

Romiley Primary School

Inspection report

Unique Reference Number	106075
Local Authority	Stockport
Inspection number	363704
Inspection dates	27–28 June 2011
Reporting inspector	Clare Henderson

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	453
Appropriate authority	The governing body
Chair	Mrs Sally King
Headteacher	Mrs Susan Coleman
Date of previous school inspection	22 February 2008
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Age group	4–11
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Introduction

This inspection was carried out by four additional inspectors. The inspectors observed 24 lessons taught by 16 teachers. The inspectors held meetings with members of the governing body, staff and pupils, observed the school's work and looked at documents relating to safeguarding, pupils' progress and attainment, the curriculum, the school's development plan and the way in which the school evaluates its own performance. Inspectors scrutinised the views of staff and pupils and analysed 162 questionnaires from parents and carers.

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

- The achievement of pupils and, in particular, of those with special educational needs and/or disabilities in English and mathematics.
- Whether children in the Early Years Foundation Stage make good progress in their calculation skills and independent learning.
- How well the skills of literacy, numeracy and information and communication technology are applied in other subjects of the curriculum.
- The impact of leaders and managers in driving and monitoring school improvement.

Information about the school

This school is larger than the average sized primary school. The proportion of pupils known to be eligible for free school meals is average. The percentage of pupils with special educational needs and/or disabilities is average. Most pupils are of White British heritage. A few pupils are from minority ethnic heritages. The school has gained Healthy School status. The school operates some mixed-age classes.

Privately run day-care and before- and after-school provision is situated within the school grounds. This provision is subject to a separate inspection.

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. Key to its success is the outstanding care, guidance and support it provides for all pupils and, in particular, for those with special educational needs and/or disabilities and those deemed to be potentially more vulnerable because of their circumstances. Furthermore, pupils' contribution to the school and the wider community is outstanding. Good levels of engagement with parents and carers contribute effectively to pupils' good behaviour, above-average attendance and their good achievement and enjoyment of school.

Pupils begin school with skills which are generally below those expected for their age. Attainment is broadly average in English and mathematics by the end of Year 6. Pupils' current work and the school's own data show that rates of progress are at least good across the school for all pupils. However, although teaching and learning is good overall, in a few lessons teachers do not always ensure lessons sufficiently challenge all pupils to achieve their full potential in English and mathematics. This is particularly the case in mixed-age Years 5 and 6 classes. On occasion, marking does not consistently provide pupils with enough guidance about how to improve their work in these subjects.

Pupils are proud of their school and say 'there is no bullying here'. Parents and carers who responded to the questionnaire agree that the school provides a safe learning environment for their children. Pupils have a good understanding of why they need to lead a healthy lifestyle. Their involvement in a wide range of sporting and musical activities enables them to live healthy lives. Pupils' learning is enriched very effectively within the good curriculum. Pupils think deeply about the experiences of others and the opportunities to learn about and engage with children from a wide range of religious, ethnic and cultural backgrounds are good.

Self-evaluation is rigorous and accurate; consequently, the school knows its strengths and weaknesses well and has successfully consolidated pupils' good achievement since the last inspection. Leaders and managers demonstrate a determination to continually improve the school's performance and all staff are strongly committed and involved in monitoring it. The governing body is supportive of all the school does and continually challenges the school to improve further. Good safeguarding procedures are central to all the school's work and contribute effectively to pupils feeling safe and enjoying school. The school's record of consistently good improvement indicates its good capacity to develop further.

What does the school need to do to improve further?

- Raise pupils' attainment and accelerate their progress, especially in English and mathematics by ensuring that:

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- all teachers consistently plan and set tasks in lessons, particularly in the mixed-age classes in Years 5 and 6, which challenge all pupils to achieve their full potential
- marking of pupils' work consistently provides them with a clear understanding of how to improve their work.

Outcomes for individuals and groups of pupils**2**

In most lessons, pupils' behaviour is good, they are motivated well to learn and their achievement and enjoyment of school are good. During Years 1 and 2, pupils build very effectively on the good learning they experienced in the Early Years Foundation Stage. A concerted effort from all staff to further extend pupils' reading, writing and mathematical skills, for example, with more opportunities in different subjects, has been successful. Lesson observations and a scrutiny of pupils' work carried out during the inspection show attainment in reading, writing and mathematics is broadly average for all groups of pupils. However in some classes and, particularly in the mixed-age classes in Years 5 and 6, teachers do not always plan and set tasks in lessons which challenge all pupils to achieve their full potential in English and mathematics. Pupils with special educational needs and/or disabilities and those whose circumstances make them potentially more vulnerable make good progress. Their work with specialist support staff and teaching assistants develops their self-esteem very effectively and has a very positive impact on their learning.

Pupils say 'school is fun' and that they are confident that adults will sort out any problems that arise. Parents and carers agree, highlighting the positive ways the school ensures the safety and well-being of their children. Pupils have a clear understanding of the need to lead a healthy lifestyle. This is reflected in the high uptake of the wide range of extra-curricular physical activities on offer. A healthy school week and e-safety training promotes healthy living and is effective in developing pupils' understanding of the benefits of staying healthy and safe.

Pupils willingly take on a wide range of responsibilities. Their involvement within the local and wider communities is outstanding. For instance, the school choir and brass band have an ambassadorial role through regular performances in the community. Inspectors were privileged to see this as members of the exceptionally talented choir and brass band entertained members of the local community. Strong links with a school in Tanzania enables pupils to reflect on cultural differences and to act on this by providing pupils less fortunate than themselves with educational equipment. Pupils' spiritual, moral, social and cultural development is accelerated well through meaningful assemblies, art work and music making. They learn about others and the world around them through the interesting topics and projects undertaken. Such opportunities, together with their broadly average attainment mean that they are prepared well for the next stage of their education and for their future economic well-being.

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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	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
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	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?

In the best lessons, teachers show a sharp awareness of pupils' learning by pausing activities to check and, if required, to redirect pupils' learning. As a result, in such lessons learning is rapid. The use of assessment strategies, such as 'talk partners' and the support pupils with special educational needs and /or disabilities receive from skilled learning support assistants is very effective. High expectations of how pupils should behave and learn and some well-developed, cross-curricular links are further strengths in provision. For instance, pupils were highly motivated to learn in a Year 2 history lesson, when they used English skills of speaking, listening and discussion well to find clues from pictures to help them extend their historical writing. Most teachers accurately ensure marking informs pupils how to improve their work although in a few classes this is not consistent practice in literacy and numeracy.

The wide range of out-of-school clubs is popular and there is a high take-up. There are some strong cross-curricular links evident and computers are used to good effect in different subjects. Provision for music and arts is outstanding and enables pupils to develop their interests and skills well. An excellent focus on pupils' personal needs and well-being is reflected in very effective support for those pupils with special educational needs and/or disabilities and those deemed to be potentially more vulnerable. High-quality care plans, very thorough pastoral care and the help for some families to overcome major traumas are remarkable. Pupils are happy to go to staff with any concerns and they learn

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from their example. Good induction and transition arrangements ensure pupils settle and make good progress in their learning.

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	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The school is led effectively by the headteacher. She is supported well by senior leaders who make telling contributions to the high-quality systems in place to check pupils' progress. Teamwork and high staff morale are evident in a shared drive and ambition to seek constant further improvement since the last inspection. All staff are included in self-evaluation, performance management and improvement planning. The governing body effectively promotes improvement and challenges performance. It ensures that all safeguarding requirements are fully met and that pupils' safety has a high profile in all of the school's work. It possesses relevant expertise to support the school's work and to evaluate its effectiveness.

Racist behaviour or harassment of any form is not tolerated and the ethos established in the school that every child matters promotes good equality for all. This is evident in the many aspects of support for different groups of pupils, for instance, in narrowing the gap in attainment for those with special educational needs and/or disabilities. Parents and carers say how pleased they are with the school and how welcome they are made to feel. Links with them, initiated by the school, are good. The school grasps every opportunity through regular information meetings to respond to their views. Partnerships that attend to pupils' pastoral needs are outstanding. Those focusing on extending their academic development are good, as reflected in pupils' good levels of progress. The quality of community cohesion is good. Links with the local community are excellent and make a tangible difference to the engagement of pupils in learning. Good opportunities are provided for them to engage with others from a wide range of religious, ethnic and cultural backgrounds.

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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	2
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	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Most children begin school with skills which are below those expected for their age. They get off to a good start to their learning and development in the Early Years Foundation Stage. They have good opportunities to learn through an appropriate balance of activities from those they have chosen for themselves and those directed to by adults. A good range of opportunities is provided, both indoors and outdoors, which develop children's physical and creative skills well and also enables them to develop skills of independence well. For instance, children in the nursery on entering an imaginary world of pirates look for hidden treasure, learning to follow instructions and solve word clues. Whilst chatting to each other they learn to get on happily together and share ideas.

Planning is generally based around children's interests and focuses on developing their reading, writing and calculation skills. For instance, adults provide children with daily opportunities to learn letters and sounds and to undertake problem-solving activities which encourage them to think and to work out solutions whilst developing their speaking and listening skills effectively. Good opportunities to grow their own vegetables, such as potatoes, onions and beans, extend their understanding of looking after the world in which they live. Strong relationships with parents and carers underpin the school's good induction and excellent care procedures. Staff know children very well and make sure learning is fun. As a result, children make good progress. Leadership is good and all adults work together as an effective team. They use observations effectively to track children's progress.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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 one third of parents and carers replied to the questionnaire. Most of them are content with the quality of education and care provided. Comments include: 'A fantastic school, RPS is always welcoming and plays a vital role in the community', 'rich experiences and specialist teaching in a happy caring environment' and 'although quite big it has a village atmosphere.' A few feel their children do not make enough progress, are sufficiently well prepared for the future, that the school is led and managed effectively, behaviour is managed well or helps them support their children's learning. Inspectors followed up these issues and found that the school is well led and that the needs of all pupils are managed well. The learning needs of each pupil are considered and all pupils make good progress. However, some pupils, particularly in the mixed Years 5 and 6 classes are not consistently challenged in English and mathematics to achieve their full potential.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Romiley 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 162 completed questionnaires by the end of the on-site inspection. In total, there are 453 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	107	66	50	31	4	2	1	1
The school keeps my child safe	116	72	44	27	1	1	0	0
My school informs me about my child's progress	81	50	78	48	2	1	1	1
My child is making enough progress at this school	100	62	54	33	6	4	1	1
The teaching is good at this school	108	67	52	32	2	1	0	0
The school helps me to support my child's learning	88	54	66	41	7	4	0	0
The school helps my child to have a healthy lifestyle	85	52	76	47	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)	98	60	57	35	5	3	0	0
The school meets my child's particular needs	101	62	56	35	5	3	0	0
The school deals effectively with unacceptable behaviour	71	44	78	48	3	2	3	2
The school takes account of my suggestions and concerns	72	44	82	51	3	2	0	0
The school is led and managed effectively	97	60	58	36	5	3	0	0
Overall, I am happy with my child's experience at this school	112	69	46	28	4	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.



29 June 2011

Dear Pupils

Inspection of Romiley Primary School, Stockport SK6 4NE

Thank you for talking to us and helping us when we visited your school. We thoroughly enjoyed talking with some of you and hearing you sing and play your brass instruments so well.

This is a good school. Most parents and carers who returned the questionnaire are pleased with everything about the school and they say you are happy there. The Early Years Foundation Stage makes sure you get off to a good start to your school life. You are taught well and receive excellent care and support in all classes and from all staff. You make good progress in lessons and your behaviour is good in lessons and around the school. We were very impressed with your responsible attitude and the way you support the local and wider communities through fund raising and helping the children in Tanzania, for example. You thoroughly enjoy the many interesting activities arranged for you especially in the good curriculum you receive.

Your headteacher and all the school's leaders are determined to carry on improving your school so that you all continue to do as well as you possibly can. I have asked them to make sure this happens by checking that all teachers set work which fully challenges you in English and mathematics and that marking helps you to know clearly what you need to do to improve your work.

I hope you all will play your part by continuing to work hard and do your best to make your school even better.

Yours sincerely

Clare Henderson

Lead Inspector

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