



# Bunbury Aldersey CofE Primary School

Inspection Report

**Unique Reference Number** 111344  
**LEA** Cheshire  
**Inspection number** 278665  
**Inspection dates** 23 January 2006 to 24 January 2006  
**Reporting inspector** Mrs Marie Cordey CfBT Lead Inspector

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

<b>Type of school</b>	Primary	<b>School address</b>	School Lane
<b>School category</b>	Voluntary aided		Bunbury
<b>Age range of pupils</b>	5 to 11		Tarporley, Cheshire CW6 9NR
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01829 260 524
<b>Number on roll</b>	212	<b>Fax number</b>	01829 261 332
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr M Thomas
<b>Date of previous inspection</b>	13 March 2000	<b>Headteacher</b>	Ms Alison Philips

<b>Age group</b> 5 to 11	<b>Inspection dates</b> 23 January 2006 - 24 January 2006	<b>Inspection number</b> 278665
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## **Introduction**

The inspection was carried out by two additional inspectors.

## **Description of the school**

This is an average sized Church of England primary school in an advantaged area. The vast majority of pupils are from a white British background. Attendance is well above average and eligibility for free school meals is lower than usual. Attainment on entry is above average. The proportion of pupils who have learning difficulties and/or disabilities is below average. Staffing is stable and the headteacher has been in post since January 2001. The school holds Artsmark status and also the Basic Skills Quality Mark.

## **Key for inspection grades**

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

## **Overall effectiveness of the school**

### **Grade: 2**

Inspectors agree with the school's view that it provides a good quality of education and good value for money. Standards are significantly above average, including the Foundation Stage, which also provides good quality education. Pupils are performing better than expected because of the good teaching they receive and their achievement is good. Personal development and well-being is outstanding because of the commitment of the school to developing the pupils' social as well as academic well-being. All members of staff, teaching and non-teaching, work together to help pupils enjoy coming to school. This contributes to the pupils' attendance, which is well above average and to their attitudes and behaviour, which are excellent. A strong Christian ethos is a cornerstone of the school's work and is reflected in pupils' tolerance and respect for others. Not all pupils are aware of how they are doing or how to improve. The headteacher is committed to involving pupils more in the assessment of their learning and to tracking pupils' progress more rigorously. This is reflected by the increased involvement of senior and middle leaders. Leadership and management are good and are instrumental in contributing to rising standards and achievement. The commitment and drive of the headteacher sets the tone for continuing improvement. Self evaluation is generally accurate. Governors are important and valued. They are a key part of the school and very supportive of the headteacher. There has been good improvement since the last inspection and the school has good capacity to improve.

### **What the school should do to improve further**

- Further develop the tracking of pupils' progress to sharpen the focus on achievement, and to ensure that all pupils are aware of how they are doing and what they need to do improve.
- Further develop the skills of senior and middle managers in to monitoring and evaluating the performance of the school.

## **Achievement and standards**

### **Grade: 2**

Pupils enter the school with above average standards, particularly in literacy and communication. They make good progress in school because of the good teaching and support for their personal development. Pupils make good progress in the Foundation Stage and their standards are significantly above average.

Results in national tests at the ends of Years 2 and 6 over recent years indicate that achievement is good and that standards are significantly above average. Standards are well above average by the time pupils leave the school and inspection evidence shows that pupils are making good progress. Standards of work in the current Year 6 are well above average and pupils are on course to meet the school's challenging targets. Standards and achievement in science are a particular strength. Good teaching is matched closely to pupils' needs and support is well planned to ensure that pupils improve. Pupils with learning difficulties and/or disabilities are well supported to make

good progress. Inspectors agree with the school's view that achievement and standards are good.

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

### **Grade: 1**

Inspectors agree with the school that pupils' personal development and well-being is outstanding. Pupils enjoy coming to school and they are keen to learn.

Attendance is well above average. Behaviour is outstanding thanks to good systems such as the 'Golden Star' and 'Traffic Light' reward systems that lead to 'Golden Time' every week. Bullying incidents are very rare and pupils understand what to do if they are troubled. They feel very comfortable at school because 'our teachers do listen to us'. The school council is very effective; it represents every age group and there are clear procedures to ensure that all pupils have a 'voice'. Pupils were actively involved in improving the school playground.

Pupils adopt healthy lifestyles. They take part in two hours of physical education a week as well as extra - curricular sporting activities such as netball and football. A playground equipment box is provided and pupils use this extremely well. Consequently, playtimes are a positive experience for them. Life affirming assemblies and a strong Christian ethos encourage tolerance and respect. Pupils' spiritual, moral, social and cultural awareness is outstanding. A 'playground friends' system makes sure everyone has someone to talk to and play with. Pupils raise funds for a wide range of charities and they make excellent contributions to the local community.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good, which reflects the school's view. Relationships between teachers and pupils are caring and warm. The pupils' attitudes and behaviour are excellent in their response to their teacher's high expectations of work and commitment. Outstanding displays of work celebrate pupils' achievement and provide a very attractive learning space. Pupils are attentive and work very hard in an atmosphere that celebrates learning. Lessons are well planned to meet the needs of pupils who have a range of attainment. The teachers are enthusiastic and create a zest for knowledge amongst the pupils, who respond enthusiastically. Some outstanding teaching was seen. Pupils work at a furious pace when there is a variety of activity and their imagination is captured, for example when looking at mathematics through art. Occasionally, the pupils are not given the chance to be actively involved because teachers spend too long introducing their work. When this happens the support staff are less well used. Overall, however, lessons are well planned to meet the needs of all the pupils and learning support staff provide effective support for pupils with learning difficulties and/or disabilities. Other than in Years 2 and 6, pupils are not generally aware of how they are doing and what they need to do in order to improve.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is very well planned to meet the range of pupils' needs and to promote the health and safety of the pupils. Pupils find the curriculum stimulating and exciting, 'We enjoy doing drama in our literacy work and experiments in science.' The school has gained Artsmark status. The artwork displayed across the school and pupils' presentation of work are outstanding. Good provision for literacy and numeracy enables the pupils to make good progress and become very confident in the basic skills that they then apply well in other subjects. Information and communication technology is used as an effective teaching aid and links are being further developed across the curriculum. The Foundation Stage curriculum is well planned to provide a wide range of activities both indoors and outdoors in all areas of learning. There is a very broad range of after-school clubs and a good variety of special weeks including mathematics, science, multi cultural and art. The multi-cultural week is used well to ensure that this aspect is integrated in all areas of the curriculum.

## **Care, guidance and support**

### **Grade: 2**

There are many outstanding features of care support and guidance, most notably in caring and looking after the pupils. The academic development of pupils, including those with learning difficulties and/or disabilities, is tracked and monitored effectively. Further development is planned to ensure that this is more helpful to pupils and parents and to link more closely to the target setting process. Consequently, inspectors judge care, guidance and support as good rather than agreeing with the school's judgement of outstanding. Gifted and talented pupils are identified and challenged and high quality work was produced in information and communication technology in a link with the local high school. There are very effective child protection and health and safety systems in place reflecting the school's commitment to pupil welfare. Good links exist with outside agencies to promote and support pupils. There are good relationships between pupils and staff that help to create the caring ethos throughout the school. The large number of lunchtime and after school clubs shows the high level of commitment of the staff to the pupils. Pupils enjoy school: 'Our teachers make our lessons interesting and fun.'

## **Leadership and management**

### **Grade: 2**

Leadership and management are good and match the school's view. The headteacher is positive about what she wants for the school and has a clear focus for attaining even higher standards. This strategy will further involve and develop professionally the senior leadership team and middle managers as they monitor and evaluate its impact. The headteacher and the school are also committed to making Bunbury Aldersey a happy and positive experience for the pupils and this is reflected in their commitment to ensuring outstanding personal development and well-being. Much work has been

done to further improve teaching and learning and this has paid off because pupils' progress has improved. Parents are involved in their child's education and many volunteer to help in classes on a regular basis. Their response to questionnaires shows that they are very pleased with the school and the quality of their child's education. A small number are concerned that some pupils do not know their standards or targets and inspectors agree that this needs improvement. Clearer analysis of impact is needed and the headteacher has already begun a more comprehensive tracking system to target improvement and to involve the pupils more keenly in their assessment. Largely accurate self-evaluation is based on thorough monitoring of quality and performance and reflected in the school's development plan. Governors are very supportive and involved in the work of the school. Governance is good. They value the school and the headteacher highly and hold the school to account for its performance.

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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>	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

<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	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	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>	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	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

<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 welcoming us to your school; you were very friendly and looked after us well. You helped us to do our job and we were very grateful for the toast and crumpets. We would like to share with you what we thought of your school.

- You really like being at Bunbury Aldersey and your parents and people in the community value the school highly.
- You work hard and make good progress.
- We think your behaviour and attitudes are excellent because of the way you look after each other, work so hard in lessons and care about people.
- We think that you act very responsibly and your suggestions for improving the school playground have produced a really good play area.
- You enjoy your lessons and you learn well because teaching is good.
- Your headteacher, teachers and non-teaching staff work very hard and want to make the school even better.

What we have asked your school to do now:

- we want you to know how well you are doing and what you need to do to get even better
- we have asked school leaders to get together with Mrs Phillips to check how you are doing so that they can plan for you to improve even more.