



Delamere CofE Primary School

Inspection Report

Unique Reference Number 111259
LEA Cheshire
Inspection number 278640
Inspection dates 15 February 2006 to 16 February 2006
Reporting inspector Mr Paul Bamber CfBT Lead Inspector

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

Type of school	Primary	School address	Stoney Lane
School category	Voluntary controlled		Kelsall
Age range of pupils	4 to 11		Tarporley, Cheshire CW6 0ST
Gender of pupils	Mixed	Telephone number	01829 751 450
Number on roll	57	Fax number	01829 751 450
Appropriate authority	The governing body	Chair of governors	Rev Perkes
Date of previous inspection	20 September 1999	Headteacher	Mr S Docking

Age group 4 to 11	Inspection dates 15 February 2006 - 16 February 2006	Inspection number 278640
-----------------------------	---	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report 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.

Introduction

The inspection was carried out by one additional inspector.

Description of the school

This is a much smaller than average sized village school. Many children travel from outside the catchment area to attend. All children are taught in mixed age classes. They enter the school with broadly average skills and are all from white British background. Fewer than normal come from disadvantaged backgrounds. The proportion of children with learning difficulties and/or disabilities is average. Children have access to an after school club. The headteacher has been in post for one year.

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's overall effectiveness is satisfactory and it offers satisfactory value for money. This judgement agrees with the school's own view. Throughout the school, standards are broadly average and most children achieve satisfactorily. Quality and standards in the Foundation Stage are satisfactory. Throughout the school more able children do not achieve as well as they should because they are not always sufficiently challenged. There are some good aspects of provision, notably children's personal development, including their good behaviour and positive attitudes. A strength is the very caring way in which the school supports and encourages children to become more mature and aware of their responsibilities as young citizens. The curriculum is satisfactory overall. There is good enrichment through visits and the wide range of school clubs offered. However, curricular planning does not sufficiently focus on the skills children should acquire in non-core subjects (all subjects other than English, mathematics and science). Leadership and management are satisfactory overall. The recently appointed headteacher provides strong and purposeful leadership. There is currently real momentum for improvement on several fronts, based on accurate self-evaluation and strongly developing team work. This is why the school's capacity to improve further is good. There are useful partnerships with parents and the local authority which contribute well to school improvement. However, the intended outcomes of action plans are insufficiently focused on specific improvements in children's learning or achievements. Governors do not currently provide enough information for parents.

What the school should do to improve further

- Improve the achievements of the more able children by setting them more challenging work, a wider range of tasks and by involving them more in assessing their own progress.
- Develop curricular planning further to make it clear what skills children in each year group need to develop in non-core subjects.
- Make action plans reflect more specifically what different groups of children need to do to improve.
- Ensure that governors provide parents with all the information about the school they are entitled to receive.

Achievement and standards

Grade: 3

Throughout the school, most children achieve satisfactorily. They enter the Reception class with broadly average skills. They make steady progress and many achieve the targets set for them in all areas of their learning by the time they enter Year 1. Children continue to make progress in Years 1 and 2 and attain average standards, with most achieving the expected level by the end of Year 2. There has been a recent trend, however, of a lower than average proportion of Year 2 children attaining the higher

Level 3 in reading, writing and mathematics. Achievement through Key Stage 2 is satisfactory. In 2005, the achievements of Year 6 children dipped. However, this does not represent a trend and with such small cohorts the occasional blip is to be expected. Results in the Year 6 national tests have fluctuated. However, overall standards have been and remain broadly average. In 2003 and in 2005, the proportion of children attaining the higher Level 5 was below average. The targets set by the school for its performance in 2005 Year 6 national tests were not met. However, evidence indicates that the challenging targets set for 2006 will be attained. Children with learning difficulties and/or disabilities progress well when they receive intensive support, but overall they achieve similarly to most other children. Those children with the capability to achieve the highest standards do not do so because there is not sufficient challenge. One or two children reported that they wished they could have harder work to do.

Personal development and well-being

Grade: 2

Children's personal development, including their spiritual, moral, social and cultural development, is good. They are well aware of the need to eat sensibly and to exercise regularly. They enjoy the well balanced school lunches and the many opportunities provided to join in physical activities. Children enjoy all aspects of school life and have very positive attitudes to learning, to each other and to their teachers. Attendance and punctuality are good. Children contribute well to decision making in the school, especially through the school council, which has been influential in greatly improving the environment and facilities in the play area. The school council was also involved in the appointment of the school cook, keen to be assured that their lunches would be healthy and tasty. Children have a well developed awareness of their responsibilities as good young citizens, helping each other and contributing time and energy to helping those less fortunate than themselves. Through exposure to the arts and visits to places of interest, children's wider cultural awareness is strongly developed and in keeping with the school's denominational status they are spiritually aware. They have a good grasp of basic skills, including the use and application of information and communication technology (ICT).

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory with good features. In the best lessons, predominantly in the class with children in Years 4, 5 and 6, children learn well and make good progress as a result of pacy teaching, interesting tasks, good subject knowledge and the effective use of resources. In these lessons, good use of ICT also enhances learning well. In satisfactory lessons, a strength is the effective, positive behaviour management to which children respond well, eagerly cooperate and work hard. Relative weaknesses in other lessons, include a pace that is sometimes too slow and insufficient use of assessment to set challenging work, especially for the

more able children. This contributes significantly to the underachievement of these children. Older children respond well to homework tasks that require them to research and organise information. Parents are particularly appreciative of this, commenting, 'homework now seems to be more challenging and interesting'. Children with learning difficulties and/or disabilities that are diagnosed early, receive appropriate support. A good feature of their learning is the intensive support they have from teaching assistants that focuses closely on the targets set for them in their individual education plans. Teachers are beginning to use a wider range of teaching methods, particularly to involve children more in practical activities. This is paying dividends in better quality learning. Children are insufficiently involved in assessing their own progress or that of their classmates, in order to increase their understanding of how they can improve.

Curriculum and other activities

Grade: 3

The curriculum satisfactorily meets the needs of most children and fully meets external requirements. However, it is not entirely successful in meeting those of some of the more able children. The curriculum enriches children's education by providing a good range of visits, visitors and extra curricular activities. These experiences enhance children's physical, social, cultural and aesthetic development well. Children unanimously express their enjoyment of sport, music, drama and art and design. The curriculum in the Foundation Stage is satisfactory, although, as the school acknowledges, further improvements to the environment and use of the outside classroom are needed to fully meet children's needs. Provision to ensure children's health and safety is good. Lessons to promote children's personal, health and social education are effective and visits from representatives of the police and the emergency services teach children well about the need to be safe. Changes to the way in which the curriculum is taught in mixed age classes have recently been introduced. These provide more cohesion and effectively meet the needs of those children. However, the curriculum for non-core subjects is still very knowledge based and focuses insufficiently on developing children's skills. The school is aware of this and has plans to address this relative weakness.

Care, guidance and support

Grade: 2

The quality of care and support the children receive is good and contributes well to their good safety, security and well-being. A caring family atmosphere is at the heart of the school's work and children are very aware of how well they are looked after. Two comments made to the inspector were 'there is always someone there to make you feel safe or if you have an accident' and 'it feels just like your parents are looking after you'. There are rigorous systems in place for child protection with which all staff are fully familiar. There are regular and detailed risk assessments to ensure that children are safe and healthy. First aid from qualified staff is always available. However, systems to track children's progress and to provide them with clear guidance on the next steps in their learning are relatively new and are insufficiently embedded in practice to have

made a great deal of impact on promoting children's good progress, especially the more able.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher, who has been in post for one year, provides dynamic and purposeful leadership. He has created a momentum for change and improvement that has enthused colleagues and impressed governors, parents and children. Accurate and pragmatic self-evaluation contributes well to the school's knowledge of the improvements needed. However, despite recent improvements in subject coordination and to governance, these remain satisfactory, but with room for further improvement. Many potentially effective systems for performance management have been recently introduced. However, they have had insufficient time to make more than a satisfactory impact on improving children's achievements, the quality of teaching and learning and aspects of the curriculum. This is why leadership and management are satisfactory rather than good which was the school's judgement of itself. There is, however, a common sense of purpose focused on raising standards, which is shared by all stakeholders in the school. Newly forged, positive partnerships with parents and the wider community add to the effectiveness of the drive for improvement. Although curriculum coordinators now take much more responsibility for planning developments and in identifying and procuring resources, they are as yet insufficiently involved in driving improvements in standards and provision. Action plans currently lack sufficient links with improvements in learning. Governors are well organised into committees but acknowledge that there are gaps in the information they provide for parents and that they need to be more effective in monitoring the school's provision.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

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
--	-----------------------	--------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	2	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?	3	NA
The standards ¹ 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

How good is the overall personal development and well-being of the learners?	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	2	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

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	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?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	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	3	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	3	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

Thank you for making me so welcome during the two days I spent in your school. I really appreciated the open and frank way in which you chatted to me and let me know so many interesting things about your school. I would like to share with you those things I thought were good about the school and those things I felt it could do a bit better.

What I liked most about your school:

- it makes sure that you become caring young citizens who make sensible decisions and who get on very well together
- you have many interesting visits and visitors and there are lots of different after school clubs for you to enjoy
- it makes sure that you are safe and well looked after
- your headteacher has a clear idea of how to make your school even better.

What I think the school could be doing better:

- some of you, who find your work easier than most other children do, could be doing even better
- when teachers plan your work, they could say more clearly how you could improve and state what skills you need to develop, as well as what facts you should learn
- the school needs to tell your parents more about the way the school is run and how you are getting on compared with children in other schools.

Thank you for helping me with the inspection of your school. I hope that you carry on enjoying school, do well with your work and try really hard to improve.