



# Lacey Green Primary School

## Inspection Report

**Unique Reference Number** 111010  
**LEA** Cheshire  
**Inspection number** 278568  
**Inspection dates** 28 February 2006 to 1 March 2006  
**Reporting inspector** Mrs Marguerite McCloy HMI

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

<b>Type of school</b>	Primary	<b>School address</b>	Barlow Road
<b>School category</b>	Community		Wilmslow
<b>Age range of pupils</b>	4 to 11		Cheshire SK9 4DP
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01625 525 157
<b>Number on roll</b>	215	<b>Fax number</b>	01625 523 356
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr P Smith
<b>Date of previous inspection</b>	29 February 2000	<b>Headteacher</b>	Mrs L Dooley

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 28 February 2006 - 1 March 2006	<b>Inspection number</b> 278568
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and an additional inspector.

## Description of the school

Lacey Green is an average sized primary school which is situated south of Greater Manchester on the outskirts of Wilmslow, Cheshire. Pupils come from a range of social and economic backgrounds and an average proportion claim free school meals. The number of pupils with learning difficulties and/or disabilities is around the national average, although currently the proportion with statements of special educational need is above average.

When they begin school in the Reception class, children's skills represent the full range of ability, although an increasing number are entering school with below average skills in communication and language.

The majority of pupils are from white British families. A small number are from minority ethnic backgrounds, and four pupils are learning English as an additional language.

The school has held the following awards since 2003: Basic Skills; Healthy Schools; Artsmark Gold. It is involved in a local network learning community and has a number of constructive partnerships with other local schools.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

Lacey Green is an outstanding school. Inspectors agree with the school's own judgement of its effectiveness and this is endorsed by parents and the pupils themselves. Standards are high and all pupils make good progress, right from the Foundation Stage where good provision gives them a positive start to their education. The school is rightly determined to increase the proportion of pupils achieving the higher levels in writing across the school and in reading and mathematics at the end of Key Stage 1

Pupils' personal development is outstanding. They enjoy school, have very positive attitudes and their behaviour is exemplary. Strong links with other agencies contribute to the excellent care for pupils, as does the school's extensive consultation and high quality relationships with parents and pupils.

Leadership and management are outstanding. Excellent self evaluation demonstrates how well the leadership knows the school and its pupils and staff. It accurately identifies strengths and the school challenges itself to improve further by aiming to ensure that a higher proportion of pupils achieve above expected levels. Teaching is good and often outstanding, and leaders are committed to ensuring that excellence in teaching and learning is the norm by continuing to improve and develop this still further.

Everyone in the school is committed to the safety and well-being of all the children, including support and administrative staff, caretaker and governors.

The school makes excellent use of assessment information to plan future work. It has made very good progress since the last inspection, consolidating strengths and developing new ones, for instance, in information and communication technology (ICT). Taking into account the school's available finances and levels of expenditure for each pupil, it provides excellent value for money. The school has very good capacity to continue to improve.

### What the school should do to improve further

Continue the school's strenuous efforts to:

- increase the number of pupils achieving above expected levels at the end of Key Stage 1 in reading and mathematics
- raise standards of writing across the school so that a higher proportion of pupils achieve above average standards.

## Achievement and standards

### Grade: 2

The school's self-evaluation is accurate in judging that pupils' achievement is good overall. Although children enter the school with a broadly average range of ability, an increasing number have below average skills particularly in communication and language development. They make good progress in the Reception class and Key Stage 1, reaching standards which are average or just above by the end of Year 2. The slight

dip in Key Stage 1 results in 2005 reflected the characteristics of that particular group of pupils where a higher proportion had learning difficulties and/or disabilities.

By the time they leave at the end of Year 6, pupils' overall results are well above average and this represents very good progress from their starting points and from previous achievement at the end of Key Stage 1.

The school sets itself challenging targets and usually meets or surpasses these.

This is due to the careful analysis of the performance of groups and individual pupils, with actions taken where necessary to remedy underachievement, support learners having difficulties and challenge those who are high achievers. A good proportion of pupils reach standards which are above average at the end of Year 6, particularly in mathematics and science. There is no complacency and the school is determined to increase this proportion, especially in Key Stage 1 English and mathematics and particularly in writing across the school.

## **Personal development and well-being**

### **Grade: 1**

Personal development and well-being are outstanding and children really enjoy coming to school. When asked if anything could improve school life one child said '.no, it's as good as it can be!' Pupils' attitudes to learning are impressive and their self-esteem thrives. They develop a good appreciation of the richness and diversity of world cultures. School rules are clear and reward systems motivate children well. Their behaviour around school is exceptional. Children respect each other and their teachers, understanding that they are at school to learn. As a result, they attain the skills required which will help them in future life. Teachers and support staff provide pupils with lots of opportunities for discussion in pairs, groups or as a whole class. This contributes well to the development of their personal and social skills.

Punctuality is good. Attendance is average and the school is making every effort to promote the importance of even higher levels of attendance. The school ensures that children work and play safely, for instance, when older pupils look after younger ones and playground games are well resourced and supervised. Healthy lifestyles are effectively promoted. Pupils' involvement in a wide range of sporting activities supports this well.

Children make an outstanding contribution to school life. They have recently designed a vegetable garden, for example, and are now planning how the school can provide bicycle training for older children. Such initiatives provide opportunities for children and adults to work well together for the good of the school. Older children take responsibility seriously and enjoy being 'Lacey Pals', prefects, house captains and peer mediators. This helps to develop their social skills and relationships very well.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching is good overall, with some outstanding teaching seen across the school. Good teaching in the Foundation Stage provides children with a positive start to school, and they make good progress. Adults have a clear understanding of the needs of the age range and provide a variety of interesting activities through which young learners are encouraged to be creative and independent.

The majority of lessons are characterised by high expectations, brisk pace and appropriate challenge through interesting and stimulating activities which generate effective learning. Emphasis is placed on the development of pupils' ability to work independently and collaboratively and to use self-help strategies.

Pupils are encouraged to think creatively and make connections in their learning. For instance, in a Year 3 geography lesson about settlements, pupils used their knowledge from a previous history topic to understand the reasons for the geographical location of early villages and towns.

On the rare occasions when teaching does not match up to the school's highest expectations, this is due to a slower pace and tasks which are not as effectively matched to the needs of all groups of learners. This said, a general strength of teaching across the school is the exemplary use of assessment for learning. The school's rigorous tracking procedures ensure that teachers know the levels at which pupils are working, and what might be expected of them. The majority of teachers are skilled at using effective individualised questioning to consolidate and extend pupils' learning. Teachers often adapt their lessons following assessment of pupils' understanding of the previous day's work. Pupils enjoy being involved in their own self-assessment and they are clear about their progress and targets for improvement.

Skilled support staff make a very positive contribution to pupils' progress and work well in partnership with teachers. When specialists are covering for class teachers' preparation time, or teachers change classes for particular lessons, they teach to their strengths. This means that pupils experience good quality lessons even when their regular teachers are not there.

A further common strength of the teaching is the effective use of a range of good quality resources, especially interactive whiteboards, to motivate the pupils and enliven their learning.

### Curriculum and other activities

#### Grade: 1

The school seeks exciting ways to provide an outstanding curriculum for children of all abilities. It is well supported by visits within and beyond the local community. A wide range of eagerly attended clubs are offered. The school has made good progress to ensure ICT supports learning across other subjects. It is an active member of the

'Solve IT' network of local schools which has developed successful links between ICT and mathematics, for example. Curriculum maps also identify good links between subjects where appropriate. Pupils have opportunities to learn French and Spanish and are provided with a rich variety of arts activities: the choir, steel band and involvement of a local artist and drama company help to stimulate children's enjoyment and creativity. The school's art room and newly developed music studio make a valuable contribution to strengths in this area. Pupils also benefit from specialist teaching in physical education, and through particular talents and expertise of teachers and support staff. Provision for outdoor learning in the Reception class is easily accessible and the newly developed adventure playground now provides additional opportunities for physical development and recreation.

## **Care, guidance and support**

### **Grade: 1**

The care, guidance and support provided for pupils are exemplary in the views of both the school and the inspectors. Exceptionally positive relationships between children and adults ensure that all children feel safe and that there is someone to turn to if help is needed. Behaviour is closely monitored; rare incidents of unacceptable behaviour are dealt with positively and effectively. Children with learning difficulties and/or disabilities are well supported by effective individual education plans and well deployed support staff. All children are clear about what teachers require of them to improve their work further and this is a noteworthy strength of the school. The induction procedures for children entering the Reception class are exceptionally good. There are appropriate arrangements for transferring to high school. The school is trialling its own initiative of consulting Year 7 pupils a term after they leave Lacey Green to gather ideas about how transfer could be made better. Policies and procedures for child protection are robust and thorough, as are those for first aid and risk assessment. There is an exceptionally strong caring ethos which permeates all aspects of school life.

## **Leadership and management**

### **Grade: 1**

Inspection evidence confirms the accuracy of the school's view that leadership and management are outstanding. The headteacher is an inspirational leader and she is complemented well by an outstanding deputy head. Together they make a formidable and energetic partnership in ensuring that all pupils make good progress within a first class learning environment in which every child truly matters. This vision is shared by all staff who are equally committed to providing the best possible education and care for their pupils. Leaders and managers at all levels contribute to school improvement through their monitoring of lessons, planning and pupils' work.

The quality and accuracy of the school's self-evaluation is excellent. It is built upon thorough monitoring and evaluation systems which result in a clear picture of the school's considerable successes whilst also highlighting areas which could be improved

further. In the spirit of true consultation, the leadership team actively seeks the views of all concerned with the school, and takes action when appropriate. A comprehensive range of data on pupils' standards and progress contributes effectively to target setting and is used to sharpen teaching through performance management systems.

Governors are very well informed and fully involved in the life of the school. They know the school's strengths and areas for development well and contribute to the development of the school's strategic vision.

The school's development plans are working documents which provide an overview of actions which have been taken and how these are making a positive difference to the quality of education provided. Key priorities are planned in detail to achieve the desired outcomes. Resources are carefully and efficiently used to achieve excellent value for money. The school has very good capacity to continue to improve, due to the dedication and skills of senior leaders and the commitment of all staff.



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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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	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

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	3	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

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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	1	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

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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**

As you know, Mr Alexander and I visited your school recently and we would like to thank you for helping us and making us so welcome. You'll be pleased to know that we judged Lacey Green to be an outstanding school, and all of you play a very important role in making it that way.

We particularly enjoyed our conversations with you in meetings and around the school. Your behaviour and attitude to work are excellent: the way you enjoy your lessons and go around with such big smiles on your faces made us feel like smiling all the time too! Below are some of the other things that particularly impressed us.

- You have a brilliant headteacher. Mrs Dooley knows every one of you very well and she and Mrs Jones set a great example to everyone in the school to make sure that each of you is able to achieve as much as you can.
- Teaching is at least good and sometimes outstanding. Your class teachers and other adults work together well to make sure that you are well looked after and have lots of exciting and interesting things to do and learn. You told us about how much you enjoy the special lessons in PE, drama, art and music as well as all the other subjects.
- You are keen to take on responsibilities and help to make decisions about your school, as well as caring very much about one another.
- You and your teachers use computers and interactive whiteboards very well in lessons, and this helps you in lots of other subjects too.
- Your teachers know how well you are doing in your work, and just what needs to be done to improve it, and so do you! We were impressed to see you really thinking about your work and your targets, letting the teachers know when you needed more help or an extra challenge.

We know that you couldn't think of ways in which your school could be made any better (and you do understand that it wouldn't be possible for the school to buy a swimming pool!). However, Mrs Dooley and the staff won't stop trying to make things even better, by working to help more of you reach the higher levels in your mathematics and English tests, and become better writers. You can help by continuing to work hard at all times, and try to never miss a day in school!

Thank you again for being so polite and friendly - and do thank Mr Emmens for us too, because we think you're lucky to have such a super caretaker!