

# East Ward Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	105315
<b>Local Authority</b>	Bury
<b>Inspection number</b>	355756
<b>Inspection dates</b>	13–14 January 2011
<b>Reporting inspector</b>	Kathleen McArthur

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	270
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Steve Morton
<b>Headteacher</b>	Mr Ross McMurdo
<b>Date of previous school inspection</b>	10 November 2008
<b>School address</b>	Willow Street Bury Lancashire BL9 7QZ
<b>Telephone number</b>	0161 7646065
<b>Fax number</b>	0161 7648929
<b>Email address</b>	EastWard@bury.gov.uk

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## Introduction

This inspection was carried out by three additional inspectors. They observed 16 lessons taught by 10 teachers and held meetings with parents and carers, groups of pupils, members of the governing body and staff. They observed the school's work and looked at safeguarding arrangements and a range of school documentation, including policies, school and national progress data, school development planning, reports from the local authority and pupils' work. Questionnaires from pupils, staff and the 83 returned by parents and carers were scrutinised.

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

- How effective have been the school's actions to boost attainment at Key Stage 1.
- Whether school leaders have tackled previous areas for improvement sufficiently rigorously in order to ensure good capacity for further improvement.
- How well pupils are involved in assessing their own learning and knowing how to improve their work and reach their targets.
- The extent of pupils' knowledge of cultures and lifestyles beyond their own community.

## Information about the school

East Ward is a larger than average sized primary school. Most pupils are of White British heritage, with about a third from a wide range of minority ethnic backgrounds, mainly Pakistani heritage. The proportion of pupils speaking English as an additional language is high. Higher than average numbers of pupils enter or leave the school at different stages of their education. The proportion of pupils known to be eligible for free school meals is high. The proportion with special educational needs and/or disabilities is above average. There are several mixed-age classes. The school holds an Activemark and has Healthy School 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?**

**2**

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

**2**

## Main findings

This is a good school where pupils from many different backgrounds blend together harmoniously and happily. Outstanding care, guidance and support ensure the school succeeds in its stated aim to provide 'a warm, friendly, inclusive and stimulating environment'. Pupils all agree that staff care about them so they feel very safe, secure and enjoy school. Parents' and carers' views are very positive; 'It's like one big family' was a typical comment.

Achievement is good and attainment is broadly average. Children get a good start and progress well in the Early Years Foundation Stage. Pupils make good progress as they move through the school. In 2010, older pupils made particularly good progress in mathematics and attained significantly above expectations for their age. Actions to raise attainment at Key Stage 1, including more rigorous assessment and focussed activities are proving successful in mathematics and writing but have yet to fully impact in reading. Skilled, well-targeted support and suitably adapted tasks enable pupils with special educational needs and/or disabilities and those in the early stages of learning English as an additional language to progress well in relation to their starting points and capabilities.

Pupils' good behaviour, enthusiastic attitudes and considerate relationships contribute strongly to their learning and enjoyment of school. Good teaching motivates them effectively so they progress well. Pupils say their teachers challenge them and, 'There is always something to do, you never get bored'. Informative assessment and tracking systems give a very clear picture of progress, and fully involve pupils so they know their targets and how to improve their work. The interesting curriculum encourages pupils to ask questions and investigate. For example, what was life for a child in a Victorian workhouse? Pupils enjoyed the African themed project, but their knowledge of communities and lifestyles beyond their home locality is limited.

Leaders and managers at all levels share a strong commitment and vision for on-going improvement, seen in well thought out action plans to achieve challenging targets. Staff morale is high. Good practice in using assessment and data and the leadership of the Early Years Foundation Stage has been recognised by the local authority as a model for other schools. Accurate self-evaluation has ensured previous areas for improvement have been rigorously tackled; older pupils articulate ideas confidently, and the curriculum has been redesigned. In addition, teaching is now consistently good and the care, guidance and support of pupils is now a strength. There is good capacity for further improvement. The school gives good value for money.

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

- Raise attainment in reading at Key Stage 1 by:

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- reinforcing pupils' knowledge of sounds and letters
  - ensuring they have a wide range of strategies to help them tackle unfamiliar words
  - extending the Early Years Foundations Stage initiative to involve and support parents and carers in helping their children's reading at home.
- Extend the provision for community cohesion by raising pupils' awareness of contrasting communities and lifestyles beyond their locality and in the wider world.

## Outcomes for individuals and groups of pupils

**2**

Pupils' positive attitudes make a strong contribution to their enjoyment of learning and good progress. They are keen to learn so they behave well and work hard in lessons. They work neatly with care, cooperate willingly with each other and relate well to staff.

Attainment on entry to the Early Years Foundation Stage is well below expectations in language, mathematical and personal and social development, and below in other areas. Classroom observations, the work in pupils' books and analysis of school and national data show that all groups of pupils progress well. By the time they leave the school in Year 6, pupils reach the expected levels for their age. In 2010, a significant proportion of Year 6 pupils reached the higher Level 5 in mathematics but progress is not consistent throughout the school. The very low attainment on entry of recent cohorts, increasing numbers of pupils who are speak English as an additional language and the high proportion of pupils leaving and joining the school, have resulted in a dip in standards in Key Stage 1. Rigorous strategies to overcome this include improving the use of assessment which is proving effective. Pupils currently in Year 2 are on course to reach challenging targets, but reading still lags behind other subjects. Whilst the school has introduced strategies to enable pupils to tackle unfamiliar words and to reinforce their knowledge of sounds and letters, these have yet to become fully effective.

Pupils are very polite and friendly, know their views are respected and reflect the high quality care they receive by being caring and considerate to others. All agreed they feel safe in school and know how to stay safe, for example on the internet. Pupils are proud of the Healthy School status and show good understanding of how to care for their health. Pupils appreciate the 'Good to be Green' behaviour system, bullying is not seen an issue and pupils trust the adults in school to sort out any problems. Their strong sense of right and wrong is developed through well-chosen assembly stories and time to reflect on moral issues. Pupils are proud of and value their school, saying, 'Our uniform makes us feel like a community' and their ideas are effectively channelled through the school council, for example, in deciding how to use vouchers and fund raising. Good personal skills and very positive attitudes, sound academic skills and average attendance ensure that pupils are well equipped for the future. However, their knowledge of communities beyond their own is limited.

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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>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
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>2</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?

'Our teachers give us a good education' commented one pupil, and the majority of lessons are well planned with varied activities. High expectations challenge and engage pupils of all abilities so they all make good progress. Skilled, well-focussed additional support contributes strongly to the quality of learning and the caring ethos of the school. This is particularly valuable for pupils with special educational needs and/or disabilities and those learning English as an additional language. In the few lessons that lack pace or when teachers talk for too long, progress is satisfactory rather than good. Good quality assessment procedures and detailed tracking systems give very clear information and show where additional help is needed. Pupils are fully involved through discussions and marking, so they know how well they have done and exactly what they must do to improve their work.

The redesigned curriculum provides a creative, enquiry based approach and is adapted successfully to meet the needs of all pupils. However, work to link subjects together to make learning even more meaningful, is still at a relatively early stage. Pupils have opportunities to lead their own learning through 'Learning Challenges,' by setting themselves questions to follow up. Careful planning ensures the curriculum fully covers basic skills and ensures that pupils in the mixed-age classes do not repeat work. Enrichment includes film making and visits, and pupils can access the 'Learning Platform' from their home computers. The good quality personal and social education programme

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enables pupils to become responsible members of the community. Lunchtime and after-school clubs are all very popular.

Every pupil is respected as an individual in the very calm, supportive ethos so they feel safe, secure and achieve well, and parents and carers feel welcome. Pupils' progress and well-being is very carefully monitored to match support appropriately to each pupil's needs. Very effective links with all external agencies, including health professionals and the local Police Community Support Officers provide excellent guidance and support for pupils and their families, particularly those who are vulnerable. Very secure induction and transition arrangements ensure pupils move happily to the next stage of their education. Welcoming pupils into school early each day, rigorous monitoring and all strategies, including liaising with families through the Parent Support Advisor, have improved attendance and punctuality.

*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	2
<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>1</b>

## How effective are leadership and management?

Staff are highly motivated by the challenging performance targets and high expectations set by senior leaders enabling pupils to often achieve above expectations. Middle leaders are making an increasingly effective contribution to curriculum development. Any areas of weakness are quickly identified and acted on through robust, accurate self-evaluation, for example, successfully boosting pupils' speaking and listening skills. However, although actions to raise attainment at Key Stage 1 are showing good results in writing and mathematics, they are yet to become fully effective in boosting standards in reading. The governing body is supportive and discharges all its statutory duties. Most members of the governing body know the school well and have some involvement in setting priorities, and some have taken up training opportunities.

Highly positive home-school relationships benefit all pupils. Staff ensure that parents and carers feel welcome and act on their views, for example, in running a 'First Aid for Families' course. Additional experiences through partnerships with local schools and organisations, include sports and community activities. Good arrangements for equal opportunities include rigorous monitoring and carefully considered intervention strategies. Consequently, all groups of pupils progress equally well and can participate in everything the school offers.

Clear policies, up-to-date-training and strategies result in good safeguarding procedures. The site and building are secure so that pupils feel safe and know how to keep themselves safe. Their parents and carers confirm this. Leaders have a good understanding of the

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local community, and the school is a harmonious community. However, provision for pupils to learn about other communities nationally or globally is limited.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children enter the Early Years Foundation Stage with language, mathematical and personal and social skills well below those typical for their age. They make good progress in all areas of learning, making rapid gains in their personal and social skills. They talk happily about their activities, and begin to learn letters in the nursery. Staff make this into a game, pretending to sprinkle 'magic dust' which the children say helps them remember new sounds. Their mathematical knowledge develops well, but their language skills develop more slowly. By the time they move to Year 1, most children are working below the levels expected for their age in all areas of learning.

Good, trusting relationships with adults in the settings ensure children feel safe, settle quickly and enjoy exploring the range of activities on offer. Children meet a wide range of carefully planned learning experiences and well-resourced activities, appropriately balanced between those led by adults and those they choose themselves. They love learning in the open air. After enjoying a story outdoors, reception children imaginatively used different materials and created a tent where they took turns to 'disappear'. Behaviour is good, children are caring towards others and know they can share any concerns with the adults. They become increasingly independent and develop a sense of responsibility, sharing equipment and quickly tidying up after activities.

Good leadership and management has established a strong, united team that works effectively to promote children's welfare and learning in a safe secure environment. Progress is carefully tracked, staff know each child well and go to great lengths to meet their individual needs. Parents and carers are welcomed as partners. For example, the



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'Play Club' initiative provides structured materials to help them support their children in learning sounds and letters at home although this is yet to be extended to support reading in Year 1.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</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	2

## Views of parents and carers

About 30% of parents and carers returned questionnaires, which is broadly average for primary schools. Their views were extremely positive. All agreed they are well informed about their children's progress, their suggestions are taken account of, their children are helped to have a healthy lifestyle and the school is well led and managed. They said their children enjoy school and are making enough progress so overall parents and carers are extremely happy with their children's experience at school. The percentage that disagreed or strongly disagreed was tiny and raised no specific issues. Inspection findings support the positive views of the vast majority of respondents.

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

Ofsted invited all the registered parents and carers of pupils registered at East Ward Community 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 83 completed questionnaires by the end of the on-site inspection. In total, there are 270 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	54	65	28	34	1	1	0	0
The school keeps my child safe	61	73	21	25	1	1	0	0
My school informs me about my child's progress	50	60	33	40	0	0	0	0
My child is making enough progress at this school	52	63	30	36	0	0	0	0
The teaching is good at this school	51	61	31	37	0	0	0	0
The school helps me to support my child's learning	52	63	31	37	0	0	0	0
The school helps my child to have a healthy lifestyle	46	55	37	45	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)	48	58	32	39	0	0	1	1
The school meets my child's particular needs	50	60	32	39	0	0	0	0
The school deals effectively with unacceptable behaviour	56	67	26	31	1	1	0	0
The school takes account of my suggestions and concerns	38	46	45	54	0	0	0	0
The school is led and managed effectively	58	70	25	30	0	0	0	0
Overall, I am happy with my child's experience at this school	60	72	22	27	0	0	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 January 2011

Dear Pupils

**Inspection of East Ward Community Primary School, Bury, BL9 7QZ**

The inspectors would like to thank you for welcoming us when we inspected your school. It was a pleasure to meet you and what you said helped us in our work. You told us you enjoy school, feel safe and the adults very much care about you. We were impressed by your politeness and good behaviour, and by the way you care for each other and you certainly know how to improve your work. Your parents and carers are very happy with the school too.

This is what we found:

East Ward is a good school with good leaders and managers who look after you exceptionally well. The Nursery and Reception classes give you a good start to your education. You are taught well so you work hard and make good progress. You reach the right standards for your age by the time you leave, but reading could be better in Year 1 and Year 2. You are keen to help in school and in your local community but know less about other communities in Britain and the world.

So, we have asked the school leaders to:

- give you even more practice in reading and learning letters and sounds and to help your parents and carers support your reading at home
- make sure you learn more about different lifestyles and cultures in Britain and the wider world.

We send you our very best wishes that you will continue to enjoy everything you do at school.

Yours sincerely,

Mrs Kathleen McArthur

Lead inspector

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