

# Byley Primary School

## Inspection report

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|--------------------------------|---------------------|
| <b>Unique Reference Number</b> | 111055              |
| <b>Local Authority</b>         | Cheshire            |
| <b>Inspection number</b>       | 325284              |
| <b>Inspection dates</b>        | 10–11 November 2008 |
| <b>Reporting inspector</b>     | Graham Martin       |

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.

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|----------------------------------------------------------------------------------------|----------------------------------------------------------|
| <b>Type of school</b>                                                                  | Primary                                                  |
| <b>School category</b>                                                                 | Community                                                |
| <b>Age range of pupils</b>                                                             | 4–11                                                     |
| <b>Gender of pupils</b>                                                                | Mixed                                                    |
| <b>Number on roll</b>                                                                  |                                                          |
| School (total)                                                                         | 73                                                       |
| 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                                                        |
| <b>Appropriate authority</b>                                                           | The governing body                                       |
| <b>Chair</b>                                                                           | Mr A Gibson                                              |
| <b>Headteacher</b>                                                                     | Mrs J Dunseath                                           |
| <b>Date of previous school inspection</b>                                              | 6 December 2005                                          |
| <b>Date of previous funded early education inspection</b>                              | Not previously inspected                                 |
| <b>Date of previous childcare inspection</b>                                           | Not previously inspected                                 |
| <b>School address</b>                                                                  | Moss Lane<br>Byley<br>Middlewich<br>Cheshire<br>CW10 9NG |
| <b>Telephone number</b>                                                                | 01606 832519                                             |
| <b>Fax number</b>                                                                      | 01606 832519                                             |

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|--------------------------|---------------------|
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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

Byley Primary school is much smaller than average and is frequently oversubscribed. It includes provision for Early Years Foundation Stage (EYFS) children in a Reception class. The majority of pupils attend from the village of Byley and the nearby town of Middlewich, while some travel from outlying rural communities. Pupils come from a wide range of socio-economic backgrounds. The proportion of pupils eligible for free school meals is below average. The percentage of pupils with learning difficulties and/or disabilities is also below average and the number with a statement of special educational need is well below average. The school has achieved a number of nationally recognised awards for its work. These include the National Healthy Schools Award, the Inclusion Quality Mark, Activemark and the Football Association Charter Mark.

## Key for inspection grades

|         |              |
|---------|--------------|
| Grade 1 | Outstanding  |
| Grade 2 | Good         |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate   |

## Overall effectiveness of the school

### Grade: 2

Byley Primary is a good school with outstanding features such as aspects of pupils' personal development and well-being. These include their exceptionally good behaviour, their great enjoyment of school and their keen awareness of healthy lifestyles and how to keep safe. Pupils are exceptionally well cared for so that they all feel, in their words, 'part of its happy and hard working family'. Parents overwhelmingly support this view, appreciating the school's individual care and concern that help their children to achieve well and thrive both personally and socially.

All pupils achieve well and some achieve exceptionally well, especially in reading and mathematics. The good progress children make in the Reception year continues in Years 1 and 2 so that by the end of Key Stage 1, standards are consistently above average in reading and mathematics and, in most years, above average in writing. Standards at the end of Key Stage 2 are consistently above average. In 2007 and 2008, all pupils reached the expected Level 4 or higher in mathematics and science and almost all reached Level 4 or higher in English. However, fewer pupils than expected attained the higher Level 5 in science.

Pupils enjoy exceptionally good relationships with each other and with the adults who help them. Their attendance is good. They fully understand the need to respect the views and feelings of others, so bullying is rare. Pupils are keen to take on the different responsibilities the school offers, such as leading games at play times. They speak enthusiastically about the value of the work of the school council and willingly undertake routine duties such as moving furniture safely to prepare rooms for assemblies and lunchtimes. Many regularly take part in a wide range of physical and sporting activities, both inside and outside school.

The quality of teaching and learning is good. Activities are varied according to the pupils' needs and capture their interests well. As a result, pupils show high levels of concentration and independence in lessons, agreeing that learning is interesting and fun. Pupils' work is marked encouragingly, providing good information about any errors and guidance on how to improve. This has, for example, helped to improve standards of writing since the previous inspection.

Learning is enhanced significantly by a wide range of additional and extra-curricular activities. Pupils talk excitedly about visits and visitors and activities at other schools, which clearly capture their interest and stimulate their enthusiasm to learn. Pupils have good opportunities to contribute to the wider community, for example, by distributing harvest gifts or winning a competition to design a new roadside sign welcoming visitors to their village. Outstanding partnerships with community neighbours and other local schools provide more space for drama and physical education and good use is made of local facilities such as the village hall.

Pupils benefit from outstanding care, guidance and support. The school successfully celebrates the achievements of pupils, resulting in them becoming confident learners. They are supported very well through the use of clearly explained targets that enable them to recognise their achievements and work out what they need to do to improve. School leaders work well with governors to secure continuous improvement, demonstrating the school's good capacity to improve further. Pupils' interests and well-being are highly valued so that their personal and academic needs are met equally well. The school improvement plan makes clear links between its priorities and available funds, an improvement since the previous inspection. Leaders' judgements about the school's work are carefully considered and well grounded. Information from assessments and tests is used well to set challenging targets and raise standards. On occasions, however, the assessment of pupils' writing is imprecise. As a focal point of much

community activity, the school promotes community cohesion well and provides good value for money.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Small cohorts of children mean that skill levels on entry to the Reception class vary from year to year. Children generally enter Reception with skills which are broadly expected for their age. By the end of the Reception year most children reach the early learning goals and some exceed them. Parents are highly complimentary of the excellent care and good teaching their children receive in the Reception class and are confident that they settle well into school life. The high quality of care promotes exceptionally good personal, social and emotional development for the children. Careful early assessments and good planning and teaching ensure that identified weaknesses are addressed well, enabling all children to make good progress. Staff engage the children in exciting activities, making good use of questions to stimulate their interests. Children become confident and independent, enjoying learning and choosing activities with interest, such as caring for each other in the Byley Health Centre role-play area. Staff and children plan activities together so that all areas of learning are well covered. Good provision in the mixed-age Reception/Year 1 class ensures that children needing extra support to reach any early goals have good, uninterrupted guidance from the same staff. The EYFS is well led and managed. In spite of the lack of a play area specifically for the Reception children, the team leader makes good use of staff and other resources to provide many worthwhile indoor and outdoor learning opportunities of good quality.

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

- Ensure more pupils reach the higher National Curriculum levels in science.
- Ensure that the assessment of pupils' writing is accurate in all years.

## **Achievement and standards**

### **Grade: 2**

Small cohorts of children mean that skill levels on entry to the Reception class vary from year to year. Nonetheless, children generally enter Reception with skills which are broadly expected for their age, make good progress across the school and leave Year 6 with standards which are above the national average. There was a slight dip in attainment in 2006, but standards have recovered and nearly all Year 6 pupils reach Level 4 or above in English, mathematics and science. The proportion of pupils reaching the higher Level 5 in science of late has not been as high as the school expected. Inspection evidence shows that pupils in the current Year 6 are on course to reach the challenging targets set for them. Boys and girls achieve equally well. Pupils with learning difficulties and/or disabilities also achieve well. Parents appreciate the school's individual care and concern for their children that enables them to make good progress in all their learning.

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

### **Grade: 2**

Pupils are cheerful, polite and helpful. They mix well together and demonstrate a very high level of enjoyment and liking for their school. Visiting friends of the school give pupils an exceptional understanding of positive values in assemblies, as did an excellent assembly that helped them to understand the meaning of Remembrance Day. Such occasions result in very

good spiritual and moral development. Opportunities to learn about cultural diversity, such as following Albert the teddy bear's story of his trip to a school in South Africa, mean that cultural development is good. Good quality displays around the school celebrate the wide range of activities that pupils take part in including, for example, their enthusiastic involvement with important community events such as the local Folk and Boat festival. Pupils are very keen to accept different responsibilities such as 'Play Leaders', encouraging younger children to learn fun games for playtimes. They speak enthusiastically about helping their school to improve through their work as school councillors. Pupils' excellent awareness of healthy living is reflected in their choices of nourishing food and eagerness to take part in sport. Their very positive attitudes and above average standards ensure they are well prepared for the next phase of their education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Relationships between staff and pupils are excellent and result in lessons that are both fun and challenging. Teachers plan and organise their schemes of work and lesson plans well, providing activities matched precisely to pupils' needs that capture their interests. As a result, pupils respond exceptionally well in lessons and enjoy their learning, which they say is interesting and fun. They apply themselves well to learning with good levels of concentration and independence. Teachers mark pupils' work well. Their written and verbal guidance provide good encouragement but also inform pupils about any mistakes and suggest how to improve. Teachers use assessment well; they set pupils relevant targets that identify those who may be falling behind and what is needed to help them improve. These pupils receive effective support to keep them on track so that their achievement remains good.

### **Curriculum and other activities**

#### **Grade: 2**

The school makes optimum use of its accommodation, site and other community facilities to provide good learning opportunities. Exceptionally good partnerships with the community and other schools enrich these opportunities, as do visits and visitors that widen pupils' interests and enhance their learning. The good breadth of experiences provided by the curriculum enhances pupils' personal and social development well. The record of large numbers of pupils who have taken part in local sports events shows how well they enjoy friendly competition with other schools. Recorder lessons for Years 4, 5, and 6, expertly taught by a friend of the school, are proving particularly popular, as are lessons in French. Pupils learn much about their cultural heritage from many good opportunities to engage with the wider community and support its work, such as taking part in Rose Queen parades. It promotes international economic equality as a Fairtrade partner school

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

#### **Grade: 1**

All pupils feel part of the school community by being included in all activities and forming strong friendship bonds. Health and safety checks and risk assessments are carried out frequently. Clear procedures for safeguarding children are in place and meet current guidelines. The school has excellent knowledge of the progress of individual pupils, the result of a detailed

and comprehensive system of monitoring their achievement. Pupils are provided with very effective support to keep them on track so that every pupil achieves well. A strong focus on meeting the needs of vulnerable pupils begins in the EYFS, enhanced by excellent partnership with parents, meaning that support for pupils with learning difficulties and/or disabilities is good. This ensures these pupils make progress equally as good as that of their peers. Good progress is supported very well by the use of targets that enable the children to understand what they have achieved and work out what they need to do to improve. Year 6 pupils are both adept at, and committed to, identifying and setting personal targets and achieving them.

## **Leadership and management**

### **Grade: 2**

The headteacher and staff are successful in creating a climate for learning that permeates the school, ensuring that the needs of every pupil are met equally well. Together, staff have made good progress since the previous inspection, sustaining above average standards in English and mathematics and improving standards in writing. The school identifies areas for development in teaching and learning with precision. For example, a focus on setting pupils writing targets has improved overall standards of writing since the last inspection. However, the assessment of pupils' writing is not as precise as it could be. Plans for a hall have been drawn up ready to proceed as soon as approval is given. The school benefits from excellent local partnerships, including with other schools, outside agencies and community groups. Good use is made of national standard and award schemes to evaluate the quality of provision. The school has been successful in achieving a number of awards through this process. Good work to establish a parent and teachers association that prides itself on involving the whole community in its activities promotes strong community links. The school has a good knowledge of the views of parents/carers and pupils, and is responsive to both. Parents are rightfully very positive about the school and are highly complimentary about the education provided for their children. Governors engage well with the work of the school; their involvement is valued by school leaders and they provide a useful level of challenge and support.

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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 |
|-------------------------------------------------------------------------------------------------------|----------------|

### 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?                                                         | 1   |
| 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 <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/or disabilities make progress                           | 2 |

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<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.

## Personal development and well-being

|                                                                                                               |   |
|---------------------------------------------------------------------------------------------------------------|---|
| <b>How good are the overall personal development and well-being of the learners?</b>                          | 2 |
| The extent of learners' spiritual, moral, social and cultural development                                     | 2 |
| 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                                                                                    | 2 |
| The behaviour of learners                                                                                     | 1 |
| 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

|                                                                                                    |   |
|----------------------------------------------------------------------------------------------------|---|
| <b>How effective are teaching and learning in meeting the full range of learners' needs?</b>       | 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?                                             | 1 |

## 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 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 Byley Primary School, Middlewich, CW10 9NG

Thank you for welcoming me so warmly to Byley School when I inspected it recently. I enjoyed talking with you at lunchtimes and playtimes and in the meeting with the school council. I discovered a lot about how well you learn when I visited your classrooms. You told me that you like school very much because you think it is a good school. I agree, your school is good and some things about it are outstanding.

I was very impressed with how much you enjoy learning and how well you behave. The very good care that the adults in school give you helps you all to achieve well and reach good standards. Your teachers make sure that they mark your work carefully and give you good advice to improve it, which helps you to learn well. I was pleased to see how well Year 6 pupils check their own work and set themselves new goals. You take good care of your school and each other and you know how to keep yourselves and others safe. I was also very pleased to see how sensible you are about eating the right foods and taking healthy exercise.

To improve your school, I think a little extra support would help more of you to reach the highest possible standards in science. I have also asked your teachers to check your writing in ways that will make the levels they give you when they assess your work accurate all the time.

I am pleased to send you all my best wishes for continued happiness and success at Byley School.