



# Wybunbury Delves CofE Primary School

Inspection Report

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Better  
education  
and care

**Unique Reference Number** 111346  
**Local Authority** Cheshire  
**Inspection number** 288932  
**Inspection dates** 5–6 March 2007  
**Reporting inspector** David Halford

This inspection of the school 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>	Bridge Street
<b>School category</b>	Voluntary aided		Wybunbury, Nantwich
<b>Age range of pupils</b>	4–11		Cheshire CW5 7NE
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01270 841302
<b>Number on roll (school)</b>	209	<b>Fax number</b>	01270 841380
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr N Arnott
		<b>Headteacher</b>	Mrs C Casserley
<b>Date of previous school inspection</b>	30 April 2001		

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

The school is slightly smaller than most primary schools. It is situated in a rural setting and serves the village of Wybunbury and its parish community. The large majority of pupils are White British and all speak English as their first language. The proportion of pupils taking free school meals is low. The number of pupils with learning difficulties and/or disabilities is well below average. The school holds 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

This is a good school with outstanding features. Pupils talk about their school very positively. They enjoy it, knowing they are safe and well cared for. Parents too give it their wholehearted support. As one said, 'This is a fantastic school with a child-centred approach; I feel privileged my child comes here.' The school's focus on pupils' all-round development, together with its strong connection to its parish church, underpins pupils' outstanding personal development. This in turn impacts very positively on pupils' learning.

Children enter the Reception class with skills which are broadly average. Most settle well into school routines, enjoy themselves and take part in a wide range of activities. The provision made for them in the Foundation Stage is good and they make good progress. By the end of their Reception year most have attained the expected standards in all areas of learning. In Key Stage 1 pupils continue to progress well, with many attaining standards that are above average by the end of Year 2. However, some higher-attaining pupils do not always make as much progress as they might because the work they are given does not always challenge them enough, particularly in writing and mathematics. Progress through Key Stage 2 is consistently good. By the end of Year 6, pupils' standards in English, mathematics and science are well above average.

Pupils' good achievement stems from consistently good teaching. It starts in the Foundation Stage and can be seen throughout the school. Lessons are planned effectively and teachers question pupils well, giving them time to reflect on how to answer and enabling them to respond in detail. The best lessons have a real pace about them so the pupils' interest is sustained throughout. A rich and varied curriculum of good quality is provided, encompassing a wide range of subjects through a themed approach. For example, Year 3 pupils have been inspired to produce good work in geography, history, art, and design and technology in response to their literacy study of the book *The Lion, the Witch and the Wardrobe*.

The overall quality of care, guidance and support is good. Pastoral care and support are particularly strong. This is seen in pupils' confidence and good relationships with the adults with whom they come into contact. It is also reflected in the way that pupils of all ages take care of each other and play together well. Academic guidance is satisfactory. Pupils know their improvement targets, but the quality of guidance through marking is inconsistent. Consequently, not all pupils are clear about what they do well and how they might improve.

The quality of leadership and management is good. The headteacher has a very clear vision of how the school should grow as a community in which all pupils achieve their potential both academically and personally. This vision is shared by senior managers and other staff who, in their various roles, provide excellent direction to help the school move forward. The school's self-evaluation is accurate overall, and sharply focused. The individual performance of pupils is monitored rigorously and thoroughly. Governance of the school is good. Governors are active, well informed and very

supportive. The school has a good capacity to promote further improvement and provides good value for money.

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

- Provide more challenging work in writing and mathematics for higher-attaining pupils in Key Stage 1.
- Improve marking so that it is helpful in informing all pupils about how to improve their work.

## **Achievement and standards**

### **Grade: 2**

From an average starting point on entry to the Foundation Stage pupils achieve well and attain well above average standards by the end of Year 6. Progress is good in the Foundation Stage because lessons are well matched to the children's needs and work is consistently challenging. During Key Stage 1, pupils progress well but higher-attaining pupils do not always make as much progress as they should, particularly in aspects of writing and mathematics. Over time, girls make rather better progress than boys, with almost all pupils reaching the national standards and more girls than boys exceeding them. The school is aware of this and is taking steps to address this position by actively seeking to develop the curriculum to stimulate the interest of boys. Progress through Key Stage 2 is good in English, mathematics and science, with particular strengths in English where the proportion of pupils reaching the higher levels is significantly above that found nationally. Pupils with learning difficulties and/or disabilities work well and attain good standards. This is largely due to the targeted support they receive.

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

### **Grade: 1**

The high levels of confidence and self-esteem shown by pupils reflect the school's very successful provision for promoting pupils' personal development. Every child matters to this school: pupils know that they are cared for and respond to this very effectively. This is seen in the manner in which pupils of all ages treat each other in the playground, where young children are confident to approach older pupils, who in their turn respond to them admirably. The spiritual, moral, social and cultural development of the pupils is outstanding. This is seen in their enthusiasm for learning, excellent behaviour and relationships and outstanding attitudes to each other. They clearly enjoy their time in school and their attendance is good. They are very well aware of the world in which they live and they are developing a good understanding of the lifestyles and beliefs of other cultures. They keep themselves safe and healthy, being very knowledgeable about healthy eating and speaking articulately about their new school kitchen arrangements. They contribute much to their immediate community and are gaining a very wide range of skills that will serve them well in later life. Pupils take on responsibilities willingly: for example, the school council is active in promoting

initiatives such as the development of the school grounds. Pupils take part in a wide range of charitable events, locally, nationally and internationally.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Throughout the school lively and well planned teaching promotes good learning. This enables most pupils to make good progress and achieve high standards. Typically, teachers plan thoroughly, use questioning skills very effectively, and share with pupils what they are expected to learn. These features have a good impact on learning, for example in ensuring that all pupils are included in discussions. Teachers usually match work well to pupils' needs, but at times in Key Stage 1, more challenging work could be built into literacy and numeracy for the higher attainers. Teaching assistants are well deployed and support pupils effectively. In particular, this targeted support ensures that pupils with learning difficulties and/or disabilities take a full part in lessons and make good progress.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is rich and varied. The school's topic-based approach to curriculum planning is working well. This is allowing pupils to make meaningful links between different subjects and supporting their enjoyment of learning and their good achievement particularly well. There are good opportunities for pupils to develop key literacy, numeracy and information and communication technology skills across the curriculum. Most work is planned well to meet pupils' needs but more challenge could be built into some literacy and numeracy work for higher attainers at Key Stage 1. Pupils' study books reflect the good opportunities they are given for individual research. A good range of additional activities enriches the curriculum. These include residential visits for Year 6 pupils, a wide range of sports and games, musical events, plays and singing for the local and wider community.

### **Care, guidance and support**

#### **Grade: 2**

The good quality of care lies at the heart of this school and parents are very appreciative of this. As needed, good use is made of agencies to support vulnerable pupils. Child protection and health and safety procedures are thorough and meet requirements. Pupils' individual performance is monitored thoroughly and good use is made of the information to promote pupils' progress. Overall, the targets set for pupils are generally good and the pupils know about their content and speak about them with clarity and understanding. In a small number of cases, however, the targets could be focused more precisely to the pupils' levels of attainment. The quality of guidance pupils receive through marking is inconsistent. While there are some good examples where teachers

provide useful improvement comments linked to pupils' individual targets, other marking consists mainly of praise and gives pupils little information on how they can do better.

## **Leadership and management**

### **Grade: 2**

Strengths in the overall good quality of leadership and management lie in outstanding direction for improvement provided by the headteacher, and the particularly strong support she receives from her staff. All are committed to delivering a creative learning environment that stimulates and engages the pupils. The school has effective systems to check on its work and pupils' performance. Self-evaluation is accurate and realistic. It identifies strengths and areas where improvements are needed. Good initiatives are then implemented, for example the current focus on selecting literature for topic work that particularly appeals to boys. Equality of opportunity is promoted effectively, enabling many pupils to achieve well. Governance is good. The governors are active, well informed about pupils' standards and very supportive of the work the school undertakes. They are involved well in the school's future planning.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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
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

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> 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

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
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	1

### The quality of provision

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

<sup>1</sup> 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

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
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 very much for the very warm welcome you gave to Mr Alexander and myself when we visited your school this week. We really enjoyed our visit.

We judge your school to be good and there are many things about it that impressed us.

- We think that you work very hard and behave very well; we were impressed with the way older and younger children got on so well and looked after each other.
- We can tell that you are happy in school and know that your school is a place where you feel confident and safe. We could see how much you have learned about how to keep healthy.
- We were very impressed with the quality of your work; we think your study books are produced really carefully and show some very high quality work. Your teachers choose good books for you to work from. We shall remember our visit to Narnia and our meeting with the Iron Man for a long time! Like you we think the way your school weaves different subjects into the topics you explore is good.
- You work very hard at literacy and numeracy and are good at trying different ways of working out problems.
- The teaching is good and your teachers track your progress very thoroughly.

One important reason for our visit to your school is to try to find things that could be done to improve - even good schools can get better. For your school to improve we thought of two things which we have suggested to your teachers.

- Firstly, we are suggesting that in Years 1 and 2, those boys and girls who learn things quickly could be given tasks that make them think a bit harder, especially in writing and mathematics.
- Secondly, we are asking some of your teachers to try to be more helpful to you when they mark your work and tell you what you should do next to improve.

Thank you once again for welcoming us into your school; please pass on our good wishes to all your friends.