

Audenshaw Primary School

Inspection report

Unique Reference Number	106203
Local Authority	Tameside
Inspection number	355902
Inspection dates	30–31 March 2011
Reporting inspector	Brian Holmes

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	206
Appropriate authority	The governing body
Chair	Mrs Sandra Basterfield
Headteacher	Mr John Gray
Date of previous school inspection	12 June 2008
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Introduction

This inspection was carried out by three additional inspectors. Inspectors visited 10 lessons and observed eight teachers. They held meetings with parents and carers, groups of pupils, members of the governing body and staff. The inspection observed the school's work and looked at its assessment data, evidence of activities and events, information about the curriculum, and monitoring and evaluation documents. Inspectors analysed 93 questionnaires completed by parents and carers, 107 pupils' questionnaires and 17 questionnaires returned by staff.

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

- Inspectors examined the current attainment of pupils in Key Stage 2 to see whether it is as high as has been in recent years.
- Inspectors investigated whether provision for pupils with special educational needs and/ or disabilities enables them to make good progress.
- How effective is the school's provision in improving the achievement of boys and of more-able pupils?
- How effective is the provision for children in the Early Years Foundation Stage in improving outcomes for children, particularly in reading, writing and calculation.

Information about the school

Audenshaw is of average size for a primary school. The large majority of pupils are of White British heritage. There are a small number of pupils who are from a minority ethnic heritage. The proportion of pupils who are known to be eligible for free school meals is lower than average. The proportion of pupils with special educational needs and/or disabilities is lower than average. The school has achieved the Healthy Schools status, Investors in People status, Green Flag for Eco Schools, Financial Management in School's status, the International School Award - Intermediate Level, the Activemark and the Basic Skills Quality Mark.

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. It has significant strength in its curricular provision, which is rich and inspiring and provides memorable experiences for pupils. The outstanding curriculum results in significant strengths in pupils' personal development, such as their excellent understanding of how to stay safe and the outstanding contribution they make to the life of the school and the community. The school has outstanding links with parents and carers who are extremely supportive of the school. The school's motto 'putting children first' is clearly evident in its work and pupils are known as individuals within the close-knit community of the school. This gives them the confidence to flourish, both academically and in their personal development.

Children in the Early Years Foundation Stage enter Reception with skills and abilities in line with those expected for their age and make satisfactory progress. Teaching in Reception does not always meet children's needs in writing and calculation. Resources, including the outdoor learning environment, are not used effectively enough. Across the rest of the school, leaders have focused well on improving the quality of teaching and learning. As a result, teachers' knowledge of pupils' learning used well to set good levels of challenge, for pupils in lessons. As a result, pupils make good progress to achieve well and attain standards that are above average by the end of Year 6. The attainment of boys has improved, through a concerted approach to stimulate their interest in learning. Consequently, the gap between attainment of girls and boys, particularly in writing is closing. The proportion of more-able pupils, who reach higher-than-expected levels has increased, but is not consistently above average in all year groups. Pupils with special educational needs and/or disabilities achieve well.

Pupils' feel very safe and their good behaviour and above average attendance contribute positively to their learning. They have a good understanding of how to live healthily and enjoy activities that promote their good health through the numerous well-attended sports activities on offer. The school council makes a significant contribution to the life of the school and older pupils are 'Reading Champions' working with younger pupils.

Senior leaders and the governing body have a good understanding of the school's strengths and weaknesses. Through accurate self-evaluation and a concerted and consistent approach they have led an established staff well to improve the school's performance. The improvements to teaching and learning, curricular provision and leadership and management, together with the resulting impact on improved achievement in all key areas of learning are clear indications that the school has a good capacity to sustain its improvement further.

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What does the school need to do to improve further?

- Increase the proportion of pupils reaching the higher than expected levels to be consistently above average by:
 - ensuring that more-able pupils are always challenged in question and answer sessions.
 - ensuring that activities always challenge more-able pupils to do their best.
- Improve the effectiveness of the Early Years Foundation Stage by:
 - providing activities that meet the needs of all children, particularly those aimed at developing children's in writing and calculation skills.
 - ensuring the quality of learning in the outdoor environment is of the same quality as that provided in the classroom
 - making sure all available resources are used effectively to help children learn.

Outcomes for individuals and groups of pupils

2

Pupils' achievement is good and they enjoy their learning. From Years 1 to 6 learning and progress are consistently good. Attainment for boys has improved, particularly in writing, and is in line with pupils' above average attainment in reading and mathematics. Attainment is above average overall. More-able pupils achieve well and attain above average standards in some year groups but not all. Pupils with special educational needs and/ or disabilities make good progress because of the targeted support that they receive to address their specific needs. Typically, pupils are fully engaged in their learning and motivated to succeed. They are given good opportunities to work collaboratively and to work independently. Pupils display good levels of concentration, as seen in a Year 6 lesson when pupils enthusiastically asked questions about a document containing official language and then read the document in silence to reinforce their understanding. Occasionally, the pace of learning slows when teachers talk for too long and pupils are not given enough opportunities to apply their learning.

Pupils feel very safe at all times because they are confident that any issues are dealt with quickly. Their understanding of how to stay safe has increased through involvement in initiatives, such as the Crucial Crew and Bike Right. Their behaviour is welcoming and positive. Pupils have sensible attitudes to healthy eating and exercise. They understand the need for a healthy lifestyle through the PRIDE (Parents Roll in Drug Education) project and enjoy 'Fruity Friday'. The school council is extremely active and instrumental in the development of the trim trail and a girls' rugby club. Pupils in different classes have responsibilities to which they respond positively and maturely. Pupils pick up litter in the school grounds and Year 5 pupils are working with an architect to express their views on improving buildings in the local area. Through their good attendance, progress and attainment, pupils are well prepared for the next stage of their education. Older pupils are involved in enterprise projects, such as producing their own bottled water. Pupils demonstrate good spiritual, moral, social and cultural awareness and have a good appreciation and respect for others' needs.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
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
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
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 characterised by the good use of a range of strategies to engage pupils and sustain their interest. Teachers make it clear to pupils exactly what they are going to learn and pupils are clear about what is expected of them. The needs of all pupils are met well through the good use of assessment of their learning, effective questioning and application of teachers' secure subject knowledge to plan work that matches pupils' different needs. In a Year 2 lesson about the use of connectives, resources were targeted well at pupils of different abilities and pupils were given good opportunities to discuss their ideas with talk partners. As a result, pupils were stimulated to work well and independently on their writing. In a few lessons, more-able pupils are not challenged as much as they might be, either by questioning or by the activities they are set. Teachers make regular checks on pupils' understanding during, and at the end of lessons. Marking makes clear to pupils what they have achieved and sets clear targets for what they need to do to next. Pupils have a clear understanding of how to improve their work.

The curriculum underpins pupils' learning exceptionally well. Links between subjects have been strengthened and the curriculum has been adapted well to meet the needs of boys, for example, through topics, such as, On Mars and the planets and opportunities to write joke books for charity. Pupils are provided with excellent opportunities to apply their writing, numeracy and information and communication technology (ICT) skills in all subjects. Focused whole-school approaches, such as when every class produced writing

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based on a circus painting, have stimulated pupils' interest. Excellent provision for personal, social and health education, through science and religious education topics, has improved the confidence and self-esteem of all learners. There is excellent enrichment of pupils' learning through sport and music and through the many visits and visitors that promote pupils' learning on topics, such as the Vikings and the planetarium. The school is closely involved in a learning network of local schools in which pupils are given opportunities to collaborate and share learning, re-telling stories through drama and role play.

Pupils are well cared for and relationships between adults and pupils are warm. This gives pupils high levels of confidence in the care that they receive. They were very clear that if they have any concerns there are adults who they trust and can go to. Support for pupils who have special educational needs and/or disabilities is good and ensures that they make the same good progress as other pupils. This level of care is appreciated by parents and carers. There are effective systems to check on pupils' attendance and good arrangements in place for the transfer of pupils to other schools.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Senior leaders and the governing body have a clear commitment to improving pupils' achievement and have effectively tackled weaknesses in attainment to bring about sustained improvement. Evaluation is rigorous, with effective systems for checking pupils' performance and the school's provision. These systems involve subject leaders as well as senior staff and have resulted in sustained improvement in attainment in English and mathematics and in other areas of the school's work, such as sport and music. The school promotes equality well and gaps in the achievement of different groups are reducing.

The governing body is fully involved in shaping the direction of the school and in checking the school's performance. Members of the governing body have good systems for seeking and acting on the views of parents and carers, such as when parents and carers were consulted about healthy eating. Arrangements for safeguarding are effective and meet all current requirements. There are outstanding links with parents and carers and good partnerships to develop pupils' learning and well-being, particularly with local schools where pupils visit each other and take part in collaborative learning activities. The promotion of community cohesion is satisfactory. The school is a harmonious community with strong links in the local area. Plans to evaluate its provision and to promote pupils' understanding beyond the immediate locality of the school are appropriate, but at an early stage of implementation.

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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	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
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	2

Early Years Foundation Stage

The quality of provision in the Early Years Foundation Stage is satisfactory. Staff are appropriately led and work together as a cohesive team to address children's needs. There is a caring approach towards children, which results in good levels of independence, self-esteem and confidence, as seen when children self-register at the start of the day and tidy up after activities. Children conduct themselves safely and have a developing understanding of healthy living, commenting 'you have to eat fruit and vegetables to be healthy'. There is a satisfactory balance between teacher-led and child-initiated learning. On-going assessment of children's learning is appropriately used to plan learning and themed approaches make a sound contribution to children's enjoyment of learning.

However, the provision lacks rigour in focusing on meeting children's needs in writing and calculation, which the school has correctly identified as being weaker than other aspects of children's learning. Available resources are not used effectively to address all children's needs. Insufficient use is made of play equipment to develop their skills. The provision in the outdoor learning environment does not mirror the quality of indoor provision to provide a consistent approach throughout the whole learning environment. Progress is satisfactory in all areas and when children enter Year 1 their outcomes are in line with the average, although their attainment in writing and calculation is weaker than in other areas of their learning.

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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

Inspectors' findings endorse the views of the large majority of parents and carers who are very happy with their children's experiences at school, feeling that their children enjoy school and that the school keeps their children safe. A few parents and carers expressed concern about how the school deals effectively with unacceptable behaviour and that their children do not make good progress. The inspection concluded that most pupils make good progress during their time at the school and that behaviour is good. Any issues regarding behaviour that do occur are quickly and effectively addressed.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Audenshaw 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 93 completed questionnaires by the end of the on-site inspection. In total, there are 206 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	49	53	43	46	1	1	0	0
The school keeps my child safe	55	59	37	40	0	0	0	0
My school informs me about my child's progress	35	38	50	54	3	3	0	0
My child is making enough progress at this school	39	42	46	49	6	6	0	0
The teaching is good at this school	46	49	41	44	1	1	0	0
The school helps me to support my child's learning	39	42	47	51	2	2	0	0
The school helps my child to have a healthy lifestyle	44	47	44	47	1	1	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)	33	35	46	49	3	3	0	0
The school meets my child's particular needs	35	38	51	55	3	3	0	0
The school deals effectively with unacceptable behaviour	31	33	51	55	6	6	2	2
The school takes account of my suggestions and concerns	27	29	55	59	3	3	2	2
The school is led and managed effectively	45	48	41	44	2	2	2	2
Overall, I am happy with my child's experience at this school	57	61	32	34	1	1	2	2

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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.



1 April 2011

Dear Pupils

Inspection of Audenshaw Primary School, Audenshaw, M34 5NG

Thank you for being so polite, welcoming and friendly when we inspected your school recently. We enjoyed our time at Audenshaw Primary, particularly talking with you. We know that you are proud of your school and enjoy being there.

Audenshaw Primary is a good school with many strengths. We were impressed by your excellent understanding of how to keep yourselves safe and the outstanding contribution that you make to the life of the school and the local area. You told us about the work of the school council and the many opportunities you have to be involved, such as when pupils made bottles of water to sell and Year 5 working with an architect to improve buildings in the local area. You are taught well and you told us that your teachers are kind and explain what you need to do very carefully. You make good progress in your learning and your attainment is higher than in most schools. You are provided with exciting learning which you describe as fun, particularly all the sports and musical activities that are on offer.

We are asking the school to improve your education even further by making sure that those of you who are more able are always challenged to do your best so that more of you reach the higher levels in reading, writing and mathematics. For children in the Reception class, we are asking the school to make learning outdoors the same as it is in the classroom and to improve the way all the equipment is used to help children learn in their writing and calculation work.

All of you can help by continuing to work hard, behaving well and doing your best to help the school to improve further.

With very best wishes for the future.

Yours sincerely

Brian Holmes

Lead inspector

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