

Stapeley Broad Lane Church of England Primary School

Inspection report

Unique Reference Number	111269
Local authority	Cheshire East
Inspection number	325334
Inspection dates	24–25 June 2009
Reporting inspector	Mike Hoban HMI

The inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	186
Appropriate authority	The governing body
Chair	Mrs Jane Burchell
Headteacher	Mrs Marian Andrews
Date of previous school inspection	February 2006
School address	Broad Lane Stapeley Nantwich CW5 7QL
Telephone number	01270 624 186
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Age group	4–11
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Introduction

This pilot inspection was carried out by two of Her Majesty's Inspectors. The inspectors visited 12 lessons, and held meetings with governors, staff, and groups of pupils. They observed the school's work, and looked at, amongst other things, the school's data records, policies and minutes of governing body meetings, and the notes of the school improvement partner's visits. Parental questionnaires were received from 59 parents or carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the school's support for pupils' education and welfare in the Early Years Foundation Stage
- the rate of pupils' progress during their time in Key Stage 2, and their levels of attainment in that Key Stage
- the effectiveness of teaching and learning throughout the school, and to what extent it has contributed to pupils' progress
- how successfully the areas for improvement from the 2006 report had been addressed.

Information about the school

Stapeley Broad Lane is a smaller than average primary school. It serves an area of some social and economic advantage with a very low percentage of pupils eligible for a free school meal. Pupils enter the school with skills typically just above average for their age, although attainment on entry varies from cohort to cohort. The school has Early Years Foundation Stage provision in its Reception class. The proportion of pupils with a statement of special educational needs is below the national average; the proportion of pupils with learning difficulties and/or disabilities is well below the national average. Pupils are predominately of White British heritage.

La Maternelle Stapeley is an out-of-school club operating on the premises, offering pre- and post-school provision for children aged between five and eight. It is the subject of a separate inspection which is available on the Ofsted website.

Inspection judgements

Grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate

Overall effectiveness

2

Capacity for sustained improvement

2

Main findings

Stapeley Broad Lane is a good school, with some outstanding features, including its Early Years Foundation Stage. Its friendly, family atmosphere fosters excellent relationships between pupils and staff. Pupils enter the school with skills that are typically slightly above those expected for their age. Overall, pupils make good progress throughout the school. Standards at the end of Key Stage 2 have usually been well above average, but last year standards in that key stage fell and progress was weaker. The school has since improved the tracking of pupils' progress, and the resulting interventions have borne fruit; evidence seen by inspectors signals that pupils are now very likely to return to well above average standards and make the good progress at the end of Key Stage 2 that have previously been a hallmark of the school. Inspectors also saw that pupils with learning difficulties and/or disabilities made good progress currently throughout the school.

Other outcomes for pupils are good or outstanding; for instance, behaviour is excellent, with pupils working maturely and industriously in a manner that contributes to effective learning. Pupils are well prepared for the next stage in their academic life; and the actions they have taken to support the disadvantaged are highly regarded and have assisted in developing communication and numeracy skills. Teaching and learning are good with the best lessons led by teachers who are confident, possess strong subject knowledge, and involve all pupils, thereby contributing to good or sometimes outstanding progress. However, the proportion of outstanding lessons is not yet high enough to enable all pupils at Stapeley Broad Lane to achieve as well as they might.

The school possesses good capacity to improve. With Key Stage 1 standards remaining high, but Key Stage 2 standards and progress a disappointment in 2008, the school moved to put in place effective tracking and interventions to identify and act on potential underperformance throughout the school. Partnership work is outstanding, a result of concerted activity by pupils and staff, and other areas, such as the curriculum, and care, guidance and support have maintained or improved their performance. The school's leaders know Stapeley Broad Lane's strengths and areas for development, and a robust focus on potential underperformance by pupils has further improved, for instance, the quality of assessment in literacy.

What does the school need to do to improve further

In order to improve further the quality of teaching and learning so that more lessons are of outstanding quality:

- develop the standard of marking so that all pupils know how to improve their work
- increase the involvement of all pupils in lessons so they may participate effectively
- ensure that tasks are set in lessons so that the needs of all pupils are fully met.

Outcomes for individuals and groups of pupils

2

The excellent behaviour of pupils contributes to harmonious and industrious activity during lessons. Positive and constructive relationships between pupils and class teachers enable pupils to work effectively, independently and in groups. Pupils respond well to class teachers' guidance and the pace of learning was observed to be generally brisk, with teachers providing feedback, enabling pupils to make good or better progress. Pupils were keen to discuss their learning and progress with inspectors, showing pride in their work. Although standards and progress fell at the end of Key Stage 2 in 2008, assessment information, pupils' work and lessons seen by inspectors demonstrated that progress is good and sometimes outstanding. Attainment is expected to be well above national averages at the end of Key Stage 2 in 2009.

Pupils say they feel safe at school and this perspective is confirmed by parents. Pupils are clear what to do if they are concerned about particular matters, and comment that their experience has shown that where a concern has been raised, it is dealt with quickly and effectively. Pupils report that they appreciate the need for a healthy lifestyle and are keen to participate in physical activity during school time, after school and at home. An example of pupils' interest in this area is the tuck shop run by pupils where, at the school council's instigation, only healthy snacks are available.

The contribution of pupils to the school and wider community is outstanding. One major example arose when the whole school visited a project run locally to support the disadvantaged, and developed Broad Lane's Useful Enterprise (BLUE). Here, each class generated a business plan, sourced material, created items (such as fridge magnets) and sold the goods at a fair. The event raised more than £1000 for that local charity, contributed to social cohesion, and helped develop pupils' awareness of socio-economic disadvantage close to their area.

Pupils' attendance is above average. Pupils' numeracy and literacy skills have been put to good use on projects outside school. Most pupils are aware of their targets and what they need to do next to improve their performance. Spiritual, moral, social and cultural awareness of pupils is strong; pupils know the distinction between right and wrong and work cooperatively together in lessons and beyond. Pupils exhibit mature behaviour, and are appreciative of the environment that surrounds their school. Pupils are respectful towards one another, staff and other adults and are very

keen to support charitable causes. Cultural diversity is cherished, and through the Millennium Development Goals initiative, pupils fully appreciate the challenges faced by disadvantaged societies elsewhere in the world.

These are the grades for pupils' outcomes

Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with learning difficulties and/or disabilities and their progress	2
How well do pupils achieve and enjoy their learning?	2
To what extent do pupils feel safe?	2
How well do pupils behave?	1
To what extent do pupils adopt healthy lifestyles?	2
To what extent do pupils contribute to the school and wider community?	1
Pupils' attendance ¹	2
How well do pupils develop workplace and other skills that will contribute to their future economic well-being?	2
What is the extent of pupils' spiritual, moral, social and cultural development?	2

How effective is the provision?

The quality of teaching and learning is good. Teachers have good subject knowledge and use resources to stimulate learning well. For example, in a Year 6 Literacy lesson, pupils were filmed as the witnesses to a mock robbery presented to the class using the interactive whiteboard. This effectively caught the attention of all pupils and helped them to make notes successfully. In the best lessons, teachers encourage pupils to act as resources for each other, for example through talking in pairs to discuss each other's developing thinking. Teachers provide pupils with clear feedback so they are motivated to work effectively. In some lessons, opportunities are missed to ensure pupils are fully involved in activities and this affects their rate of learning. In a very small proportion of lessons learning slows when explanations are unclear.

Marking in pupils' writing books is of excellent quality with a good balance of praise and areas for pupils to develop clearly indicated. However, in other subjects it does not provide clear suggestions for pupils to improve their work. Teaching quality is monitored well at different levels throughout the school, with a good understanding of its strengths and weaknesses.

The curriculum is good and focuses well on the development of basic skills in English, mathematics, and information and communication technology. Displays around school exemplify good links with core subjects and foundation subjects. Different faiths and cultures are represented in areas of the school. The effective teaching of French provides pupils with enjoyable opportunities to learn a modern foreign language. Music is promoted well through visiting musicians, with the fruits of that work evident in solo performances and the evocative singing of pupils heard outside assembly by inspectors. The curriculum is monitored well at different levels

¹The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

throughout the school with areas for development clearly recognised through curriculum reviews. Pupils' personal development is promoted through the effective teaching of social and emotional aspects of learning, and through the positive ethos of the school. Extra-curricular activities enhance the main curriculum with a good range of activities which are well attended. The curriculum meets the needs of learners with difficulties and/or disabilities well.

The quality of care, guidance and support is outstanding. That work has had a very positive effect on pupils' personal development. Close monitoring of progress and well-being ensures all pupils are supported to a very high standard. Relationships observed during the inspection were respectful and very positive. Links with services to support vulnerable pupils are excellent. Transition arrangements between all key stages have improved and are effective, and pupils are provided with high quality guidance and support to prepare them for the next stages in their education.

These are the grades for the quality of provision

The quality of teaching	2
The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The leadership team has worked effectively with staff to improve performance. For instance, through the development of subject leaders' roles, the leadership team has greater capacity to identify and tackle underperformance amongst pupils. Staff, pupils and parents talk of Stapeley Broad Lane as possessing a family atmosphere, where all work and pull together. This is partly as a consequence of the very effective leadership of the headteacher. Monitoring more clearly contributes to better performance, particularly in literacy, and the tracking and target-setting systems are now effective and robust.

The school has acted to close the gap for underperforming groups in the school through a process of tracking, identification and intervention. One instance was when a pupil at risk of underachievement in reading was provided with intensive support to ensure that his performance improved, thereby enabling him to catch up with his peers. Work with potentially underperforming groups has borne fruit, through discussions with parents and learning support, well aimed at narrowing the achievement gap.

The school meets relevant safeguarding regulations and duties. Systems for safeguarding and risk assessment are robust, and are regularly updated. Effective liaison with the after-school provider ensures pupils are safe and feel secure as they move to the after-school club. Pupils are provided with lessons throughout the school on safety from organisations such as the police and the fire service.

The governing body works effectively with the headteacher to support pupils' education and care. It offers a discerning perspective for the school, and possesses the skills and attributes to support and challenge the leadership team on such work

as simplifying the reporting of pupils' progress to parents. Parents themselves are highly supportive of Stapeley Broad Lane, and regular newsletters keep them apprised of developments and invite their participation in such events as the BLUE sale of goods. When interventions for particular pupils are proposed, their parents are consulted and the school seeks to work in partnership with those parents to improve the outcomes for their children.

A strength of the school is its partnership work: the whole-school's involvement in the BLUE project, and the work of the school with the Parish Council and other parties to improve social cohesion has led to gains in pupils' skills. These exercises effectively offer a window on to a world outside that otherwise the school would not be able to provide.

The school's strategy on community cohesion embraces the celebration of the cultures and faiths of pupils from different ethnic backgrounds, with the impact being that other pupils readily recognise distinctions and common features between others' backgrounds and their own. The strategic decision to involve all pupils in the BLUE project meant that all pupil groups have a clear awareness of the socio-economic differences that exist in the locality. Outcomes for pupils are good or better, and resources are used effectively, with the result that value for money is good.

These are the grades for leadership and management

The effectiveness of leadership and management in communicating ambition and driving improvement	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children enter the Early Years Foundation Stage with skills that are at, or slightly above those typical for children of this age. Children make excellent progress due to the high quality provision. Children are happy, confident and articulate. Children enjoy lessons and are encouraged to take part as 'good learners'. All children take part in practical activities when learning and this was seen when playing the 'matching families' game. The children enjoyed moving around the room and spontaneously monitored each other's learning when identifying and reading words in groups by saying 'Let's check?!' They behave well, take turns when working independently and make sensible choices. For example, when playing cooperatively in the pet shop, the correct care of toy animals was observed by children, and they could explain how to remain safe when handling animals.

Children have a clear understanding of safe practices and know why rules and routines are applied. The learning environment is excellent, and health and safety issues are carefully considered. There is a good balance of activities led by adults and selected by children themselves. There are many opportunities for children to play and explore independently. Adults deal with children sensitively. Assessment is regular, of high quality and informs future plans to meet children's needs fully. Children's interests are reflected in the exciting and interesting play areas linked to child-directed themes such as pets, babies and 'cops and robbers'. The quality of leadership and management of the Early Years Foundation Stage is outstanding. The leader has a clear view of the department's strengths and weaknesses and knows how to develop the Early Years Foundation Stage further.

Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management in the Early Years Foundation Stage	1
Overall effectiveness of the Early Years Foundation Stage	1

Views of parents and carers

Ofsted invited all the registered parents and carers of pupils registered at Stapeley Broad Lane Church of England Primary School to complete a questionnaire about their views of the school. If a parent has more than one child at the school, we ask them to record an answer against all the questions, for each of their children.

The inspection team received 59 completed questionnaires. In total, there are 133 parents and carers registered at the school. The vast majority of parents who replied are positive about the quality of education and care provided at the school. A few were concerned about parking and dropping pupils off at school. The school has plans to build a car park that will address that matter shortly. A very small proportion expressed some concerns over behaviour; however, inspectors, whether in lessons or elsewhere in the school, noted that behaviour was excellent.

	Always	Most of the time	Occasionally	Never
Overall I am happy with my child's experience at this school	43	22	1	0

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. In 2007-8, 15% of schools were judged to be outstanding.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well. In 2007-8, 49% of schools were judged good.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. In 2007-8, 32% of schools were judged satisfactory.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. In 2007-8, 5% of schools were judged inadequate.

Common terminology used by inspectors

Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Achievement:	the progress and success of a pupil in their learning, training or development. This may refer to the acquisition of skills, knowledge, understanding or desired attributes. Attributes include qualities or personal competencies which are important to the development of the pupil; for example personal, social, cultural, emotional or health.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.

26 June 2009

Dear Pupils

Inspection of Stapeley Broad Lane CofE Primary School, Nantwich,
CW5 7QL

You may remember that a colleague and I visited your school to see how well it is supporting your education and your care. This letter sets out what we found, our main judgements, and what we think the school can now do to improve further.

First of all, I would like to begin by thanking you all for the warm welcome you gave us, and for sharing with us such features as your gardening club and the lovely grounds surrounding Stapeley Broad Lane. We found your school to be good, with some elements that are outstanding; that includes the Early Years Foundation Stage, your work with the disadvantaged in the community, and the care, guidance and support for you all. We noted that you were well aware of the need for a healthy lifestyle and we also found your behaviour in lessons and around the school to be excellent.

You generally make good progress and reach well above average standards at the school, and, although last year's Key Stage 2 results were a disappointment, our evidence indicates that pupils are likely in 2009 to reach well above average standards and make the good progress that has been a tradition of Stapeley Broad Lane.

Teaching and learning was seen to be good, but we want that aspect to improve even more. We have discussed what might be done next with Mrs Andrews, and we agreed that:

- the marking of your work should be such that all of you know how to improve your work further
- all of you should be more involved in lessons so you may participate more effectively and enjoy your learning more
- tasks for you are set by your teachers in lessons so that the needs of all of you are fully met.

We enjoyed our time at your school and we both wish you all the best for the future.

Yours faithfully

Mike Hoban
Her Majesty's Inspector

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