

# Offley Primary School

## Inspection report

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<b>Unique Reference Number</b>	133418
<b>Local Authority</b>	Cheshire
<b>Inspection number</b>	316118
<b>Inspection dates</b>	30 April –1 May 2008
<b>Reporting inspector</b>	Graham Martin

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 category</b>	Community
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	349
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Danielle Doubleday
<b>Headteacher</b>	Mrs Jenny Davies
<b>Date of previous school inspection</b>	28 November 2005
<b>School address</b>	Offley Road Sandbach Cheshire CW11 1GY
<b>Telephone number</b>	01270 764894
<b>Fax number</b>	01270 767657

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<b>Age group</b>	5-11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Offley is a larger than the average primary school. This is the school's first inspection since it was established from the amalgamation of separate infant and junior schools in 2007. The school serves an area of mainly private housing but more than a third of pupils live in local authority accommodation. Most pupils are White British. The proportion of pupils eligible for free school meals is well below the national average. The proportion of pupils with learning difficulties and/or disabilities is below average. Owing in part to the integration of pupils from a unit for children with moderate learning difficulties, which has now closed, the number of pupils with a statement of special educational need is above average. Children's attainment on entry to the Reception classes is in line with what is typical at this age.

The school holds Investor in People, Activemark and Artsmark awards.

## 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 provides a satisfactory standard of education and has some good features, for example pupils' personal and social development and the good learning opportunities provided in some classes. The leadership team is successfully promoting the school's improvement. The rapid pace of development since amalgamation, including some early success in improving the quality of teaching, indicate that the school has good capacity to improve further. Most parents value the work of the school, particularly the way in which it cares for their children and secures children's personal and social development. Inspectors agree with the significant minority of parents who feel that improvements in communication between school and home would strengthen partnerships and enable parents to better support their children's learning at home.

Pupils' achievement is satisfactory. They start Year 1 with standards that are above average overall. Standards at the end of Year 6 remain above average but could be even higher because pupils do not always achieve as well as they should. The school's leadership has ensured improvements to teaching and the inspectors saw outstanding and good teaching. However, the overall quality of teaching is judged to be satisfactory because this good and outstanding practice is not yet consistent throughout the school. Where teaching is good, activities for learning are matched accurately to the needs of pupils of differing ability. This is not always the case, however, and limits how well pupils learn in some classes. In good lessons, teachers ensure that effective marking and clear academic guidance help pupils to achieve challenging learning goals. Again, however, this feature of the marking policy is not consistently applied.

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are good. They behave well and enjoy learning. Pupils have a growing awareness of their individuality and uniqueness. They appreciate the distinctiveness of their own culture and the richness of other cultures. Good relationships with their teachers increase pupils' enjoyment of learning and the progress they make. Pupils are well cared for. They are happy that they can rely on and trust adults in their school, who will listen to their worries or concerns. 'I hope I will be able to come back from high school to chat with my teachers, they always listen to me carefully,' said one Year 6 pupil. The curriculum meets pupils' learning needs well. They enjoy a good range of learning opportunities that stimulate their interests, including a wide variety of popular, well attended, after-school clubs.

Leadership and management are good. Leadership gives the school good direction and purpose, ensuring that improvement is being promoted effectively through a period of significant change. The leadership team are clear about the direction in which the school should go and work well together to achieve planned improvements. They are well supported in this work by a knowledgeable and active team of governors. Good links with local educational partners, such as the local high schools, also provide support that benefits the school, helping to promote its improvement.

## Effectiveness of the Foundation Stage

### Grade: 2

Provision in the Foundation Stage is good. When they arrive in the Reception classes most children are achieving in line with what is typical for their age. Through good teaching they move on with their learning at a good pace, so that by the start of Year 1 overall they are attaining at levels above those expected for their age. Thorough induction arrangements,

appreciated by parents, help children to settle quickly into the Reception classes. They make good friends, treat each other and adults with respect and become happy learners. Teachers are enthusiastic and eager to improve the provision. There is good teamwork with teaching assistants and good procedures are in place to ensure that care and welfare have a high priority. Teachers' planning and assessment take account of individual needs and all the required areas of learning are covered. The indoor areas are interesting and provide a relevant and appropriate focus on personal development and basic skills as well as the wider curriculum. The outside area is satisfactory but does not provide quite the same levels of challenge or stimulation, especially for the more capable children. The use of this area is further restricted by lack of easy access from either classroom. Currently without a permanent leader, the Foundation Stage is being managed well by the staff team, with clear plans to target the most needed improvements.

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

- Improve the consistency of teaching so that all pupils are challenged to achieve as well as they can.
- Ensure that marking and academic guidance is used consistently well to improve achievement and raise standards further.
- Strengthen communication with parents and carers so they are fully aware of how they can support their children's learning.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Pupils in Years 1 to 6 make satisfactory progress. By the end of Year 2, attainment is above the national average in reading, writing and mathematics. By the end of Year 6, pupils attain standards above the national average in English, mathematics and science. The school met its agreed targets in the 2007 national tests. Although overall standards are above the national average, they could be higher because pupils in some classes are not achieving as well as they could. The school acknowledges this and has taken action designed to improve achievement and raise standards. Although it is too soon to evaluate the full impact of this work, progress is noticeably better when teachers' marking of pupils' work includes challenging learning targets. The achievement of pupils with learning difficulties and/or disabilities is satisfactory. They are on course to achieve the realistic learning targets set for them.

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

### **Grade: 2**

Most pupils enjoy school and have good attitudes to learning. They play and learn together well. Behaviour is good. Pupils have increasing confidence that teachers will intervene if they report bullying, for instance. Attendance is close to the national average. Pupils understand how to keep themselves safe and most pursue healthy lifestyles in school, including taking plenty of exercise and eating healthily. Pupils independently initiate and carry out fundraising activities to support charities. Their above average standards and positive attitudes prepare them well for the next phase of their education.

## Quality of provision

### Teaching and learning

#### Grade: 3

The school has successfully increased the occurrence of good teaching. However, teaching and learning is satisfactory overall because actions to improve teaching have not yet impacted across the whole school. In the main, teachers use questioning techniques well to encourage pupils to think hard. In the best lessons, wide-ranging levels of challenge in the planned activities ensure that the different learning needs of all pupils are met well. As a result, pupils respond well to the challenges set and make good progress. However, this feature of good teaching is not consistent across the school. Similarly, the school's policy for marking and feedback to pupils is not uniformly applied. Where it is used well, pupils' learning is promoted well and their progress accelerates. Relationships between teachers and their pupils are positive.

### Curriculum and other activities

#### Grade: 2

The curriculum is broad and balanced and includes a modern foreign language (French). It promotes pupils' personal and social development well. Teachers link subjects together effectively to make learning more relevant and fun. One pupil commented 'I like the way we use ICT when doing our literacy.' Visitors to school and visits to local places of interest, such as Tatton Park, enrich lessons. Pupils like the school's new approach to making the curriculum more exciting, although it is too early for the inspection to evaluate the impact of this approach. The many colourful displays around the school testify to the good provision for multicultural education, including the school's involvement with schools in Africa. There is a good range of popular and well attended after-school activities, in areas such as drama, ICT, and many sports clubs.

### Care, guidance and support

#### Grade: 2

Pupils say they feel well cared for and the majority of parents agree that their children receive good support and guidance. Positive relationships between pupils and staff help to create a happy, friendly environment. Pupils feel secure in school and are well supervised, with risk assessments conducted whenever needed. However, those pupils who were previously part of the resourced provision for children with learning difficulties and/or disabilities would like better opportunities to express their views and feelings. Procedures to safeguard pupils follow latest government guidelines and child protection procedures are in place. Good provision for personal, social and health education contributes to pupils' growing understanding of their own personal development and health and safety. Arrangements for settling new pupils into school, and for transfer to secondary school, are good. Academic guidance is satisfactory. Teaching assistants provide good additional guidance and support for vulnerable pupils during lessons. The individual education plans for pupils with learning difficulties and/or disabilities are of good quality, but pupils with a statement of special educational need report that they find some of their work too hard.

## Leadership and management

### Grade: 2

Robust procedures are in place to enable leaders to identify the school's strengths and to prioritise actions for improvement, as seen in the successful work to increase the incidence of good teaching although this good quality is not yet consistent throughout the school. Leadership responsibilities are defined clearly and distributed effectively. Teamwork is good, contributing to rapid development of the school since it was established in 2007. Challenging targets for improvement are set in order to raise standards and work is being done to ensure that these are met, through improved teaching, in all classes. Extensive tracking of pupils' progress from the time they enter school pinpoints where pupils are not moving forward as fast as they could. Leaders are now working to help teachers use this information more consistently to improve pupils' achievement. Governance is good. Governors' surveys of parents' views provide useful information and parents would welcome more consultation of a similar kind.

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## Annex A

## Inspection judgements

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

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	NA
How well does the school work in partnership with others to promote learners' well-being?	3
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	3
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
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?	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.

## Annex A

**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	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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**

Inspection of Offley Primary School, Sandbach, CW11 1GY

I would like to thank you for welcoming the inspectors to Offley Primary School. You were very helpful to us when we came to see how well you are learning. We found out a lot from watching your lessons, looking at your work and talking to the staff and a governor. We particularly enjoyed talking to you because you all have worthwhile views about what it is like to be a pupil at Offley Primary School. You told us that you enjoy school and have fun learning. We learned that there are some good things at your school and it is satisfactory overall.

- There is a friendly atmosphere and you get on well together. Your behaviour is good.
- You reach good standards in your English and mathematics. We think that some of you could do better, though, with the right sort of help.
- Your teachers care for you well. You told us that you can trust them to listen and give you help when you are upset or worried.
- You have good opportunities to take part in after-school clubs. The inspectors were impressed that there is a waiting list for some clubs because so many of you like to join them!
- You have a good understanding of how to keep safe and you enjoy opportunities for taking responsibility.

The adults in school want you all to be very well prepared when you move on to your next school. For this to happen, we have asked your headteacher and the teachers to be more consistent when marking your work and giving you advice about it to help you all achieve as well as you can. We want your teachers to make sure the work they give you always matches your abilities. We have also asked the school to do more to let your parents know how they can help you at home. For you, the important thing is to keep working and playing hard, safely and fairly. I will remember your promise that you will try to do all of these things!