

Aldwyn Primary School

Inspection report

Unique Reference Number	106212
Local Authority	Tameside
Inspection number	355906
Inspection dates	8–9 March 2011
Reporting inspector	Geoff Yates

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	342
Appropriate authority	The governing body
Chair	Mrs Sarah Rothwell
Headteacher	Mr Stephen Clark
Date of previous school inspection	28 January 2008
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Introduction

This inspection was carried out by three additional inspectors. Fourteen lessons were observed, taught by 12 teachers. The inspectors held meetings with governors, staff and groups of pupils. They observed the school's work and looked at the tracking of pupils' progress and the school's monitoring, self-evaluation and planning for improvement. The inspectors also analysed 87 questionnaires returned by parents and carers.

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

- How pupils achieve as they move through the school, especially the progress pupils make in English in Key Stage 2.
- How well the Early Years Foundation Stage is planned and organised to meet children's needs.
- How successful the school has been in ensuring teachers use assessment information well.
- How strong is the provision made with regard to care, guidance and support and has it improved since the time of the previous inspection.

Information about the school

This is an above-average-sized primary school in which the proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils from minority ethnic groups is well below average. The percentage of pupils with special educational needs and/or disabilities is broadly average. The school has gained many awards, including Healthy School status. The school site is shared with another school that caters for pupils with special educational needs and/or disabilities. The headteacher is an executive headteacher who is also headteacher of two other schools. He was appointed 15 months ago. Three members of staff have left the school since the previous inspection. The school moved to new premises in 2009.

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

2

Main findings

The school provides a satisfactory standard of education. This is an improving school that is emerging successfully from an unsettled period caused by changes in

leadership, staffing and a move to a new building. Many aspects of the school's work are of a good quality, including the care and guidance that pupils receive, pupils' behaviour and the quality of work done in partnership with other schools and outside agencies. Parents and carers think highly of the school. The strong and effective leadership of the executive headteacher has ensured that the dip in pupils' attainment, especially in English in Key Stage 2, has now been addressed successfully. Attainment in both English and mathematics has risen and, in English, is no longer below average.

Children start school in the Early Years Foundation Stage with skills typical for their age. They make satisfactory progress. At times, however, assessment information is not used effectively with the result that children's progress slows. Not enough learning takes place in the outdoor area. In Key Stages 1 and 2, pupils' achievement is satisfactory. Their learning and progress has been variable in recent years but is now satisfactory because of recent school initiatives to improve teaching and learning. The curriculum has many strong features, including the emphasis given to the creative arts, with high quality work being produced, which contributes to pupils' considerable enjoyment of school. However, curriculum planning does not provide enough opportunities for pupils to use their skills in information and communication technology (ICT) across a range of subjects. Similarly, there are too few opportunities to write in other subjects to boost pupils' attainment in writing.

Teaching is satisfactory overall. In good lessons, pupils are totally involved in learning and are challenged well to make use of their skills. In a minority of lessons, work set is not always challenging enough and teachers do not use questioning enough to check pupils' understanding and this slows the pace of learning. The school has recently improved its assessment systems to track pupils' progress, and information from assessments is now being put to good use by staff and leaders to accelerate pupils' progress.

Key elements in the school's growing success are the complementary skills

of the executive headteacher and the deputy headteacher. They have ensured that middle leaders are now effective in leading their areas of responsibility, and that teaching and learning are being monitored on a regular basis. Action has been taken to eradicate inadequate teaching. Through accurate self-evaluation, the leadership team has a clear understanding of where further improvements are needed and is taking action to address them. All members of staff work very effectively together to support improvements, and to ensure the school provides a place where pupils enjoy their learning. The three schools under the leadership of the executive headteacher are beginning to support each other

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and to share expertise to the benefit of all. Based on what has been achieved in a relatively short time, the school has a good capacity to sustain improvement.

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?

- Improve provision in the Early Years Foundation Stage by:
 - ensuring procedures and processes for evaluating children's progress are effective
 - ensuring good quality learning experiences in the outside area.
- Improve the quality of teaching to good or better in order to accelerate pupils' progress, especially in English, by making;
 - consistent and effective use of assessment and pupil tracking information to ensure work is well matched to pupils' needs and progress is sustained
 - better use of questioning to check pupils' understanding and to challenge them further.
- Improve curriculum planning in order to improve learning in Key Stage 1 and 2 by:
 - increasing opportunities for pupils to use their writing skills in different subjects
 - increasing the use made of information and communication technology by pupils in their classrooms in order for them to use and consolidate the skills they have learned.

Outcomes for individuals and groups of pupils

3

Attainment and pupils' achievement are satisfactory and pupils of all ages really enjoy their learning. In lessons, pupils behave and concentrate well and have good attitudes to learning. They respond to the teaching they receive by making at least satisfactory, and in the best lessons, good progress. However, in classrooms they have little opportunity to use their information and communication technology skills. Older, more-able pupils showed enthusiasm for learning as they carried out activities linked to play-scripts, and they talked with enthusiasm about the project work they have done. Younger pupils enjoyed undertaking measuring activities to develop their mathematical skills. One child when trying to remember what a pentagon looked like said with great glee: 'it looks like a house!' Results in tests and assessments have fluctuated in previous years, especially in English. Over the years, attainment on entry to the school has been broadly average. Work in pupils' books, that on display and the school's own progress data all confirmed the satisfactory learning and progress that pupils are making. The differing needs of pupils with special educational needs and/or disabilities are quickly identified and appropriate support provided so that they make the same progress as other pupils. In Key Stage 2, the teaching of English and mathematics to groups of pupils based on prior attainment is having a good impact on pupils' progress.

Pupils enjoy taking on responsibilities in school and, for example, willingly act as play leaders or carry out tasks around the school. They treat each other, staff and visitors with kindness and respect. One child commented, 'We all help each other.' Pupils know how to

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eat healthily. They work well together in pairs and in groups and behave well. These qualities combined with satisfactory basic skills ensure pupils have a sound preparation for later life. Pupils have a good awareness of social and moral issues. However, their knowledge and understanding of cultures different from their own is less strong. Pupils are knowledgeable about how to keep themselves safe. For example, they are very aware of the need to take care when using the internet.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	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	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ 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 is at least satisfactory with good teaching seen during the inspection. As a result, there is evidence that the pace of learning is beginning to accelerate. Sometimes the pace of learning is slower because questioning is not used well and learning objectives are unclear. At times there is too much teacher talk which limits the time pupils have to complete their work. Where teaching is consistently of a good quality the work is challenging and pupils are fully involved. Teachers mark work conscientiously and give praise and encouragement but sometimes miss the opportunity to identify the next steps which will take pupils to a higher level in writing, especially when it is done in lessons other than literacy. In some lessons, information from assessments is used well to match work to pupils' individual needs but this is a recent initiative and there are still occasions when this is not done as well. Teaching assistants are deployed well. They give skilful help to individuals to improve their basic skills in numeracy and literacy.

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The curriculum is satisfactory and has many good features, helping to promote pupils' enjoyment and achievement. The school has rightly focused on raising attainment in basic skills. It is now aware of the need to develop a creative curriculum in which subjects are linked in new and interesting ways. For example, a project that looked at the local area and the redevelopment of land allowed pupils to develop a whole range of learning skills in a meaningful way. However, this development is at an early stage and does not yet focus on developing literacy and information and communication technology skills consistently across the whole curriculum. The range of extra-curricular activities, especially those relating to sport and the creative arts is good and there is a good take-up by pupils. Pupils are highly enthusiastic about the well-organised before and after-school provision.

The good quality of care, guidance and support demonstrates good improvement since the previous inspection in ensuring pupils' good attitudes, good behaviour and enjoyment at school. It has successfully created the conditions in which good learning can be fostered. Pupils feel safe in school and are clearly happy. Pupils whose circumstances may have made them vulnerable are helped to overcome substantial barriers to learning through partnerships with outside agencies and through the school's own in-school support.

These are the grades for the quality of provision

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

How effective are leadership and management?

The recent improvements to the school have been very ably led by the executive headteacher and the deputy headteacher. They have created an environment, with the support of the governing body, where ambition is embedded well. Staff feel included and want to be part of the vision for success and share the achievement of reversing a decline and developing a good and successful school. The school's priorities for success are the right ones and there is a strong focus on raising achievement and improving provision, so that, 'being satisfactory is not good enough for Aldwyn School'. Subject leaders are now held more accountable for the progress made by pupils in their care. An improved tracking system is allowing leaders to identify where progress is not as strong, so that remedial action can be swiftly taken, but some of the actions taken have yet to impact fully.

The reorganised governing body discharges its statutory duties well and is effective. This is because governors are fully involved in decision making. They have undertaken, for example, their own survey of parents and carers views to see what parents and carers would like to improve. The governing body has ensured that safeguarding procedures meet requirements and that procedures and policies follow best practice. This is evident in all aspects of the school's work. Pupils take a lively interest in their own safety and that of others. The school has a strong commitment to equal opportunities and leaders and the

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governing body are very active in tackling any form of discrimination. The school provides opportunities for pupils from the adjacent special school to be involved in some mainstream classes, which illustrates well the school's commitment to inclusion. The school prides itself on treating all pupils equally but is still working on resolving the disparity in pupils' progress; as a result, the overall judgement on equality of opportunity is satisfactory rather than good. Parents and carers appreciate the improvements which have taken place in recent months. Community cohesion is promoted soundly. The school has close links within the local community but links further afield are at an early stage of development.

These are the grades for leadership and management

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

Early Years Foundation Stage

Children enter the Early Years Foundation Stage with knowledge, skills and abilities in line with what is expected nationally and make satisfactory progress. They settle rapidly because of the warmth of relationships established by staff. They engage well with the range of learning activities available to them in the classroom, but are less engaged in the outside area which is not planned well into all areas of learning. During the inspection, a group of children were intently involved in the classroom, acting out their ideas in the 'Fairy Tale Castle' and showed how well they could recall the story of 'The Billy Goats Gruff'. Children make good progress in personal, social and emotional development and in both Nursery and Reception classes form good relationships with each other and with adults. They enjoy their learning. Adult-led sessions are mostly effective, although there is some over direction. Child-initiated activities, however, lack sufficient challenge. As a result, teaching and the quality of leadership are satisfactory rather than good. Progress is satisfactory rather than good in some aspects of children's learning because systems to evaluate children's learning and the use made of any data collected is not used effectively. When children enter Year 1 they are working within the expected range with a minority

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exceeding nationally expected levels. Parents and carers are very appreciative of the support their children receive and of sessions such as 'stay and play' that allow them to participate in children's learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
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

There was a below average percentage of questionnaires returned, with some parents and carers with more than one child attending the school filling in one questionnaire. However, the low return is possibly related to the fact that the governing body has carried out its own survey. Information from the surveys was made available to the inspection team. Parents and carers hold mostly positive views of the school. Of the 13 aspects included in the Ofsted questionnaire, where a minority of parents and carers disagreed with some aspects of the school's work being good the inspection team found some evidence to support their views. The reports on pupils' progress sent out to parents and carers while satisfactory could provide clearer information about what pupils need to do to improve further. A few parents and carers feel their children are not making enough progress. Inspection evidence shows that progress is satisfactory with some pupils now making better than expected progress. During the inspection there was no evidence found to show that the school does not listen to parents' and carers' concerns.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Aldwyn Primary School and Motor Impaired Resource Base 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 87 completed questionnaires by the end of the on-site inspection. In total, there are 342 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	59	68	26	30	1	1	1	1
The school keeps my child safe	55	63	29	33	3	3	0	0
My school informs me about my child's progress	32	37	45	52	10	11	0	0
My child is making enough progress at this school	45	52	35	40	7	8	0	0
The teaching is good at this school	48	55	36	41	3	3	0	0
The school helps me to support my child's learning	35	40	43	49	6	7	1	1
The school helps my child to have a healthy lifestyle	38	44	46	53	2	2	1	1
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)	33	38	38	44	8	9	0	0
The school meets my child's particular needs	42	48	42	48	3	3	0	0
The school deals effectively with unacceptable behaviour	36	41	43	49	6	7	1	1
The school takes account of my suggestions and concerns	30	34	41	47	13	15	0	0
The school is led and managed effectively	41	47	37	43	9	10	0	0
Overall, I am happy with my child's experience at this school	56	64	23	26	7	8	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).

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



11 March 2011

Dear Pupils

Inspection of Aldwyn Primary School, Manchester, M34 5SF

What a lovely school building you have, made even better by the wall displays of your work. Thank you for the friendly and kind welcome you gave my colleagues and me during the recent inspection of your school. It was a real pleasure to meet you and see you at work and play. I am so pleased that the headteacher, staff and governors have worked so hard to make things even better for you. I feel your school provides you with a satisfactory standard of education but many aspects are better than that. The care, guidance and support your school provides for you are good. This level of care helps you feel safe and valued. Your behaviour is good and you all get on together really well. This helps make your school a happy place to be. It was a real pleasure to talk to some of you during the inspection and hear how much you enjoy school. Your school is always looking for ways to make things better for you, so to help it do this, there a few things I am asking your school to do:

- make sure that the teaching you receive is all of a good or better quality
- make the curriculum even more interesting by providing you with more opportunities to use your ICT and writing skills in different subjects
- make sure that children in the Early Years Foundation Stage are given more exciting things to do in the outside area and that information gathered by the teachers about how well children are doing is used to make sure they make progress.

I know you will continue to work hard to play your part in making sure your school becomes even better. I wish you the very best for the future.

Yours sincerely

Geoff Yates

Lead inspector

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