

Bollinbrook CofE Primary School

Inspection report

Unique Reference Number	111360
Local Authority	Cheshire
Inspection number	325360
Inspection dates	6–7 November 2008
Reporting inspector	Kevin Johnson

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	175
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr J Castle
Headteacher	Mr Michael Waters
Date of previous school inspection	19 September 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Abbey Road Macclesfield Cheshire SK10 3AT
Telephone number	01625 384071
Fax number	0

Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a smaller than average sized school. Almost all pupils who attend are of White British heritage. Overall the proportion of pupils with learning difficulties and/or disabilities is very small. Similarly the proportion of pupils known to be eligible for free school meals is much smaller than average.

The school has achieved the Artsmark and Activemark Awards in recognition of curriculum development. There is separate provision for children prior to entering Reception. This was inspected at the same time as the school inspection and receives a separate report.

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. Strong leadership and management have brought about good improvement since the previous inspection. The school provides good quality care and support for pupils. Their personal development is outstanding and they achieve well.

Pupils' spiritual, moral, social and cultural development is outstanding. Pupils enjoy their learning, especially when expressing themselves through art, music and drama. They are reflective about how they behave towards one another and, as a result, relationships and behaviour are excellent. They have good knowledge of the Arts, festivals and the faiths of some cultures and world religions. Their excellent attendance verifies their enthusiasm for school and has a positive impact on their overall achievement. Pupils are fully aware of how important it is to maintain a healthy lifestyle. They are very conscientious about making sensible choices about their diet. They show a keen interest in the school's vegetable plot and claim that they eat healthily at home. Pupils' participation in playground activities and in the after-school sports clubs fully justifies their achievement of the Activemark.

Pupils are extremely keen to take on extra responsibilities. For example, those in Year 6 are trained as 'Phys Kids'. They follow a rota of planning and organising playground activities for infant pupils. Others take on the roles of recycling and road safety officers. The school council is very watchful over playground developments and is a very effective vehicle for giving all pupils the opportunity to share their views about school improvements. This has led to the establishment of school houses, for example, and a review of the school's behaviour management system. Pupils' involvement in community cohesion, environmental projects, work with local churches and businesses, as well as social links with local residents helps them to develop the important life skills they need to be part of a community. Opportunities for pupils to use initiative in suitable forms of financial enterprise, such as a school council budget, are few. Nevertheless, by the end of Year 6, pupils are well prepared to move to the next stage of their education and are very confident about what the future may hold.

Good teaching and the effective use of assessment information ensures that pupils achieve well. They make good progress from the time they enter Reception with the expected skills and understanding for their age. There have been improvements in both writing and mathematics in Key Stage 1, lifting overall standards to above average. School assessments and inspection evidence show that standards in Year 6 are currently above expectations and, accordingly, the school has set challenging targets for future attainment. Pupils with learning difficulties and/or disabilities make good progress because provision for their learning is managed well. Gifted and talented pupils also make good progress due to the additional challenges they are given through the curriculum, including close links with the local high school.

The quality of teaching and learning has improved since the last inspection. It is now consistently effective and accounts for pupils' good achievement. Significant progress has been made in the way teachers use assessment information to set targets for pupils. This helps them to plan lessons which take account of pupils' varying abilities and build well on their prior learning. However, lesson objectives are not always explained clearly enough to pupils so that they know precisely what is expected of them nor are they used sufficiently to help pupils check on their own day-to-day progress. The good quality curriculum is a key factor in helping all pupils to achieve well. Besides promoting English and mathematics skills well there is a good

focus on other subjects, particularly performing arts, such as music. The school's programme for personal, social and health education contributes well to pupils' personal development.

Leadership and management are good. The headteacher's inclusive style enables all staff to take responsibility for improvements in their particular areas. All know in what way they are accountable for achievement and standards throughout the school. Checks of the school's performance have been strengthened by the introduction of a new management structure. This has had a good impact, especially on measuring academic performance, and has led to improved standards. Senior leaders support the headteacher well. They gain a good overview of the school's work and contribute effectively to accurate self-evaluation. Productive links with local schools and other sections of the community benefit pupils' understanding of community values. Governors challenge and support the school well. They monitor the quality and provision of care very closely. Governors have undertaken relevant training to ensure that safeguarding procedures meet requirements. Finances are managed efficiently to ensure good value for money. Given the current strengths of leadership and improvements since the previous inspection the school demonstrates good capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Provision for children in the Early Years Foundation Stage (EYFS) is managed well. As a result, children make good progress. They enter Reception class with skills that are in line with expectations for their age. By the time they enter Year 1 children are working securely within all areas of development. Their personal, social and emotional development is excellent. Children quickly become confident and very well able to make choices about what they want to learn. For example, their interest in space ships was quickly picked up by their teachers. This became the focus for some exciting activities that promoted good learning and development in language, physical and creative work. A notable example was the large space ship, made from cardboard boxes, in the outside area. Daily lessons on letters and sounds effectively help children to tackle early reading and writing skills with confidence. Teachers use activities to stimulate independent learning. Following an exciting 'journey through space' during a drama session, for example, children were happy to follow this up independently in their role play by drawing what they found on other planets.

Children's welfare is given very high priority. Their introduction to Reception is planned well and very good relationships are established with parents and carers.

Children are very well cared for. The records of their individual progress are used well to plan the next steps in learning.

What the school should do to improve further

- Ensure that pupils are clear about what is expected of them in lessons and that they are more involved in assessing their own progress.

Achievement and standards

Grade: 2

Pupils achieve well and make good progress from the time they enter Reception to the time they leave the school. Inspection evidence shows that current standards in the school are above average at both key stages. There were improvements in both writing and mathematics at the end of Year 2 in 2008. School assessments indicate that by the end of Year 6 most pupils reached

at least the average level in 2008. This represents good achievement for that group given the unusually high proportion of pupils with learning difficulties and/or disabilities in that year group. Standards and achievement have improved because of the school's more rigorous use of assessment information to check on pupils' progress and to set new targets. This has a good impact on teaching because the tasks set more effectively challenge individual pupils' needs.

Personal development and well-being

Grade: 1

Pupils are excellent ambassadors for their school. They are extremely polite, well mannered and understand how to adjust their behaviour to suit different occasions. Their outstanding attendance is a clear measure of how much they enjoy school. Relationships are excellent. Pupils are adamant that playtimes are safe and enjoyable. Pupils fully understand the importance of being active and relish the opportunities provided for sports. They know the benefits of making sensible choices about what to eat. Pupils have very mature attitudes when accepting responsibilities whether it be the school council, daily routine tasks or making sure that 'Phys Kid' sessions are a highlight of the infants' day. By the time pupils leave the school, they are confident, self-assured and extremely well prepared to move on to new challenges.

Quality of provision

Teaching and learning

Grade: 2

There is good pace to pupils' learning because teachers' expectations are high. Lessons are planned well, build on pupils' prior learning and are well matched to their needs. There is a good pace in lessons to keep pupils interested. In a Year 6 mathematics lesson, for example, pupils worked in groups, using their own approaches, to calculate the number of beetles as each new generation was added. This challenge kept everyone on their toes, with some pupils enthusiastically calculating up to the twentieth generation. Learning objectives are shared with pupils but sometimes they are not clear enough, which means that pupils do not understand precisely what is expected of them. Teachers do not always refer to these objectives during lessons to help pupils check their own progress and to be involved in setting new targets. Relationships in lessons are very good. Pupils know that their contributions are valued by teachers. The praise and support they receive boosts their confidence and makes them more willing to 'have a go'. Teaching assistants make a valuable contribution to pupils' progress, especially when working with small groups and giving one-to-one support which improves pupils' basic skills.

Curriculum and other activities

Grade: 2

The curriculum enables pupils to achieve well. It provides good breadth to pupils' learning which is enhanced by opportunities to learn French and Spanish. There is a strong focus on literacy, numeracy, and information and communication technology (ICT) and these are being increasingly practised across subjects. Pupils' achievements in the Arts are boosted well because of good links with the local high school. Provision for pupils' personal, social, health education and citizenship is well established. Emergency services, such as fire and rescue help to alert pupils to potential hazards outside school. Suitable guidance about responsible and secure relationships prepares pupils to make informed choices about their personal well-being. A very

good range of activities during and outside school time enriches pupils' learning and contributes well to their personal development.

Care, guidance and support

Grade: 2

Parents are unanimous in their view that their children are very well cared for. Some comment very favourably on the way the school provides help for the most vulnerable pupils who have additional learning and emotional needs. Pupils confirm their parents' views. They say that there is always an adult to turn to if they need help and that bullying is a thing of the past. Indeed they strongly maintain that any form of aggression is extremely rare. The excellent guidance pupils receive about their behaviour and relationships with others has a very significant impact on their overall personal development. Pupils are aware of health and safety issues both in and out of school. The school's safeguarding procedures meet requirements. Academic support and guidance is good. Systems for tracking pupils' progress through the school are used very effectively to set targets and to guide planning. There are pockets of good practice in marking pupils' work and the school recognises that this could be extended across all classes.

Leadership and management

Grade: 2

Leaders and managers at all levels share equally the school's vision and contribute well to its improvement. There is a clear and effective management structure which ensures that leaders gain a clear and accurate overview of the school's work. As a result, good improvement is evident in standards, teaching and assessment and, consequently, the school's overall effectiveness. Senior managers support all colleagues well ensuring strong teamwork in their drive to improve quality and standards. The school's increasing expectations are reflected in the rigorous challenge that leaders have set for future attainment. The school makes good use of community providers to give pupils opportunities, for example in sports and foreign languages. Governors fulfil their responsibilities well. They are actively involved in school development and provide strong challenge and support. Financial management meets required standards.

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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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	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

How effective are teaching and learning in meeting the full range of 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?	2

Leadership and management

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 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 eliminated	2
How well does the school contribute to community cohesion?	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

Inspection of Bollinbrook C of E Primary School, Macclesfield, SK10 3AT

Thank you very much for making us feel so welcome when we came to inspect your school recently. It was a pleasure to talk to you about your school because your manners and behaviour are excellent. We saw that your attendance is very high too. Well done for that! It is very important so do keep it up.

You go to a good school. You achieve well because your teachers work hard and make sure that your lessons are challenging. It is also good that your teachers keep such a careful eye on your progress. Some lessons are really exciting. It's not often that inspectors get invited to go up in a space rocket. So thank you Reception class for that kind invitation and we hope that you all got safely back down again! All of the grown-ups in school take really good care of you and you take really good care of each other. Your headteacher runs the school well.

Your parents, school governors and teachers are just as proud of your school as you are and would like it to be even better. To help that to happen, I have asked your teachers to make sure that you know exactly what you have to learn in every lesson and to give you the chance to check your own progress and to decide what you need to do next. Keep working hard and enjoying school as much as you do already.