

# Wesley Methodist Primary School

## Inspection report

---

<b>Unique Reference Number</b>	105329
<b>Local Authority</b>	Bury
<b>Inspection number</b>	355757
<b>Inspection dates</b>	15–16 February 2011
<b>Reporting inspector</b>	Joanne Olsson HMI

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	226
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Denise Bigg
<b>Headteacher</b>	Mr Geoff Hirst
<b>Date of previous school inspection</b>	16 April 2008
<b>School address</b>	Forth Road Radcliffe, Manchester Lancashire M26 4PX
<b>Telephone number</b>	0161 7233416
<b>Fax number</b>	0161 7259152
<b>Email address</b>	wesleymethodist@bury.gov.uk

---

<b>Age group</b>	4–11
<b>Inspection dates</b>	15–16 February 2011
<b>Inspection number</b>	355757

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Nine lessons led by nine teachers were observed. Inspectors made several visits to the Early Years Foundation Stage to observe provision. In addition, inspectors visited classrooms to talk to pupils. Meetings were held with groups of pupils, representatives of the governing body, senior leaders and managers and a local authority officer. Inspectors observed the school's work and looked at a range of documentation, including arrangements for safeguarding, information about pupils' attainment and progress, the school's improvement plan and pupils' books. They considered the responses to questionnaires from staff, pupils and 107 parents and carers.

- Are current attainment levels being maintained and are all pupils, including girls and those with special educational needs and/or disabilities, making consistently good progress against their starting points?
- Are the quality of teaching and the use of assessment consistently good enough to secure good pupil progress and further raise attainment in all core subjects, particularly in mathematics?
- Are the systems for monitoring the performance of the whole-school sufficiently rigorous to ensure sustained improvement in all pupil outcomes?
- Is the role of all leaders, including governors, sufficiently well developed to drive improvements in provision, leading to raised attainment in all core subjects?

## Information about the school

Wesley Methodist Primary is an average-sized school which admits most pupils from its immediate locality. Children enter Reception from a variety of nursery and pre-school settings. Most pupils are from White British heritage. A small minority of pupils speak English as an additional language. The percentage of pupils known to be eligible for free school meals is below average. The proportion of pupils with special educational needs and/or disabilities is lower than the national average, as is the number of pupils with a statement of special educational needs. More pupils move into and out of the school throughout the school year than in most schools. The school has a Methodist foundation and has close links with Wesley Methodist church. The school has received a number of awards including, Activemark, Healthy School status, Groundwork Environmental Award, Sustrans Bike-It Award and the bronze Eco-School Award. The school has onsite childcare provision, not managed by the governing body, known as Bubbles. This is subject to a separate inspection and the latest report is available on the Ofsted website.

**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

Wesley Methodist School is satisfactory. It has some good features, such as the overall good quality of pupils' personal development and well-being, and the care and support it provides for the school community. It is a welcoming and harmonious school due to warm relationships and pupils' positive attitudes to learning. Pupils in Wesley live up to their school motto 'Learning to Live and Living to Learn'.

Most pupils enter Reception with skills and knowledge slightly lower than expected for their age. They make satisfactory progress across the school and as a result, leave Year 6 with attainment levels that are broadly in line with the national average. Pupils' achievement in English is stronger than in mathematics because pupils have good opportunities to practise writing skills in a variety of contexts. Pupils enjoy coming to school. This is reflected in the above average attendance figures which have been maintained since the last inspection. Pupils' behaviour has improved and is outstanding. Pupils are considerate and supportive of each other in lessons and at play. Pupils' exceptionally well-developed personal qualities, in conjunction with secure basic skills, mean they are well prepared for the future.

Teaching is good overall. It has improved since the last inspection because of well-targeted support from the local authority. As a result, all pupils make at least satisfactory and often good progress during their lessons. Most teachers have strong subject knowledge and high expectations. They plan lively and imaginative lessons which capture pupils' interest and make learning fun. Throughout the school teachers regularly check the progress made by pupils but this information is not always used effectively to match pupils' activities to their individual needs. Teachers mark pupils work conscientiously and affirm pupils' effort. Nevertheless, these written comments do not consistently provide clear guidance on the precise steps pupils can take to improve their work. Improvements to the Early Years Foundation Stage environment mean children can work and play outdoors. However, planning to ensure all children of Reception age have full access to the outside area and the Early Years Foundation Stage curriculum is underdeveloped.

The school's capacity to sustain further improvement is satisfactory. Leaders and managers responded well to the last inspection. Improvements have been achieved in the quality of teaching and pupils' learning and in the development of pupils' science investigative skills. Pupils' achievement is beginning to improve. Systems to monitor the work of the school are in place, although they sometimes lack rigour. Nonetheless, the school's self-evaluation is accurate. School action plans identify appropriate priorities but do not describe intended outcomes in sufficient detail to enable leaders and managers to measure their success.

**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

Up to 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 pupils' achievement, particularly in mathematics, by:
  - using assessment information to plan activities which are carefully matched to the precise needs of all pupils
  - ensuring teachers' feedback to pupils provides clear guidance on what they need to do next to improve their work.
- Improve provision for all pupils in the Early Years Foundation Stage by:
  - developing effective planning between Reception and Year 1 so all children of Reception age have equal access to the Early Years Foundation Stage curriculum
  - developing a more systematic approach to assessing and recording children's progress so activities are well matched to their needs and interests.
- Strengthen leadership and management at all levels to eradicate inconsistency by:
  - ensuring monitoring is regular and sufficiently focused on pupils' learning and the progress of all groups
  - ensuring improvement planning is focused on specific action to be completed and clear targets are linked to a measurable uplift in pupils' achievement.

**Outcomes for individuals and groups of pupils****3**

Pupils enjoy their lessons and show concentration and enthusiasm for their work. In a Year 1 music lesson, there was excellent collaboration between pupils as they performed a musical accompaniment to a chant. They were excited by the task and clearly delighted with their performance. In a Year 5/6 science lesson, pupils enthusiastically talked about how they were using their science skills to carry out an investigation into dissolving. These pupils were able to identify the need for repeated testing to gather accurate results and to apply their mathematical skills to produce a graph of their findings. Such activities support pupils' confidence while enabling them to develop as independent learners.

Pupils' academic achievement is satisfactory and improving. In 2010, overall progress in Key Stage 2 recovered from a two-year dip and was higher than at the last inspection. Good progress in English and satisfactory progress in mathematics resulted in average attainment in both subjects. Work in lessons, in books and the school's own information on pupils' progress show that all pupils, including girls, make at least satisfactory progress. An increasing number of pupils, particularly those in upper Key Stage 2, are making good progress. However, it is not yet consistently good in all classes or all subjects. Although Key Stage 1 attainment remains below the national averages, pupils make satisfactory progress from their starting points. Intervention programmes are used very effectively to support pupils who are in danger of falling behind or those identified with special educational needs and/or disabilities. As a result, these pupils make good progress.

Pupils are proud of their school. School councillors are very successful in ensuring pupils have a strong voice in the school. They have worked hard to establish a healthy tuck shop and, in partnership with an architect, they are making positive changes to the school

**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

grounds. Pupils say they feel safe at all times and they are confident any issues they raise are dealt with fairly. Their behaviour is exemplary; they have a keen sense of right and wrong and are extremely considerate to each other. In an assembly, older pupils remained attentive and supportive while much younger pupils were sharing their achievements. Pupils are able to reflect on their own experiences and those of others. They enthusiastically participate in a wide range of sporting and cultural opportunities, although their understanding of different cultures and religions is less well developed.

*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>1</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>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<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?

Positive relationships result in pupils' feeling safe and confident to learn. Teachers structure lessons well and provide clear explanations so pupils settle quickly to their tasks. In the best lessons, teachers ask probing questions to extend pupils' thinking; planning builds on prior learning and learning intentions are sharply focused so pupils know how to succeed. In the less effective lessons, planning lacks clarity and assessment information is not used with sufficient provision to match the needs of all pupils. Teachers regularly mark pupils' work and celebrate their efforts. In some instances, teachers provide clear feedback to pupils about what they need to do in order to improve their work. However, this practice is not consistent across the school.

Good developments in the curriculum to link subjects together have led to the planning of more relevant and enjoyable activities for all pupils. There is a strong emphasis on

**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

developing pupils' writing skills across all subjects. This has impacted positively on the quality and quantity of writing produced by all pupils. In contrast, the mathematics curriculum is less well developed as there is an over-reliance on published schemes and worksheets which do not sufficiently challenge all pupils. In addition, there are too few opportunities for pupils to use their mathematical skills in different contexts. Pupils' experiences are enriched by the wide and varied extra-curricular activities, visits and visitors to the school.

The care, guidance and support provided by the school are good. Arrangements for transition to and from the school are strong. The school makes effective use of external expertise, such as the local authority, to support individual pupils who are facing barriers to their learning. There are well-established systems in place to identify and support pupils with special educational needs and/or disabilities.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</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>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

Senior leaders and managers have been successful in tackling the areas for improvement identified at the last inspection. Systems for monitoring the work of the school are in place and the findings are being used to identify accurate priorities for further improvement. However, monitoring activities do not happen regularly enough or have a sharp enough focus on pupils' learning. School development planning is appropriate, but it does not always make a clear link between planned actions and pupil outcomes. The reinvigorated governing body is beginning to gain an accurate understanding of the school's strengths and weaknesses.

Positive relationships with parents and carers have been developed through sound systems of communication, for example, regular newsletters and opportunities for parents and carers to meet with teachers. Nevertheless, the school recognises that more needs to be done to ensure parents and carers are able to share their views and concerns about the school in a more systematic way. The school makes good use of other partners to support and enhance the learning and well-being of all pupils. Through the 'Let's Get Cooking' Project, pupils, parents and carers have the opportunity to develop their cooking skills and learn about healthy food choices. Good links with museums and a range of visits and visitors have ensured pupils have a satisfactory understanding of their own culture and a developing appreciation of wider cultures. The school has a good understanding of its own context and is beginning to forge links with other local schools and a school in France to further develop pupils' understanding of diversity. The school itself is very cohesive and as a result, it is making a satisfactory contribution to community cohesion.

**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

Systems for keeping pupils safe are adequate. The vast majority of parents and carers agree the school keeps pupils safe. Although pupils' achievement in English is better than in mathematics, the school promotes satisfactory opportunities for all pupils to develop well and there is no evidence of discrimination. Recent improvement in monitoring the progress made by all pupils has enabled the school to identify any pupils who find learning difficult. They are, however, in the early stages of using this information to evaluate how well different groups of pupils are performing.

*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>3</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>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## **Early Years Foundation Stage**

When children join the Early Years Foundation Stage, what they know and what they can do is slightly lower than expected for their age. They make satisfactory progress so that by the time they leave Reception they are working in line with expected levels for their age.

Effective relationships with parents and carers mean children make a positive start.

They settle quickly into the calm and welcoming learning environment. Warm and caring relationships ensure children are happy, confident and safe. Behaviour is consistently good as children share, play and learn together. Children participate well in all activities and maintain their interest for long periods of time. Recent developments to the outdoor area mean pupils can now access outdoor learning opportunities. However, planning for the outdoor area is not sufficiently well developed to consistently engage pupils in purposeful tasks. A small number of Reception children are placed with Year 1 pupils. These children do not always have access to the full Early Years Foundation Stage curriculum. In addition, they have less opportunity to work in the outdoor area than their peers in the Reception class. This is because systems for planning between the two classes are underdeveloped. Children's progress is assessed and recorded electronically, but this



**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

information is not always used to match learning to children's needs or interests. There are limited opportunities for children to reflect on and celebrate their work or for parents and carers to be fully involved in the learning process as detailed individual records are not maintained.

*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	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

Most parents and carers who returned questionnaires are happy with their children's overall experience of school and all consider their children are kept safe. They feel their children are happy at school and that teaching is good. Parents and carers were supportive of other aspects of the school's work. A few were not so content with the manner in which unacceptable behaviour is dealt with, the effectiveness of the way in which the school is led and managed and the progress of their children. A very small minority did not feel that the school kept them informed about their children's progress, or that the school met individual children's needs. In addition, a few parents and carers did not think the school took account of their suggestions or concerns. Inspectors looked at these concerns carefully and the findings are included within this report.

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

Ofsted invited all the registered parents and carers of pupils registered at Wesley Methodist 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 107 completed questionnaires by the end of the on-site inspection. In total, there are 226 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	66	62	41	38	0	0	0	0
The school keeps my child safe	75	70	32	30	0	0	0	0
My school informs me about my child's progress	46	43	54	50	4	4	1	1
My child is making enough progress at this school	58	54	44	41	4	4	0	0
The teaching is good at this school	70	65	36	34	0	0	0	0
The school helps me to support my child's learning	55	51	49	46	2	2	1	1
The school helps my child to have a healthy lifestyle	60	56	45	42	2	2	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)	45	42	51	48	2	2	0	0
The school meets my child's particular needs	56	52	44	41	4	4	0	0
The school deals effectively with unacceptable behaviour	47	44	53	50	3	3	0	0
The school takes account of my suggestions and concerns	40	37	56	52	4	4	1	1
The school is led and managed effectively	63	59	37	35	5	5	1	1
Overall, I am happy with my child's experience at this school	72	67	33	31	2	2	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 Wesley Methodist Primary School, Manchester, M26 4PX**

Thank you for your warm welcome when I recently came to inspect your school. It was a pleasure to talk with you, look at your work and listen to views about your school. You told me how much you enjoy school. This accounts for your good attendance and positive attitudes to learning. Most pupils at Wesley achieve what is expected for their age.

I consider that Wesley is a satisfactory school. It has some special strengths, such as the care, support and guidance you receive and the opportunities you have to share your ideas through the school council. You made it clear you trust the adults who care for you and that you feel very safe in school. You showed me that you are very caring and considerate to each other and that your behaviour is outstanding. I was most impressed with how well you work and play together.

In order to make your school even better I have asked the governors and staff to focus on a few key areas. I have asked them to help you make even better progress in mathematics so that it is as good as your writing. I have asked teachers to help all children of Reception age to have the same opportunities for work and play. Finally, I have asked senior leaders to regularly check on teaching and your learning to help you make as much progress as you can.

I know with such positive personal qualities you will help your teachers and headteacher to further improve the school. Please accept my best wishes for the future.

Yours sincerely

Joanne Olsson

Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).