is very low. All the pupils speak English as their first language. Very few are eligible for free school meals. The percentage of the pupils with learning difficulties and/or disabilities is above the national average; no pupils have statements of special educational need.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

Daresbury Primary School offers its pupils an outstanding education. It is very well led and managed by the headteacher. From starting points similar to those of most children their age, the pupils make excellent progress. By the time they leave school they reach standards well above the national average. They are happy, confident, thoughtful and articulate learners. This arises from very good teaching, a good curriculum and outstanding care matched to the pupils' individual needs. The school offers good value for money.

Children settle quickly into the Foundation Stage because they are very well cared for both by staff and older pupils. They soon become part of the school family, joining older pupils for assembly and lunch. They make good progress as a result of carefully targeted teaching. The good support they receive from adults helps them to concentrate and persist with activities. Although there are opportunities for children to use outdoor equipment at times, the layout of the school's site restricts the development of an outdoor classroom.

The school's capacity to improve is very good. Since its last inspection, standards and progress have improved significantly. Assessment information is used more effectively to plan lessons so that they accurately meet the pupils' learning needs. Teaching and learning are monitored regularly and training is well focused on areas for development. Information and communication technology (ICT) skills are taught effectively.

What the school should do to improve further

There are no major areas, which the school needs to address. However, when possible, the school should take steps to improve its accommodation so that:

- The library is an attractive place where children can easily select books and enjoy reading them
- An outdoor classroom is created for the youngest children.

Achievement and standards

Grade: 1

The standards reached by the pupils, and the progress they make, are outstanding. When children join the school in Reception, what they know and can do is broadly as expected for their age. They make good progress in this class and by the time they begin Year 1 their skills and understanding are above average, with a particular strength in personal and social development. As they move through the school, pupils of all abilities, including those with learning difficulties and/or disabilities, make very good progress. In the 2004 national tests, pupils aged 7 and 11 achieved results, which were well above the national averages. The provisional results for the 2005 tests are similarly very high. Almost all of the pupils reached a National Curriculum level above that expected nationally for their age. The school has maintained this standard of

performance over the last five years meeting, and sometimes exceeding, suitably challenging targets.

Personal development and well-being

Grade: 1

The pupils' personal development, including its spiritual, moral, social and cultural aspects, is excellent. Pupils enjoy all aspects of school life, are punctual and their rate of attendance is exceptionally high. The school's high expectations regarding work and behaviour permeate its purposeful, wholesome, family atmosphere. Consequently, pupils have a clear understanding of the difference between right and wrong. They are polite, considerate, helpful and well behaved. Their attitude to learning is exemplary. Pupils develop the personal attributes and skills required for their future well-being, such as independence, cooperation, responsibility and confidence, very successfully. In their roles as playground friends, environmental officers, road safety officers and team captains, the pupils make a very good contribution to the life of the school and get a taste of decision-making and leadership. Pupils' economic and cultural awareness develop well, in part, as a result of charitable fundraising for a range of international projects. The sustained contact with a Romanian school makes a significant contribution to this.

The school has been very successful in promoting healthy lifestyles. School dinners contain only healthy foods; nutritious packed lunches are strongly encouraged and fruit is provided for younger pupils at break times. Pupils understand why this is important and those further up the school encourage each other to eat healthy snacks. Pupils play actively and sociably at break times. Many enjoy the opportunities to participate in a good range of sports for which coaching is offered.

Quality of provision

Teaching and learning

Grade: 1

Teaching and learning are very good throughout the school. The teachers' very high expectations and good routines have established an excellent climate for learning in which the pupils want to achieve their best. Teachers know the pupils very well and plan carefully so that their learning needs are met effectively. Pupils are attentive, enthusiastic learners because learning activities are varied, engaging and challenging; many are practical and fun. For instance, during the inspection, Year 5 pupils made good progress learning about fractions by playing a version of dominoes and using an interactive software game. They wasted no time in attacking these tasks, which were followed-up by an amusing video summarising the teaching points. Teachers are alert to how well pupils cope with their work and adapt it well to their differing levels of understanding and rates of learning. Teaching assistants are well briefed and deployed effectively to support pupils, including those with learning difficulties and/or disabilities.

Teachers' assessment of the pupils' learning is highly effective. The school has a well focused system for recording the progress of groups working with teaching assistants. The pupils know what they need to do to improve because they get frequent feedback from their teachers.

Curriculum and other activities

Grade: 2

The school provides a broad and balanced curriculum, which enables the pupils to make very good progress in all aspects of their development. The curriculum is planned carefully to ensure that the pupils cover all that is required and build up their knowledge and skills year on year in the mixed age classes. There is very good provision for literacy and numeracy and good provision for ICT. Teachers identify the pupils with learning difficulties and/or disabilities quickly; the extra help they receive is highly effective. Good opportunities for pupils to learn how to deal with risks and keep safe are provided, for example, through the cycle proficiency course and the Year 6 visit to Crucial Crew. Pupils benefit from a good range of enrichment activities, such as visits to museums and theatres, and from the provision of French lessons in all classes. The curriculum is supplemented well by extra activities, which encompass a broad range of interests such as dance, quilling and sports. Overall, the pupils are very well prepared for the next stage of their education.

The school's accommodation hinders the provision of a library with books at an accessible level, in a space attractive to children. The site precludes the provision of a readily accessible outside classroom for pupils in the Foundation Stage. The school does its best to ensure that these limitations do not impede the pupils' progress.

Care, guidance and support

Grade: 1

High quality care is a key feature of all aspects of the school's life and work. Well tailored support and guidance are rooted in the very good relationships between staff and pupils. Pupils feel safe in school and know they can turn to staff for help with any problems they might face. Pupils' progress is tracked very closely; challenging targets are set and reviewed regularly. Parents are kept well informed about their children's progress and have weekly opportunities to see their work. The vast majority of parents and carers agree that their children thrive in the school's very caring environment.

Child protection procedures are in place and all staff are aware of them. Sensibly, pupils are involved directly in assessing the health and safety risks in their own classrooms and road safety risks outside the school. The school works efficiently with an appropriate range of external agencies to ensure that pupils and their families are supported as required. Arrangements to smooth the transition to secondary education are established with a number of local schools.

Leadership and management

Grade: 1

The school is exceptionally well led and managed. The headteacher has developed successfully a very caring ethos in which the staff strive to offer children the best possible education for them. Everyone is strongly committed to ensuring that all the pupils have an equal chance to do their best. The pupils know they are valued as individuals. The headteacher has fostered a collaborative approach very effectively; teachers work as a close team, constantly seeking improvements in the learning and personal development of all the pupils. As a consequence of frequent monitoring, the headteacher has a detailed knowledge of the school's performance and the direction in which development should go. The views of parents are taken into account. In addition, the headteacher looks beyond the school to learn from, and collaborate on, the growth of further good practice. The school's self-evaluation is accurate in almost all respects and its track record proves it has the capacity to improve further. Governance has improved since the last inspection and is now good. Governors know the school well and are committed to it. They use their professional expertise well in support of various areas such as recruitment and finance.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	1	NA
The standards ¹ reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

N/A

Thank you very much for letting me visit your school. I enjoyed watching you learn. I liked talking to you about your work and coming into your assembly.

I agree with your view that Daresbury Primary is an outstanding school.

What I liked most was:

- You welcomed me warmly and greeted me with a friendly smile
- You are all kind and polite to each other in the classroom and when you are playing outside, and you take special care of the youngest children
- You work very hard for your teachers and they do an excellent job helping you to learn
- Those of you who find work hard are getting the right sort of help
- You all achieve very good results in tests
- Your headteacher leads the school very well. She listens to what you think and works hard to make the school even better.

I have asked your headteacher and teachers to:

- Put the library books on shelves you can reach in an attractive room where you can enjoy reading
- Create an area where the youngest children can play and learn outside as well as inside.

Keep up your good work!