



Boughton Heath Primary School

Inspection Report

Unique Reference Number 111164
Local Authority Cheshire
Inspection number 288878
Inspection dates 27–28 September 2006
Reporting inspector Judith Tolley

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

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| Type of school | Primary | School address | Becketts Lane |
| School category | Community | | Great Boughton, Chester |
| Age range of pupils | 4–11 | | Cheshire CH3 5RW |
| Gender of pupils | Mixed | Telephone number | 01244 318153 |
| Number on roll (school) | 203 | Fax number | 01244 348984 |
| Appropriate authority | The governing body | Chair | Mr John Armstrong |
| | | Headteacher | Mr Mark Mullin |
| Date of previous school inspection | 11 June 2002 | | |

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school is smaller than other primary schools. Most pupils are from White British backgrounds. The proportion of children entitled to free school meals is low as is the proportion of children who have learning difficulties and/or disabilities or English as an additional language.

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 with some outstanding features. Inspectors judge the school's evaluation of some of its own work to be too modest. Parents rightly feel that it provides their children with a very secure foundation for the future. They appreciate the very caring atmosphere where every child is valued. Pupils' personal development is outstanding. They take pride in their work and have excellent relationships with each other and their teachers. Behaviour is excellent. They are given the opportunity to take responsibility and treat this seriously. Pupils are given very high standards of care, guidance and support and, as a result, become confident young people who are able to make the right choices about healthy living. They enjoy coming to school and also the opportunities they are given to take part in a wealth of enrichment activities, including a rich variety of playground activities and residential visits. All pupils play an important part in shaping the school and older pupils ensure younger children feel happy and safe.

Good teaching ensures all pupils achieve well. In the Foundation Stage, most children exceed goals set for them by the time they enter Year 1. Good teaching leads to above average standards and good achievement by the age of seven. By the age of 11, standards in English, mathematics and science are above average with the exception of writing at Key Stage 2, particularly by boys. The school is working successfully to improve this. All children display enjoyment, pride and high levels of concentration in their learning. Assessment information is used effectively to monitor children's progress and set targets but is not always used as effectively as it might be to involve pupils in recognising and planning their own progress.

The school provides good value for money. Good leadership and management lead to the school having a clear understanding of its effectiveness and the way forward. There has been good improvement since the last inspection. The dip in standards in the past two years in writing has been successfully arrested and standards are improving rapidly because of a shared determination amongst staff and appropriate action being taken. Its capacity to improve is good. The clear direction and inspirational leadership of the headteacher have won both confidence in parents and commitment in staff.

What the school should do to improve further

- Raise standards in writing in Key Stage 2, particularly for boys.
- Develop the everyday use of assessment to involve children more effectively in recognising and planning their own progress.

Achievement and standards

Grade: 2

Achievement and standards are good throughout the school. Children join Reception with skills that are typical for their age. By the time they enter Year 1, most have achieved the early learning goals, with a significant minority exceeding them. In national

tests, Year 2 pupils gain above average results in reading, writing and mathematics, with particularly strong performances in reading and writing at the higher levels. Results at the end of Year 6 are well above expectations for pupils of their age in mathematics and science, and have been for three of the last four years. Standards in English have been broadly average over the last two years. The school has identified the reasons for the lower performance in English. Although reading standards are high, standards in writing need to be improved, particularly those reached by boys. Determined action is being taken to remedy the situation and this is already having a positive impact. Pupils with learning difficulties and/or disabilities and looked-after children make the same good progress as the other pupils.

Personal development and well-being

Grade: 1

The consistently well above average attendance figures are a ringing endorsement of pupils' enjoyment of school. This is reflected in excellent behaviour and enthusiasm for learning. Spiritual, moral, social and cultural development is outstanding. The caring and inclusive atmosphere plays a key role in ensuring that all pupils feel valued. Pupils spoke of their pride when they received certificates in recognition of their different achievements. One pupil commented, 'you feel very proud of yourself'. Pupils welcome responsibilities. Their moral awareness is developed very well through experiences such as contributing to the school council, being a playground buddy and fundraising for local and national charities. They appreciate the main features of their own culture and through art, history, geography and religious education, have a good understanding of the impact of other lifestyles. Pupils understand the importance of eating healthily and of the value of regular exercise.

Quality of provision

Teaching and learning

Grade: 2

Children make good progress and show outstanding attitudes to their work because of effective teaching and excellent relationships with their teachers. Children rapidly understand new ideas as a result of good planning, clear presentations and very effective questioning. Teachers and teaching assistants provide effective support to enable all pupils to succeed. As a result, children respond very positively to the high expectations of their teachers and enjoy the challenges set for them. Resources are appropriate and activities are well matched to children's interests and abilities, regularly involving them in group work and in investigating ideas for themselves. Whole class sessions during lessons are used well to check and reinforce learning. In some lessons, children make outstanding progress because the teachers' enthusiasm is contagious and learning is fun. Teachers' marking is thorough and designed to encourage and inform pupils how they can improve their work. However, children are not always involved enough in evaluating and planning their own progress.

Curriculum and other activities

Grade: 2

Curricular provision is good with some outstanding features. There is a strong focus on literacy and numeracy. With the exception of writing in Key Stage 2, this has helped to maintain above average standards in these subjects and prepares pupils well for the 'world of work'. The provision for art is exceptional and results in work that is of breathtaking quality. Work in personal, social and health education helps pupils to understand their rights and responsibilities within the community and to develop their capacity to stay healthy, fit and safe. Many visitors share with them their expertise and beliefs. Visits, particularly the excellent range of residential ones, broaden their horizons. Pupils say, 'we are still learning but in a different way'. An excellent assortment of school clubs adds extra enjoyment and develops pupils' interest in, for example, judo, fencing and drama.

Care, guidance and support

Grade: 1

Trusting relationships between pupils and adults are at the heart of the outstanding care, guidance and support found within this school. Pupils acknowledge that bullying is rare and always dealt with swiftly. Health and safety, child protection and risk assessments are in place and the school follows national guidelines to ensure safe recruitment of staff. Pupils with learning difficulties and/or disabilities benefit from good levels of support from both school staff and other agencies, and this helps most of them to meet the targets that guide their progress. Pupils' academic progress is tracked thoroughly. Targets for literacy and numeracy motivate pupils well and teachers are good at helping them to improve. The school's Healthy School Status demonstrates the very good attention it gives to keeping pupils fit and eating a well-balanced diet. Parents are kept well informed of their children's progress and feel confident to approach the school should they have any concerns.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher's leadership is outstanding and is a key factor in ensuring recent improvement. He gives very clear direction and has inspired both confidence in parents and commitment and enthusiasm in the staff. Since his appointment last year, he has involved all staff in a rigorous process of self-evaluation and planning in order to raise standards, particularly in writing. This is already having a positive impact. The school now has a good system for monitoring children's progress and setting appropriate targets. Resources are used efficiently and effectively. The quality of teaching is monitored effectively and this and the clear analysis of outcomes form the accurate basis for further development. Governors are very supportive of the school and have a good understanding of its strengths and weaknesses.

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Inspection judgements

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| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | School Overall |
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Overall effectiveness

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| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 2 |
| How well does the school work in partnership with others to promote learners' well-being? | 2 |
| The quality and standards in the Foundation Stage | 2 |
| The effectiveness of the school's self-evaluation | 2 |
| The capacity to make any necessary improvements | 2 |
| Effective steps have been taken to promote improvement since the last inspection | Yes |

Achievement and standards

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|--|---|
| How well do learners achieve? | 2 |
| The standards ¹ reached by learners | 2 |
| How well learners make progress, taking account of any significant variations between groups of learners | 2 |
| How well learners with learning difficulties and disabilities make progress | 2 |

Personal development and well-being

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

The quality of provision

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

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

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| How effective are leadership and management in raising achievement and supporting all learners? | 2 |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 2 |
| How effectively performance is monitored, evaluated and improved to meet challenging targets | 2 |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 2 |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money | 2 |
| The extent to which governors and other supervisory boards discharge their responsibilities | 2 |
| Do procedures for safeguarding learners meet current government requirements? | Yes |
| Does this school require special measures? | No |
| Does this school require a notice to improve? | No |

Text from letter to pupils explaining the findings of the inspection

Thank you for making us so welcome and for helping us when we visited your school.

You really enjoy your school because you get on so well with your teachers and there are so many exciting things to do and learn. You are looked after very well and your behaviour is excellent. We were particularly impressed by the way you look after each other and play together in the playground. You know all about healthy eating and how important regular exercise is. Your parents and carers think your school is a good one, and we agree with them.

The adults are very good at helping you all to learn. They also know how well you are getting on and what you need to do to improve. They are going to help you to decide this for yourselves. They have been working hard to help you do better in your writing recently and this has been very successful. They think you can still do even better and we agree with them.

You play an important role in making your school as good as it is. You take great pride in your work and your achievements. You are right to do so. We hope you carry on enjoying your learning and doing such good work. We wish you every success in the future.