

# Abingdon Primary School

## Inspection report

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<b>Unique Reference Number</b>	106074
<b>Local Authority</b>	Stockport
<b>Inspection number</b>	355881
<b>Inspection dates</b>	15–16 February 2011
<b>Reporting inspector</b>	Frank Carruthers

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

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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 of pupils on the school roll</b>	152
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Steve Rezill
<b>Headteacher</b>	Ms Alison Naismith
<b>Date of previous school inspection</b>	20 September 2007
<b>School address</b>	Abingdon Road Reddish, Stockport Cheshire SK5 7ET
<b>Telephone number</b>	0161 4804531
<b>Fax number</b>	0161 4804531
<b>Email address</b>	headteacher@abingdon.stockport.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. Thirteen lessons or parts of lessons were observed involving eight teachers. Meetings were held with pupils, staff, the Chair of the Governing Body and several parents and carers. Inspectors observed the school's work, and looked at pupils' books, school assessments, planning and school policies, including those concerning the safeguarding of pupils. Thirty-five questionnaires returned by parents and carers, and 90 pupils' questionnaires, were completed, read and analysed. Two staff also completed a questionnaire.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well all groups of pupils are achieving in school.
- The effectiveness of measures to improve attendance.
- How much improvement has been made to the quality of teaching.
- What the impact is of senior leaders and the governing body on the outcomes for pupils.
- How robust are all aspects of safeguarding.

## Information about the school

Abingdon is a smaller-than-average primary school. The proportion of pupils known to be eligible for free school meals is nearly twice the national average. The proportion with special educational needs and/or disabilities is above average. The proportion with a statement of special educational needs is average. A few pupils are from minority ethnic backgrounds and a few of these speak English as an additional language. The proportion of pupils who join or leave the school at times other than the start of the Reception Year or the end of Year 6 is average. However, in some older year groups, the turnover is high. The Early Years Foundation Stage consists of one Reception class. The school shares its site with a children's centre and uses a room in the centre to run a breakfast club. In addition, a privately-run after-school club uses the centre and is subject to a separate inspection as is the children's centre itself. The school has links with both the children's centre and the associated high school nearby, forming an informal federation. Since the time of the last inspection, there has been a change of headteacher and a new Chair of the Governing Body. There is currently an acting deputy headteacher because the substantive deputy headteacher was seconded at the start of the school year to another school in the local authority. The school has gained the Artsmark (gold) and Healthy Schools status.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

The school provides a satisfactory education. Pupils make satisfactory progress overall and their attainment is broadly average in English and mathematics by the time they leave school in Year 6. Pupils with special educational needs and/or disabilities make good progress thanks to well-organised and good quality intervention programmes. Pupils' behaviour and their spiritual, moral, social and cultural development are good. Levels of attendance are in line with the national average and punctuality is satisfactory. The attendance of a few is unsatisfactory and, despite the good efforts of the school, remains so and impedes these pupils' progress.

The quality of teaching is satisfactory overall. Recent improvements, to the way the staff assess how well pupils are doing and set challenging targets for their classes, are helping to improve teaching. Teaching is now good in most but not all year groups. In a minority of lessons, work is not matched closely enough to pupils' needs and does not always challenge pupils sufficiently well. The impact of the recent improvements on pupils' learning and achievement is not yet fully felt. The curriculum is satisfactory overall and has a particular strength in the creative subjects, such as art. Care, guidance and support for pupils are good and lead to the overall good personal development of pupils. All staff support pupils with additional needs well. Of particular note in this respect is the high quality work of the learning mentor and teaching assistants.

The senior leadership team takes a lead in driving forward improvement, for example in addressing key recommendations from the last inspection report, such as making better use of assessment information and improving the monitoring of teaching and learning. The full impact of these measures on pupils' achievement is still to be felt. The school's self-evaluation is broadly accurate. Taken together, these factors indicate the school's capacity to improve is satisfactory. All aspects of safeguarding pupils' welfare are good. The governing body carries out its role satisfactorily. Partnerships with parents and carers and with schools and other agencies have a good impact on pupils' learning.

About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## What does the school need to do to improve further?

- Raise attainment in English and mathematics by the end of Year 6 and accelerate pupils' progress, particularly in Key Stage 1, by:
  - improving the consistency of teaching so that it is good or better in all year groups through sharing best practice

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- ensuring through staff training that teachers always match work closely to each pupil's needs
- focusing efforts more closely on improving the attendance of the few pupils where it is unsatisfactory.

## **Outcomes for individuals and groups of pupils**

**3**

Pupils report that they enjoy lessons. Their achievement is satisfactory. The attainment of most children on entry to the Reception class is below expectations for their age. After making good progress during the Reception Year, the rate of progress in Key Stage 1 has been slow in recent years. As a result, standards in Year 2 have been below average. This has meant that when the pupils move into Year 3 their starting points have not always been high enough. The majority of pupils in Key Stage 2 make expected progress or better but attainment in English and mathematics in Year 6 has remained broadly average rather than better than that. Pupils who join the school in Key Stage 2 make at least expected progress during their time in school; some start with below average attainment. Pupils with special educational needs and/or disabilities and the very few who speak English as an additional language make good progress as a result of well-targeted intervention programmes. There is no trend in difference in the performance of boys and girls, though it does vary from year to year. More-able and talented pupils make the same progress as their classmates.

Most pupils have good attitudes to learning. They share ideas well with one another in lessons and most are keen to give their opinions in class discussions. Most pupils take pride in their work and present it well. Pupils behave well in class. A few display challenging behaviour but the support they receive enables them to make good progress in overcoming their difficulties. As a result, bullying is not a concern for pupils and they know who to turn to if necessary. Exclusions are rare. Pupils have a good understanding of how to stay safe and know about how to lead a fit and healthy lifestyle. The school council is active in decision making in school and pupils raise funds for several local and national charities on a regular basis. They have also taken part in activities to improve local amenities. Despite the strengths in their personal development, average attendance and basic skills mean that pupils' preparation for their future lives is satisfactory rather than good.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

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

## How effective is the provision?

Teaching and learning are benefiting from initiatives introduced in recent years. For example, through good quality training, teaching assistants make a significant contribution by taking small groups and working on intervention programmes one-to-one with pupils. The marking of pupils' work is good and helps pupils to understand the next steps in learning. However, assessment information is not consistently used well enough to match work to what different pupils need to learn next. Viewed as a whole, teaching is stronger in Key Stage 2 than in Key Stage 1, and where teaching has been weaker this has led to below average standards at the end of Year 2. There are clear indications that this is now being addressed by leaders.

The curriculum is under review with the intention of strengthening links between subjects. English is benefiting from improvements in how the staff teach skills of writing. The curriculum in mathematics is now given a sharper focus on helping pupils to use and apply their knowledge in solving problems in the real world. Information and communication technology is taught well with the help of a specialist from the associated high school. However, the subject is not linked sufficiently to other subjects. There is a good emphasis on using the curriculum to help pupils' social, emotional and physical development.

Strengths of care, guidance and support include how well the school helps the more vulnerable families and the good impact of the workshops for parents and carers. There are valuable links with the associated high school and children's centre that help the

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transition of pupils between establishments and also enrich the curriculum. In addition, the successful breakfast club offers a warm and healthy welcome at the start of each day. A number of initiatives are in place to promote regular attendance and the learning mentor works closely with the education welfare service to this end. However, the attendance of a few pupils is still a cause for concern.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Since her appointment, the headteacher has strengthened the way senior leaders take on responsibility and are involved in decision making. Her clear vision for the school is shared well among all staff and members of the governing body. There is a greater emphasis on monitoring how the school is performing, making everyone accountable in their roles and acting on findings. The impact of these developments is yet to be fully realised in the outcomes for pupils. The school's self-evaluation is satisfactory, though some of its judgements about how well pupils are doing do not reflect accurately enough the assessment information the school has about their achievement. The governing body is kept well informed about trends in outcomes for pupils. The chair, in particular, challenges senior leaders to account for findings. The work of the governing body overall is satisfactory. The school promotes equality and tackles discrimination well. For example, it has successfully reduced the gap in attainment between pupils with special educational needs and/or disabilities and other pupils. The school is now taking firm action to raise the attainment of all pupils. Comprehensive risk assessments and child protection measures mean safeguarding procedures are robust. The school promotes community cohesion well and this is especially evident in events such as the Diversity Week last year and a planned Business Week next term. There are good links with schools overseas.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

The overall effectiveness of the Early Years Foundation Stage is satisfactory because, although outcomes and provision are good, leadership and management are currently no more than satisfactory. The children make good progress, especially in their personal, social and emotional development. They relate well with adults and make friends easily. They behave well and do not put others at risk. By the time they move on to Year 1, they are working within the early learning goals in most areas of learning. In some aspects, such as communication, language and literacy, a minority are still working towards the goals. Provision is good and there is a well-resourced outdoor area for the children to enjoy which can be accessed continuously. Indoors the classroom is bright and stimulating. Activities for the children are well planned and based on good assessments of how the children are progressing. There are effective links made with the learning mentor and the special educational needs coordinator to support individual children. Leadership and management of the Early Years Foundation Stage by the class teacher, appointed at the start of the school year, are satisfactory. Elements of leadership such as self-evaluation and forward planning are beginning to help staff to recognise strengths and areas for development. For example, they have identified that activities to interest boys are a priority to help them to achieve. All aspects of safeguarding the children's welfare are good.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

In terms of the number of questionnaires returned, the response was fewer than is found in most inspections of primary schools. Almost all the parents and carers who responded expressed highly positive views of the school. This was also true of several parents and carers that the team met. They find the school welcoming. They greatly value the work of the school in helping their children to enjoy their learning and to understand how to lead a safe and healthy life. They appreciate the work of the headteacher and all staff in helping their children to become well-rounded young people. Inspectors endorse these opinions while noting that there is scope for improvement in standards that the pupils reach in English and mathematics. The inspection team considers parents' and carers' positive views are a reflection of the successful partnerships the school has with them.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Abingdon Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 35 completed questionnaires by the end of the on-site inspection. In total, there are 152 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	25	71	10	29	0	0	0	0
The school keeps my child safe	24	69	11	31	0	0	0	0
My school informs me about my child's progress	17	49	16	46	2	6	0	0
My child is making enough progress at this school	17	49	17	49	0	0	0	0
The teaching is good at this school	19	54	16	46	0	0	0	0
The school helps me to support my child's learning	18	51	17	49	0	0	0	0
The school helps my child to have a healthy lifestyle	15	43	20	57	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	11	31	17	49	0	0	0	0
The school meets my child's particular needs	16	46	19	54	0	0	0	0
The school deals effectively with unacceptable behaviour	13	37	18	51	3	9	0	0
The school takes account of my suggestions and concerns	11	31	23	66	0	0	0	0
The school is led and managed effectively	17	49	16	46	1	3	1	3
Overall, I am happy with my child's experience at this school	17	49	17	49	1	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### 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.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
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.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
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.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



17 February 2011

Dear Pupils

**Inspection of Abingdon Primary School, Stockport, SK5 7ET**

It was a pleasure to inspect your school. You were all very friendly and helpful and we enjoyed finding out from you how you are getting on.

Your school is providing you with a satisfactory education. Your behaviour is good and you told us bullying is very rare and if it happens, the staff deal with it promptly. You take on responsibilities well and we were impressed with the work of the school council in helping to make improvements in school. You make satisfactory progress in lessons and, by the time you leave at the end of Year 6, most of you reach the standards expected for your age in English and mathematics or just below. You told us you enjoy the activities in school. School leaders make sure you all have an equal opportunity to achieve and, as a result, those of you who find work in English and mathematics difficult get good support in extra lessons such as 'Numbers Count' and do well. The staff take good care of you all so that you feel safe and have someone to turn to if you have any need to do so. The links the staff have built up with your parents and carers, and with the high school, help you with your learning.

Part of our job is to identify how the school can do better. There is one important task for the staff. They need to continue their efforts to make sure you all do as well as you can in English and mathematics. This can be done by making all teaching as good as the best in school and by making sure that the work set for the different groups in each class really challenges you all. A few of you are absent from school too often. We have asked the school to help these pupils to attend regularly.

Please continue to enjoy school and try your best. I send you all my best wishes for the future.

Yours sincerely

Frank Carruthers

Lead inspector

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