



Stapeley Broad Lane CofE Primary School

Inspection Report

Unique Reference Number 111269
LEA Cheshire
Inspection number 278642
Inspection dates 15 February 2006 to 16 February 2006
Reporting inspector Mr Joe Peacock CfBT Lead Inspector

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

Type of school	Primary	School address	Broad Lane
School category	Voluntary controlled		Stapeley
Age range of pupils	4 to 11		Nantwich, Cheshire CW5 7QL
Gender of pupils	Mixed	Telephone number	01270 624 186
Number on roll	178	Fax number	01270 629 621
Appropriate authority	The governing body	Chair of governors	Mrs J Williams
Date of previous inspection	29 November 1999	Headteacher	Mrs Marian Andrews

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

This semi-rural primary school is smaller than most primary schools, nationally. Numbers are falling partly due to the opening of a new school nearby. Almost all pupils are from a white British background. A few pupils have English as an additional language. The number entitled to free school meals and those with learning difficulties and/or disabilities are both well below average. Attainment on entry to the Reception class this year is above average but varies from year to year. Some aspects of the school's development have been disrupted by the long term absence of key staff.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school which is giving good value for money. Inspection judgements mostly agree with the school's self-evaluation. The quality of teaching and learning, however, is judged to be good rather than satisfactory as this was the standard seen in almost all classes. A small amount of inadequate teaching was seen in one class. The quality of teaching and learning is good in the Foundation Stage, and it is evident that all children in Reception are making good progress. Standards in English, mathematics and science are significantly above average by Year 6. Most pupils achieve well as they move through the school. Those with learning difficulties make outstanding progress because of the quality of support they receive. The assessment of pupils' progress is good and teachers use the information well to set challenging targets. Pupils are clear about what is expected of them. Parents are extremely supportive. They appreciate the good relationships with staff. The headteacher knows the school well and has correctly identified areas for improvement but action has sometimes been delayed because of the absence of key staff. Procedures for subject coordinators to monitor the quality of teaching and learning are not sufficiently well developed at present. The time is right for all governors to become more proactive and to help bring about improvement. Inspectors judge the school's capacity to further improve as good.

What the school should do to improve further

- Ensure the issues of developing the role of subject coordinators and eliminating inconsistencies in the quality of teaching, already identified for improvement, are carried out within the planned timescale.

Achievement and standards

Grade: 2

Standards are well above average in Year 2 and in Year 6. Pupils achieve well because of the quality of teaching and their excellent attitudes towards learning. In Reception, children make good progress in all areas of the curriculum and many will exceed the targets expected of them well before the end of their Reception year. Their progress in personal, social and emotional development and in gaining literacy and numeracy skills is particularly good.

In the 2005 national tests for seven-year-olds, standards in reading and writing were significantly above average and above average in mathematics. There is no significant difference in attainment between boys and girls in the current Year 2 class with all pupils achieving well above average standards in reading, writing and mathematics. A strong emphasis on learning phonics in the infant classes is helping to maintain the high literacy standards, including for those pupils who speak English as an additional language.

Year 6 pupils' performance in the 2005 national tests was significantly above average in English, mathematics and science. Inspection evidence clearly shows that the high

standards have been maintained. The school has correctly identified the need to further increase opportunities in mathematics and science for pupils to solve problems and conduct investigations.

The progress of pupils with learning difficulties and/or disabilities is outstanding. Pupils who previously struggled with aspects of their work generally attain national expectations by the time they leave the school. More able pupils and the few minority ethnic pupils are sufficiently challenged and most make good progress.

Personal development and well-being

Grade: 2

Inspectors agree with the school's assessment. Pupils' personal development and well-being are good. Pupils' behaviour in lessons and around the school is outstanding. All appear to enjoy school and show respect and consideration for one another. There was some inattention, especially amongst boys, when lesson introductions were rather long but there was no disruption to other pupils' learning. Within a strong Christian and family ethos, pupils willingly accept responsibility and are cheerful, polite and helpful. A school council has been established. Pupils take their responsibility seriously and have a direct impact on improving the school. Attendance is currently well above the national average.

Pupils' spiritual, moral, social and cultural development is good. Pupils' self-esteem and confidence are successfully developed because their different achievements are valued and rewarded. All gain a very good knowledge of Christianity and an understanding of world religions and cultures through assemblies and lessons. Religious festivals for different world religions are celebrated and the French language and culture are taught to all Key Stage 2 classes. Pupils understand, very well, how to keep safe and most invariably eat healthy snacks at break times.

Pupils are aware of the importance of achieving good academic standards as a means to future employment. Good punctuality and their ability to get on well with others are good starting points for future success in the workplace.

Quality of provision

Teaching and learning

Grade: 2

Overall, the quality of teaching and learning is good. Teachers generally use information about pupils' progress well to ensure that their work is pitched at the right level. The outstanding planning and support for pupils with learning difficulties ensures that they all make significant progress.

In the reception class, the quality of teaching is good. The enthusiasm of the teacher and enjoyable activities successfully engage children's interest. Good use is made of the outdoor area but this is underdeveloped as a teaching and learning resource.

In Key Stages 1 and 2, strengths include, the good relationships between staff and pupils, skilled questioning to check on learning and the good match of tasks to pupils' needs. Teachers' planning includes good opportunities for pupils to use their literacy, numeracy or computing skills in most subjects. In a Year 5 science lesson, for example, computing and literacy skills were employed as pupils produced fact files about planets. Teaching assistants effectively support pupils who need help, including those who need help in speaking English.

In almost all classes, the quality of teaching is strong but a small amount of inadequate teaching was seen in one class. The school has identified this and steps are being taken to make sure that appropriately challenging work is presented to pupils of all abilities and the marking of pupils' work is more effective.

Curriculum and other activities

Grade: 2

The curriculum is good and well matched to the needs of the pupils. Reception children experience all of the expected areas of learning. In a response to parental requests, the raised profile of sport, music and art is proving very successful and popular with pupils. The school is a hive of activity both during the day and in after-school activities. Extra individual or small group support ensures pupils of all abilities have work designed specifically for them. This is a strong feature of the school's work. The same high level of planning is not always matched in general class work. For example, handwriting lessons are not always geared specifically to pupils' different ability levels. The importance the school gives to developing pupils' personal, social and health education through the curriculum helps its pupils to live healthily and successfully extends their understanding about sex and relationships education.

Care, guidance and support

Grade: 2

A strong ethos of care pervades all aspects of school life. The school council members think that the school is extremely supportive of them individually and their role as a group. Good behaviour is promoted effectively and pupils are made aware of how to deal with instances of bullying should it arise. Child protection and health and safety routines are in place and known by staff. Governors, however, have yet to consider and respond to the recent external safety and risk assessment review. Systems to check on pupils' progress are good and developing. These help senior staff to monitor pupils' progress; even more rigour is being built into this process. Induction procedures for Reception children are effective and appreciated by parents. There are good systems also to support pupils joining later in their school career such as those with English as an additional language. Specialist support is readily available for those with learning difficulties and/or disabilities. As one parent wrote, 'my child receives the best education for addressing her specific learning difficulties'. This is matched by the school's impressive support for those identified as gifted or talented.

Leadership and management

Grade: 2

Leadership and management are good and ensure pupils' high standards and good achievement. The headteacher and her staff have the overwhelming support of the parents, as reflected in the very high number of questionnaires returned to the inspection team. The school has a clear picture of its strengths and priorities for development. This is reflected in the overall accuracy of the school's self-evaluation. Unavoidable staff absence, especially involving key members of staff, has been well-managed to minimise the effect on pupils' progress, but has meant that deadlines for some planned management initiatives have not been met. These are now coming back into line, particularly more detailed checking of pupils' progress by subject coordinators. Steps are being taken to ensure that all teaching is as strong as the best. Governors carry out their role satisfactorily. For instance, they plan their budget prudently to ensure fluctuating pupil numbers do not overly interfere with the school's strong staffing position. Also, they continue to press strongly for increased car parking space to overcome the difficulties of parents parking on the busy road outside the school. The time is right for governors to strengthen their role in ensuring planned initiatives are successful and met on time. The school's capacity to improve further is clearly good.

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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?	2	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	2	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?	2	NA
The standards ¹ 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	1	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	1	NA
The attendance of learners	1	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?	2	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?	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?	2	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	2	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

Thank you for helping us when we visited your school. We really enjoyed talking to everyone and looking at your work. The other things that we particularly liked were:

- the good start to school you all get when you come into Reception and the many interesting things there are for you to do. We hope it will not be long before the planned improvements for the outdoor area begin
- how well all of you enjoy school. Your attendance record is very impressive
- the very special care and support you all have from all of the staff. We are sure that those of you who find learning difficult would agree that you could not have any better help from your teachers and their helpers
- your excellent behaviour in lessons and the way you try so hard to answer questions
- how well your headteacher knows the school and her clear view about the improvements that are necessary.

In order to make your school even better, we are asking your headteacher, staff and governors to do the following things:

- establish, as quickly as possible, ways for all of your teachers to check the quality of teaching and learning in all subjects and spot anything which could be improved to make sure that teaching is good in all classes
- ensure that planned improvements take place within the time limits agreed.

Thank you again for helping us with the inspection of your school. We hope that you will carry on helping your teachers to make it even better!