

Bunbury Aldersey CE Primary School

School Lane, Bunbury, Tarporley, Cheshire, CW6 9NR

Inspection dates

3-4 February 2015

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Inadequate	4
Leadership and management		Inadequate	4
Behaviour and safety of pupils		Inadequate	4
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a school that requires special measures.

- Leadership and management are inadequate. This is because arrangements for safeguarding pupils are not robust enough to always keep pupils safe. Not all staff employed by the school have received training in safeguarding pupils. Records of concern lack detail. Leaders do not always hold important risk assessments, regarding building work for example; this limits their capacity to ensure pupils' safety.
- A few pupils say they are unsafe or that they are not confident any concerns they have will be addressed.
- Adult supervision at break and lunchtimes does not routinely pick up on incidents that occur or spot potential hazards; consequently, some pupils are unaware of the dangers of their play.
- While there are parents who are clearly supportive of the school and its leaders, there are those who are not. Of those responding to Parent View up to and including the end of the first day of the inspection, most disagreed the school was led and managed well. Of those parents who spoke with inspectors, opinion was split down the middle. Most common concerns related to safeguarding and to parents not knowing about incidents in school involving their children.
- The minutes of meetings of the governing body do not always reflect clearly the discussions held or the challenges made to leaders. They do not always focus on the impact of actions taken.
- Pupils' behaviour requires improvement. In less structured situations, pupils' behaviour and attention to what adults say is not as good as it is in class.

The school has the following strengths

- Pupils achieve well and make good progress in their learning. This is because teaching is routinely good.
- Leaders check the quality of teaching regularly and with rigour. Consequently, leaders have a good understanding of where strengths and areas to improve lie. Where aspects, such as marking, occasionally fall below the best, leaders act quickly to bring about improvements.
- In the classroom, pupils' behaviour is often exemplary.
- Leaders have ensured the curriculum is both interesting and challenging. Pupils enjoy learning and want to do their best.
- Children in the early years get off to a good start and achieve well in their learning and development. Staff's awareness of potential hazards and staff's relationships with parents are stronger here than in the rest of the school.

Information about this inspection

- This inspection was conducted at no notice because of concerns raised by some parents via Parent View. Initially this was intended to be a one-day inspection conducted by one inspector; however the inspection was then deemed to be a full inspection because of concerns raised by the inspector during the first day on site. A second inspector was present during the second day of the inspection.
- The inspection team observed the school at work, including in lessons and at breaks and lunchtimes, and listened to what pupils had to say. Inspectors scrutinised a range of documentation, particularly that relating to safeguarding, and met with the headteacher, deputy headteacher and the leader of the early years. Inspectors also spoke with staff in and around school.
- Meetings were held with 16 pupils representing Years 3 to 6; three members of the governing body, including the Chair; and a representative of Cheshire East local authority. A further telephone discussion was held with a fourth governor.
- Inspectors took into account the 24 responses received from parents on Parent View in the 365 day period up to and including 3 February. They also listened to the views expressed by 24 parents at the gate before and after school or via telephone, letter or email.
- Inspectors observed the teaching and learning in the lessons taught by teachers and sports coaches. They spoke with pupils, asked pupils to read extracts of their work, and examined work in books completed over time.

Inspection team

Mark Williams, Lead inspector

Her Majesty's Inspector

Susan Wareing

Her Majesty's Inspector

Full report

In accordance with section 44 of the Education Act 2005 (as amended), Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Information about this school

- The school is smaller than average in size.
- The school dates its origins back to 1594 and was founded by a member of the Worshipful Company of Haberdashers, one of the twelve Great Livery Companies of London.
- The school is currently undergoing a period of building work.
- The proportion of disadvantaged pupils, those eligible for support through the pupil premium, is low compared to other primary schools. The pupil premium is additional government funding to support pupils known to be eligible for free school meals and those who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is below average.
- The large majority of pupils are of White British heritage.
- The school met the government's current floor standards for 2014, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Improve leadership and governance, particularly in the arrangements for safeguarding pupils, by:
 - ensuring all staff working in the school receive safeguarding training
 - ensuring all records of incidents, and especially those where external agencies are involved, detail clearly who has been spoken with, the content of the discussions and any recommendations, and the date and time of such conversations
 - ensuring all risk assessments relating to the school, including those undertaken by external agencies, are kept in school so leaders can act upon them
 - ensuring pupils who report concerns are confident these will be addressed
 - building up and strengthening relationships with parents, including informing them of any incidents involving their children
 - ensuring the minutes of meetings of the governing body reflect clearly the discussions held, the challenges made and always focus on the impact of actions taken.
- Improve the behaviour of pupils at play and lunchtimes so it is as good as that usually displayed in the classroom by ensuring:
 - pupils are always aware of each other and of dangers while playing
 - adults check closely what pupils are doing in order to always spot where incidents occur.
- Strengthen further the good teaching and levels of pupils' achievement by ensuring:
 - teachers are more consistent in their use of information about pupils' learning to ensure progress is always as good as the best in the school
 - the marking of pupils' work is always as helpful to pupils' learning as the best in the school.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The leadership and management are inadequate

- Arrangements to keep pupils safe are not robust enough. Leaders have not ensured all staff have received safeguarding training. This means there is the potential that staff may not identify concerns or report them.
- Leaders' records of incidents and concern lack the detail required to provide a full picture of what has happened or what is said to have happened. For example, records of discussions with other agencies, including dates and times of such conversations and any recommendations made, are not always kept.
- Leaders have not ensured they have access to important risk assessments including those carried out by external agencies working in the school. This means they have been unable to put into place measures to reduce potential of risk. Furthermore, leaders' in-school assessments do not address fully the potential dangers to pupils including when playing football around cars parked on the playground, for instance. While this risk was removed by the second day of the inspection, pupils had already become used to playing in such situations.
- Leaders' relationships with some parents are weak. While some parents are very supportive of the school and the progress made by their children, others express concerns about safeguarding and not getting information about any incidents that occur. These concerns are justified. Leaders have not ensured adult supervision at break and lunchtimes identifies incidents or hazards, meaning there is the potential of such occurrences going unnoticed. Leaders, though, have begun to involve parents more in the life of the school. The governing body and the deputy headteacher have set up a parents' forum where views can be exchanged.
- The school has received support and challenge from the local authority and a School Improvement Partner. The local authority is aware of parental concerns. External support and challenge has focused on enhancing the quality of pupils' achievement. .
- Both the pupil premium and the primary sports funding streams are used effectively to include pupils fully in the curriculum; participating in educational visits in the case of the former and in a range of sporting activity in the latter, for example. In the case of the primary sports funding, evaluations by leaders of how effectively this money has been used tends to be descriptive rather than focusing in on how pupils are getting better at sport.
- Some aspects of leadership are good. Leaders' records for checking the quality of teaching and learning draw out strengths and areas to improve well. Where aspects, such as marking, occasionally fall below the best, leaders act quickly to bring about improvements. This close checking ensures pupils learn well. In this way, leaders promote equality of opportunity well and potential discrimination is avoided.
- Leaders, including middle leaders, have also ensured the curriculum is both interesting and challenging. Pupils are interested in their work and enjoy learning. Lessons in school, coupled with a good range of extra-curricular activities, cross country, inter-school competition and residential visits help pupils become prepared for secondary school and life in modern Britain.
- Newly qualified teachers may not be appointed before the school's first monitoring inspection.
- **The governance of the school:**
 - The governing body was not fully aware of the weaknesses in the arrangements for safeguarding pupils. As a result, they were unable to challenge leaders effectively to make improvements. Furthermore, important reports about safeguarding took too long to get from the committee stage to the full governing body.
 - The minutes of meetings of the governing body do not always reflect the discussions held or challenge made to leaders. It is not clear, for example, whether or not the safeguarding policy had been approved by the governing body as a whole. Nor do minutes always focus on the impact of actions taken. This is sometimes because the information governors receive from the school is descriptive rather than articulating the difference made to pupils' learning and development. While governors know how the pupil premium funding is used and are beginning to see how disadvantaged pupils are making progress compared to their peers, the reports about the school's use of the physical education and sport premium funding focus more on numbers participating rather than improvements in pupils' sporting ability.
 - The re-structuring of the committees of the governing body is allowing governors to focus better on important areas. Governors spoken with were clear about performance management rewarding good teaching and also what published data was saying about the achievement of pupils. Such awareness has helped them to ask increasingly searching questions of leaders. Important decisions are currently being made about the school environment, including car parking facilities, which have the potential of

improving safety in and around school.

- Governors are aware of the concerns of some parents. To assist them in understanding parents' concerns more clearly, they are currently revising the school's complaints procedures.
- Appropriate checks are made on staff when they are appointed to the school.

The behaviour and safety of pupils

are inadequate

Behaviour

- The behaviour of pupils requires improvement.
- The difference between behaviour in the classroom and outside is marked. This is because adults do not routinely promote good standards of behaviour in the playground.
- Pupils, in general, do not behave as well in the playground as they do in class. In their exuberance, they are not always aware of other pupils when they run around or play football. Consequently, pupils' social development is less well developed than other aspects such as their spiritual, moral and cultural development.
- When in class, pupils are polite, courteous and listen to adults and each other very well. Good relationships between adults and pupils and between pupils are fostered well. In the great majority of cases, pupils' work is well presented and highlights the pride they have in themselves and their school. Attendance is above average.
- Pupils' spiritual, moral and cultural development is promoted well in class, in assemblies and through visiting speakers. Older pupils, for example, following a visit from a relative of a pupil evacuated in the Second World War, created wartime songs that reflected well their understanding of what previous generations have gone through. Likewise, on the way into the hall, pupils paused poignantly at the remembrance poppy display.

Safety

- The school's work to keep pupils safe and secure is inadequate.
- Nearly half the parents who responded to Parent View up to and including the first day of the inspection, and a number who expressed opinions to inspectors, were not confident their children were safe at school. Concerns expressed are justified. The measures taken by leaders and governors to ensure the safety of pupils are not robust enough. During the inspection, for example, pupils were spotted retrieving footballs from underneath cars or running round while eating food, often without challenge. Conversely, in the early years, children are challenged to avoid potential hazards.
- While many pupils spoken with during the inspection reported how much they liked school, a few told inspectors they were not safe or were called homophobic names. Not all pupils expressed confidence that anything would be done about bullying if it occurred. While inspectors do not doubt leaders' intentions to keep pupils safe, and agree that many of those pupils spoken with formally and informally are happy in school, sometimes weak supervision and record keeping of incidents mean that parents do not know that something has happened to their child.
- Leaders are addressing instances of bullying in the school and raising pupils' awareness of the different types. Year 4 pupils, for example, have been involved in an anti-bullying project and have reported their findings to a group of governors. Some pupils also act as anti-bullying ambassadors and 'buddies', looking out for fellow pupils who are by themselves.

The quality of teaching

is good

- Pupils learn well because, in the main, teachers have high expectations of what pupils are required to do and how they are to behave in lessons. Work in pupils' books shows these expectations are consistent. As a result, pupils write imaginatively, read well and with increased fluency, and develop a good understanding of mathematics.
- The knowledge, skills and understanding of pupils in other subjects across the curriculum are also developing well because of good teaching. Year 4 pupils, for example, were painting detailed pictures of Tudor houses using a range of techniques.
- Teachers use questioning well to check that pupils understand what they are being taught. Such questioning helps pupils to think more deeply about what they are learning. For example, Year 3 pupils in their responses to their teacher and in discussions with each other were able to talk confidently to each

other about equivalent fractions. On occasions, though, teachers give too much information to pupils, particularly those with special educational needs, so it is not always pupils who are working things out for themselves.

- Teachers mark pupils' work well. The use of 'fix it' time is used effectively for pupils to respond to comments and improve their knowledge and understanding. Sometimes, marking is too detailed and pupils lose sight of what is being asked of them. On other occasions, marking does not pick up spelling that is repeatedly incorrect.
- The school has a good deal of information about what pupils can do. Often, this information is used well by teachers to set challenging targets for pupils. This is why some pupils go on to achieve at a high level more commonly found in secondary schools, in mathematics for example. Sometimes, though, this information is not used in a timely fashion to ensure all pupils make the very best progress of which they are capable.
- Additional adults, including trainee teachers, are used well throughout the school.
- On a few occasions, progress in lessons is not as rapid as it could be. This is because the usual high expectation that pupils will respond immediately to an adult's instructions are not always demanded. This means, for example, high quality movements in gymnastics are not always appreciated by other pupils because an adult has not ensured all are attentive.

The achievement of pupils is good

- Some parents who responded to Parent View at the time of the inspection disagreed pupils make good progress. Inspectors do not share this view. Instead, they agree with leaders that achievement is good.
- Published data show pupils achieve well from generally favourable starting points. Over the last five years up to 2014, pupils in their Year 2 and Year 6 assessments attained higher, often significantly so, than their peers nationally in reading, writing and mathematics. In 2014, Year 1 pupils achieved higher than other pupils nationally in their tests in phonics (letters and sounds they make). Also in 2014, Year 6 pupils, who are now in secondary school, were prepared well to go on the next stage of their education.
- Published data show that pupils not only attain well, they make good progress too. In mathematics, for example, Year 6 pupils who left in 2014 made better progress than other pupils of the same age in England. Because numbers of disadvantaged pupils and those with special educational needs are so small, comparisons with other groups of pupils are statistically unreliable.
- It is not only the published data that show good progress and high standards; the work of pupils currently in the school shows they are on course to at least maintain the levels of achievement enjoyed in the past. In school, pupils read, write and develop knowledge, skills and understanding in mathematics well. Pupils in Year 2, for example, gain the interest of the reader with sentences such as, 'Sometimes, Percy wears strong leather gloves to protect him from sharp bramble bushes.'
- Inspectors found no discernible difference in the progress of different groups in classes. This is because leaders have identified well those with special educational needs. Support given to these pupils is helping them not fall behind against their targets. On occasions, though, those supporting such pupils do too much for them. Nevertheless, pupils with special educational needs achieve well overall.
- Leaders plot well the progress made by pupils during the year. In the main, this information is used to set challenging targets. On occasions, the information is used less well so pupils do not make progress as rapidly as others.
- Generally, levels of challenge for the most able pupils are high so they make good progress.

The early years provision is good

- Children get off to a good start. Liaison with pre-school groups and parents before children start school enables leaders to gain useful information about what children can or cannot do. On entry to the early years, children display features broadly typical of other children of their age. The school's records show that some children entering in September 2013 displayed skills and abilities that were less well developed.
- Links with parents in this part of the school are strong. Parents of children in this class who spoke with an inspector appreciated how their children had been helped to settle in. Parents are encouraged into the class and many do as demonstrated by the numbers attending the 'stay and play' session.
- Children in the early years get on well with each other both in the classroom and in the outside play area, taking turns, for example. Outside, children put on gloves as they pretend to be painters and builders. This indicates a good awareness of safety. If children become a little over-exuberant outside, this is

challenged more effectively than in Key Stages 1 and 2, thereby making children better aware of potential hazards.

- Children's writing is developing well as is their knowledge of numbers. Visits to places such as a local aquarium help foster a fascination for the wider world. Children spoke excitedly, for example, of the fish they had seen the day before.
- As a result of routinely good teaching children make good progress in their learning and development. This was also true for children entering the class in 2013. Consequently, they are equipped well to go into Year 1. The headteacher, deputy headteacher, early years leader and governors spoken with have a clear understanding of how well children in this class are achieving and are using this information well to keep progress strong.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	111344
Local authority	Cheshire East
Inspection number	456393

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	192
Appropriate authority	The governing body
Chair	W Done
Headteacher	A Thacker
Date of previous school inspection	23 November 2011
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