



# Byley Primary School

## Inspection Report

**Unique Reference Number** 111055  
**LEA** Cheshire  
**Inspection number** 278585  
**Inspection dates** 6 December 2005 to 7 December 2005  
**Reporting inspector** Mrs Frances Gander CfBT Lead Inspector

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

<b>Type of school</b>	Primary	<b>School address</b>	Moss Lane
<b>School category</b>	Community		Byley
<b>Age range of pupils</b>	4 to 11		Middlewich, Cheshire CW10 9NG
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01606 832519
<b>Number on roll</b>	75	<b>Fax number</b>	01606 832519
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr A Gibson
<b>Date of previous inspection</b>	14 February 2000	<b>Headteacher</b>	Mrs J Dunseath

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 6 December 2005 - 7 December 2005	<b>Inspection number</b> 278585
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## Introduction

The inspection was carried out by one additional inspector.

## Description of the school

This is a very small primary school located in a rural area of Cheshire. The majority of the pupils come from the nearby town of Middlewich. A few pupils travel from areas further away; one parent chose this school because it is small and has the reputation of having a 'family ethos'. The number of pupils admitted has increased each year since the last inspection and every year the school is oversubscribed. Pupils are grouped into four mixed age classes apart from Year 6. They come from a wide range of socio-economic backgrounds and enter school with broadly average attainment. All pupils come from white British backgrounds. The number of pupils with learning difficulties and/or disabilities is very low.

## 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. It is well led and managed. The school knows its strengths and weaknesses well and priorities are correctly identified within its school development plan. However, it does not make sufficient links between the priorities and their estimated cost. Pupils make good progress, particularly in mathematics, science and information and communication technology (ICT). They are taught well and therefore attain standards overall that are above average. Although pupils achieve well in writing, there is room to further improve the standards of higher attaining pupils. Pupils' personal development, including their spiritual, moral, social and cultural development is good. They have good attitudes to work and their behaviour is exemplary. The school takes good care of its pupils. Consequently, they enjoy school greatly and feel secure. By Year 6, pupils are responsible, mature and well equipped with life-long learning skills. For example, they are particularly aware of how to stay safe and have a good understanding of how to lead a healthy lifestyle.

The school was accurate in its self-evaluation in all but two areas. The school modestly evaluated the provision in the Foundation Stage as satisfactory, the inspection judgement is good. Pupils start with average skills and by the end of their Reception year, most attain and some exceed the nationally expected goals for children of this age. The inspection judgement for the curriculum is satisfactory and not as high as the school envisaged. The school strives hard to provide pupils with a breadth of academic and social experiences. However, the lack of a hall, and the restricted playground facilities for younger children, limits the breadth of physical activities they can offer, and the opportunities for the pupils to come together as a whole school. The school has made good improvement since the last inspection and has a good capacity to continue improving. It provides good value for money. Parents are very positive about the school, its provision and its effectiveness.

### What the school should do to improve further

The school knows it needs to:

- improve the standards in writing for higher attaining pupils
- make the provision of a hall an urgent priority
- strengthen the link between budget and the school development plan.

## Achievement and standards

### Grade: 2

The standards that pupils reach at the end of Year 2 and Year 6 are above the national average. They are also above the average for those of the locality and the local authority. Almost all pupils reach the level expected for their age, and a high percentage attain above it, especially in mathematics and science. However, in Year 6, not as many of the higher attaining pupils reach the higher levels in English. This is because they do not achieve as well in writing as they do in reading. In last year's tests, for Year 6

pupils, a few pupils missed the higher level in writing by one or two marks. Due to the small number of pupils taking the tests the overall performance of the school in this subject is affected. The school meets, and sometimes exceeds, the targets set for them, and especially so in mathematics and ICT in Year 6. The quality of teaching in these two subjects is very high. In relation to their prior attainment, pupils make good progress. Many come in attaining average levels and leave the school with above average levels. Pupils who transfer from other schools are thoroughly assessed so their attainment levels inform their targets; some in a short time make rapid progress. This is because the school is small and the pupils' needs and their different ways of learning are well known. Pupils who are new to the school say that they can work better in the small classes and because they feel safe.

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

### **Grade: 2**

Pupils really enjoy being part of this school. Their behaviour is exemplary and they want to do their best. They acquire good attitudes to learning; settling down in their lessons quickly and with the minimum of fuss. They use their initiative in and around the school with regard to making the days run smoothly. For example, because there is a shortage of space, the pupils rearrange the classrooms at different times of the day to accommodate different sessions. By Year 6 they are mature for their age. The younger children learn very quickly from the older pupils about routines and expectations. Attendance is good. Pupils say that they enjoy coming to school because it is small, they find it easy to make friends, and there is no bullying. They understand the benefits of a healthy lifestyle, enjoy healthy eating, and act responsibly and safely throughout the day. Within the limited opportunities they have, they participate in different sporting activities.

Pupils' spiritual, moral, social and cultural awareness is good. Pupils are very polite, show an awareness of right and wrong, and have regard for others. They make satisfactory contributions to the community, such as by supporting charities. They are developing a satisfactory understanding of what it means to live in a multicultural society. Through their numeracy sessions, and some visits to places of work they are gaining an understanding of the skills needed for their future life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching is good, and is accurately reflected in the school's self-evaluation. In Year 6, there is some outstanding teaching in mathematics and ICT. This leads to very high standards in these subjects. Teaching in the Foundation Stage is good; the teamwork is developing well. All teachers teach the mixed age groups well, and they expertly plan work that caters for the different levels of ability and ages. This enables all pupils to make good progress, especially pupils who have learning

difficulties and/or disabilities. The work set for them is challenging, is in keeping with their targets, and also enables them to achieve. This in turn raises their self esteem. In the best lessons there is a very good use of problem solving, investigation work, and an emphasis on pupils showing how they arrived at the answer or completed the task. In all classes, there are ample opportunities for paired work or independent work. This makes a significant contribution to the pupils' good personal development. A strength of teaching is the consistent and expert use of ICT by teachers. They are highly proficient users of the interactive whiteboards in all lessons. There are some very good examples of marking with comments providing good advice which helps pupils to improve.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is overall satisfactory. The curriculum meets the different needs of pupils and also challenges them, especially in English, mathematics, science, ICT and design and technology. Although the school works hard to provide a range of physical activities at alternative venues, the absence of a hall and physical education resources affects the overall quality of the curriculum and pupils' opportunity to excel in this area. It also restricts the opportunities for whole school events, productions, assemblies and after school activities. The amount of activities provided after school is satisfactory but not as many as seen in the majority of other schools. A close association has emerged with a group of local schools and has provided some joint activities for pupils. These are enhancing physical education and design and technology. The provision of a suitable outdoor play facility for the Foundation Stage is still outstanding from the last inspection. This is due to the delay in providing a hall. Pupils feel that the subjects they study are interesting and they enjoy the challenges teachers set for them, but their greatest desire is to have a hall. They are able to list many areas where it would make a difference to them, such as having drama, having lunch together, and somewhere to go other than classrooms when the weather is wet.

## **Care, guidance and support**

### **Grade: 2**

The school is well ordered and routines are consistent. Pupils state that they trust staff and know who to turn to if they need help. Appropriate child protection and health and safety procedures are in place. Pupils say that 'bullying and racism are non-existent'. They feel confident that if it occurred it would be dealt with immediately. The pupils work in a safe and attractive environment which helps them to focus on learning, but the walking back and forwards from the village hall, in sometimes wet weather, along the village road is dangerous. The school is doubly vigilant ensuring that pupils are very well supervised. Pupils' work adorns the walls and is well displayed. The monitoring of pupils' progress is detailed in all subjects. Pupils are aware of the targets they are working towards but not always aware of the levels they are achieving. Pupils are well supported when they move on and Year 6 pupils state that they feel confident that they will cope with a new school.

## Leadership and management

### Grade: 2

Leadership and management are good. The school evaluates well its standards and performance. The staff and the governors are very aware of the strengths of the school and areas for development and from these set priorities. The major ones have involved acquiring new classrooms, improving the quality of teaching and increasing the number of staff so that there are not too many pupils in the space available. These have all had a beneficial affect on teaching and learning. The management is not in control of the provision of a hall and play area, as it is being provided by the local authority. However, delays in improvements to the accommodation have an adverse affect on the time and management of the school's budget planning. The school is managing the situation well, but it draws heavily on the resources of time, staffing and finance to compensate for the shortcomings.

Strengths and areas for improvement form the basis of the school improvement plan. However, it is not sufficiently detailed in linking these more securely to the budget by including the costing for each priority. This in turn would provide staff and the governors with a means by which to review the spending to the successes, and further improve self-evaluation. The school has recently been seeking the views of parents and has responded to their issues. It has historically had strong links and support from parents. This is evident in the very positive questionnaires returned to the school. For example, one parent stated: 'the school is well managed and the children learn in a caring, positive and non-discriminatory way'.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</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	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

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

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

### **Text from letter to pupils explaining the findings of the inspection**

I enjoyed my visit to your school and would like to thank you for your warm welcome and help.

Here is a list of all the things that I liked about your school:

- you work hard, behave excellently and enjoy learning new things, which means that you make good progress
- you are very confident and mature
- your work in mathematics and in ICT is particularly impressive
- your teachers explain things clearly, give you challenging activities and tasks to complete, and they use ICT very well to help you learn more easily
- you know how important it is to eat healthily and to keep fit
- I agree with you and your parents that your headteacher and all the staff know you well and help you to feel safe in school.

This is what we have asked your school to do now, to make it even better:

- to make sure that more of you reach a higher level in your writing
- to make the provision of a hall an urgent priority
- to put in its planning how much it thinks it will cost to improve different aspects of the school.