



# Bosley St Mary's CofE Primary School

## Inspection Report

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**Unique Reference Number** 111253  
**LEA** Cheshire  
**Inspection number** 278637  
**Inspection dates** 13 February 2006 to 13 February 2006  
**Reporting inspector** Ms Joan McKenna CfBT Lead Inspector

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

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<b>Type of school</b>	Primary	<b>School address</b>	Leek Road
<b>School category</b>	Voluntary controlled		Bosley
<b>Age range of pupils</b>	4 to 11		Macclesfield, Cheshire SK11 ONX
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01260 223280
<b>Number on roll</b>	45	<b>Fax number</b>	01260 223706
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs P Hughes
<b>Date of previous inspection</b>	18 October 1999	<b>Headteacher</b>	Mrs Lynn Treadway

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## **Introduction**

The inspection was carried out by one additional inspector.

## **Description of the school**

This school is much smaller than average, with very small numbers of pupils in some year groups. They are organised into two classes, one containing pupils in Reception and Key Stage 1, and the other containing all pupils in Key Stage 2. Almost all pupils are of white British heritage. The proportion of pupils with learning difficulties and/or disabilities is below that usually found, although the proportion with a statement of special need is average. The socio-economic background of pupils is mixed, but overall is broadly average, and no pupils are known to be entitled to free school meals. A higher than usual number of pupils join or leave the school at other than the usual times.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 3

The school provides a satisfactory education for its pupils. It provides well for their personal development. The school is very inclusive and all pupils are valued as individuals. Staff know all pupils extremely well and work in good partnership with parents and with outside agencies to give them the support they need. Pupils enjoy school, behave very well and have exceptionally good relationships with each other. Their knowledge of how to keep healthy is outstanding. The curriculum is good and the buildings and grounds create an attractive learning environment. However, although teaching has good features, it is satisfactory overall as the very wide range of learning needs in the mixed age classes are not always catered for effectively enough and arrangements for assessing pupils' work require further development. Pupils' achievement throughout the school is satisfactory overall, although some individuals make good progress. Pupils entering the Reception class settle in well and make satisfactory progress towards the goals set nationally for pupils of that age. Leadership and management are good. Action being taken to effect improvement, is having a positive impact, and is, for example, raising standards in writing. Areas requiring further development are generally well known, although some judgements the school makes about itself are generous. However improving evaluation and monitoring and ensuring that all leaders are fully involved have been identified as priorities for development. Improvement since the last inspection and value for money are satisfactory. There is capacity for further improvement, and the partnership between the headteacher, staff, governors, parents and pupils provides a good basis on which to continue to build.

### What the school should do to improve further

Continue the work being undertaken to:

- ensure that teaching in the mixed age classes caters for the needs of all pupils to enable them to learn well
- improve assessment procedures and involve pupils in assessing their own work and in setting targets for improvement
- ensure that all leaders monitor and evaluate the effectiveness of their areas of responsibility accurately.

## Achievement and standards

### Grade: 3

The number of pupils in individual year groups is so small that statistics about performance have to be viewed with some caution. In making the following judgements, the school's assessment records and evidence gained during the inspection has been taken into account. Pupils' achievement overall is satisfactory, although some individuals make good progress. Attainment on entry to the school varies for individuals, but in general is in line with expectations for pupils of that age. Pupils entering Reception settle well and make satisfactory progress towards meeting the goals set nationally for pupils of that age. Pupils in Years 1 and 2 continue to make steady

progress and usually reach standards in line with their abilities. Overall, standards at the end of Year 2 have been broadly average for the past five years. By the time pupils leave the school at the end of Year 6, standards are also broadly average and that too has been the case for the past five years. There is a very wide range of learning needs in the Key Stage 2 class. The attention paid to meeting these needs enables pupils to make satisfactory progress. However, tasks given to pupils when they are working independently do not always promote sufficient progress and some do not enable pupils to reach higher levels of work. Some good support for pupils with learning difficulties and/or disabilities helps them to make a similar rate of progress to their class mates. Targets set for pupils' attainment are usually, but not always, met. There are signs of rising standards, such as in writing where work done last year has had a positive impact. Improving mathematics is a current focus.

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

### **Grade: 2**

There are many positive features to pupils' personal development, and their spiritual, moral, social and cultural development is good. Pupils are open, friendly and welcoming. Pupils of different ages have exceptionally good relationships with each other. They work and play alongside each other very harmoniously, such as when two Reception children were thoroughly enjoying a game of catch with two Year 6 play leaders. There is occasional friction between individuals, but this is dealt with quickly. Behaviour is very good. Pupils' understanding of how to keep healthy through physical exercise and diet is outstanding, helped by the fact they grow vegetables and fruit on site, and play a part in cooking and eating them. Pupils like the new healthy lunches, one commenting that she liked the fact that 'there are more vegetarian options'. Pupils also know how to keep safe and they feel secure. Pupils make a good contribution to their community. They played a part in plans to develop the grounds to make them more effective and fun to use. Even very young children carry out responsibilities well such as holding doors open for others. Children are aware of other communities, such as 'The Bosley School' in the Gambia, which has been set up as part of a local village project. Pupils' attendance is high.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning is satisfactory overall. All have some good features. There is a positive climate for learning, helped by a good partnership between adults working in the classrooms. Teachers expect pupils to work hard and pupils respond to these expectations, concentrating and following instructions well. Pupils are good at both working independently and cooperating with others. The use of 'shoulder partners' to promote speaking and listening skills is good. Pupils in the younger class were earnestly discussing whether or not they preferred to learn about the story of 'The Enormous Watermelon' through drama or through reading the book, although some

were not confident at talking to the whole class. Considerable efforts are made to meet the wide range of pupils' needs in both classes, and these meet with some success, enabling pupils to achieve satisfactorily. However there are times when pupils are working independently, especially at Key Stage 2, when the tasks that pupils are given and the way in which they are organised, do not provide enough challenge or relevance and on these occasions the pace of learning slows. Assessment is satisfactory. Pupils are given some helpful feedback about how well they are doing but it is recognised by the school that there needs to be greater use of target setting and pupils need to be more involved in assessing their own work.

## **Curriculum and other activities**

### **Grade: 2**

A good, broad curriculum is provided. All required subjects are taught, along with the National Strategies for literacy and numeracy, although it is an on-going challenge for the school to adapt these to meet the diverse needs of pupils in whole key stage classes. There is a good emphasis on promoting pupils' creativity and physical development. Recent improvements to the building and grounds have made a very positive contribution to improving the pupils' learning environment. The nature of the building means that Reception pupils do not have independent access to the outdoors, although the school has taken steps to address this at specific times of the week. The curriculum promotes all aspects of pupils' personal development well, including their health and safety, and the school has gained a 'Healthy School' award for the past four years. The 'growing project' which involves pupils in growing, picking, cooking and eating their own fruit and vegetables is a noteworthy aspect of the curriculum. The curriculum is enriched well through trips and visitors into school.

## **Care, guidance and support**

### **Grade: 2**

An advantage of being a small school is that adults know the pupils and their families extremely well and provide very good personal support for them, especially when they are experiencing difficulties and require extra care. There is good team work within the school and also with outside agencies, and the school goes to great efforts to ensure that any additional care and support that a pupil may need, for example if they have a learning difficulty, is provided. Child protection and health and safety procedures are secure. The school welcomes the involvement of parents, and seeks their views, for example, through inviting 'exit statements' from Year 6 parents. Pupils also play a good part in caring for their peers, for example joining anyone sitting at the 'buddy bench'. Academic guidance is satisfactory, but some of the weaknesses in assessment, such as the fact that setting learning targets is not comprehensively undertaken, limit its effectiveness.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good overall. The headteacher has a strong commitment to all of the pupils and she sets the tone for the extremely inclusive atmosphere within the school whereby every pupil is welcomed and valued as an individual. She is committed to continually improving the school and has had some demonstrable success in this, such as the developments to the building and grounds and the recent improvement in pupils' writing. She is committed to working as a team and to developing the skills of other leaders, who, because they each hold a large number of responsibilities, are not yet fully involved in monitoring and evaluating the effectiveness of all areas. Involvement in a primary leadership project is proving to be valuable in developing the leadership skills of others. The headteacher is clear about further improvements needed, although some of the school's judgements about itself are generous. However, improving self evaluation has been identified as a priority for development. The fact that some areas of the school are only satisfactory is not to do with weaknesses in leadership and management, but more to do with the challenges posed by being such a small school, especially the fact that the range of pupils' learning needs to be planned for and met in each class is so wide. There has been satisfactory improvement since the last inspection, and there is capacity for further improvement. The strong teamwork between staff, informed involvement of governors, confidence of parents and cooperation of pupils provide a good basis on which to continue to build.

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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>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	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>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	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>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	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**

Thank you for being so friendly and making me feel welcome when I visited your school recently. I very much enjoyed talking to you and watching you learn.

What I liked most about your school.

- You get on very well with each other and play and work together nicely.
- You work hard for your teachers and you like school.
- You know how to keep healthy and the importance of a good diet and exercise.
- Your teachers know you very well and they give you very good support.
- The headteacher and other staff are working hard to make your school even better.
- You play a part in making your school a better place to be, through things like opening doors for each other and improving the playground.

What I have asked the school to do now.

- Whatever your age or however easy or difficult you find the work, help all of you in your class learn well.
- Involve you in assessing your work so you know what you do well and what you can do better, and giving you more targets to help you improve your work.
- Make sure that all leaders in the school check how well you are doing in all subjects.

You can help your teachers by continuing to work hard. I hope that you continue to be happy at school.