

Disley Primary School

Inspection report

Unique Reference Number	111015
Local authority	Cheshire East
Inspection number	378216
Inspection dates	2–3 November 2011
Reporting inspector	Steven Hill

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	173
Appropriate authority	The governing body
Chair	Alison Farris
Headteacher	Heather Taylor
Date of previous school inspection	10 June 2009
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Introduction

This inspection was carried out by three additional inspectors. Sixteen lessons were observed, taught by eight teachers. Meetings were held with staff, groups of pupils and representatives of the governing body. The inspectors observed the school's work, and looked at a range of documentation, particularly that related to the safeguarding of pupils and the tracking of pupils' progress. Inspectors observed assembly, playtimes and lunchtimes. Samples of pupils' work were examined in books and in displays. Questionnaires were analysed from staff, older pupils and from 106 parents and carers.

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

- Has the work done to improve teaching since the last inspection been successful in improving pupils' progress across the school, particularly at Key Stage 2?
- How well does the school support pupils whose circumstances might make them vulnerable?
- Have the strengths in pupils' personal development been maintained since the last inspection?
- Do pupils have enough opportunities to learn about and interact with different communities beyond the immediate locality?

Information about the school

This is a slightly smaller-than-average primary school in a village location; most pupils live in the village. The large majority of pupils are of White British heritage, with a small proportion from a variety of minority ethnic heritages. The proportion of pupils with special educational needs and/or disabilities is below average, but the proportion with a statement of special educational needs is high. Very few pupils speak English as an additional language, and none is at the early stages of learning English. The proportion of pupils known to be eligible for free school meals is below average. Since the last inspection, there has been a high turnover of teaching staff at Key Stage 2.

A playgroup and after-school care provision take place on the same site. These are privately managed and are 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. Its previous strengths have been maintained, for example in the outstanding provision for children in the Early Years Foundation Stage, and many other aspects have improved. Teaching is consistently good across the school and promotes good progress for all pupils, so attainment is above average by the end of Year 6. This is a major improvement in progress at Key Stage 2. The development of high-quality systems to track the progress of individuals and groups means that any who are in danger of falling behind are quickly identified and given extra help. These systems, combined with rigorous monitoring of provision by leaders, mean that the school has an accurate view of its strengths and weaknesses, and staff work as an effective team to improve provision and raise attainment. The strong track record of improvement, combined with accurate self-evaluation, demonstrates that the school has a good capacity to sustain improvements in future.

A wide-ranging and interesting curriculum adds to pupils' enjoyment. Good cross-curricular links help to make learning more meaningful. Pupils use their literacy and numeracy skills very well to support learning in other subjects. There are good examples of pupils using information and communication technology (ICT) skills in this way. However, there is no overall plan to develop this systematically across the curriculum, and so ensure balance in using the different aspects of ICT.

Overall outcomes for pupils are outstanding because many aspects of pupils' personal development are outstanding, as they were at the previous inspection. This means the school gives excellent value for money. A key factor in this is the outstanding care, guidance and support that are provided for all. The school excels in supporting pupils who have particular difficulties, emotional or academic, or who might be vulnerable due to their circumstances. As a result, such pupils are happy in school and make the same good progress as their classmates. Pupils greatly enjoy school and this is reflected in their high attendance. Pupils behave extremely well and have excellent relationships with each other and with staff. They feel exceptionally safe in school and have great confidence that the adults and their friends will look after them if there are problems. They make a very strong contribution to the community through their conscientious and willing performance of a variety of responsibilities. Pupils' understanding of healthy lifestyles is excellent.

Leaders and managers ensure that the school is constantly seeking ways of improving. The school is a unified, harmonious community and makes a good

contribution to cohesion in the immediate locality. An emerging link with a school in Kenya is beginning to widen pupils' understanding of the wider world but, as the school has accurately identified, there are too few chances for pupils to learn about or interact with the variety of different communities in this country.

What does the school need to do to improve further?

- Raise achievement further by:
 - developing a systematic plan to enable pupils to use ICT skills across the curriculum, in a way that ensures balance in practising the different strands of the ICT curriculum, as well as supporting learning in different subjects.
- Improve the school's contribution to promoting community cohesion by:
 - providing more opportunities for pupils to learn about, and interact with, contrasting communities in the United Kingdom.

Outcomes for individuals and groups of pupils

1

Achievement is good for all groups of pupils regardless of their ability or background, and they thoroughly enjoy their education. Pupils' attitudes to learning are outstanding, and are a significant reason for their excellent outcomes. This was seen to good effect in a Year 4 lesson when pupils really concentrated on applying their knowledge of area to work connected with the Second World War. They collaborated extremely well, sharing ideas sensibly. Their hard work and excellent behaviour supported their good progress and pupils gained a deeper understanding of the mathematics involved.

Children start in the Reception class with attainment that is broadly typical for their age. They progress at a good rate as they move through the school, and by the end of Year 6 their attainment is above the expectations for their age. Boys and girls achieve equally well. More-able pupils in Year 1 are already developing into fluent, independent writers, making good use of their knowledge of the relationship between sounds and letters. Pupils with special educational needs and/or disabilities make the same good progress as their classmates. This is the result of the high-quality help that is targeted on their specific needs.

Pupils' excellent behaviour contributes to the school's harmonious and positive ethos. Boys and girls get on well together regardless of background and this helps their excellent contribution to the community, as do the many jobs they perform such as being members of the playground squad, or the eco-warriors. They feel they have a strong voice in the school and can point to improvements made through the work of the school council. Pupils are thoughtful, kind and considerate to others, and are enjoying learning about the school in Kenya which is now linked to theirs. They take a pride in raising money for a variety of charities, and are involved well in village life. Their collaborative skills, high levels of independence, good basic skills and positive attitudes to learning prepare them well for their future, both in school and beyond.

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	1
The extent to which pupils adopt healthy lifestyles	1
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	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Good, consistent teaching underpins the consistently good learning in lessons. Teachers make good use of the school's assessment data to ensure that work is well-matched to pupils' different needs, so all are challenged at the appropriate level. Along with skilled teaching assistants, they continually monitor pupils' ongoing progress in lessons, providing support if pupils go astray, and challenging them to extend their progress through careful questioning. Classroom management is strong, based on very positive relationships and clear and consistent expectations of both work and behaviour. A mixture of support and challenge from adults ensures that pupils with special educational needs and/or disabilities are engaged with work they are able to cope with, but are pushed to achieve as well as they can. Marking is good and shows pupils clearly what they have done well and how they can improve in future. Teachers often make suggestions or ask pupils' follow-up questions in their marking, but do not always make enough time available for pupils to respond.

The curriculum provides pupils with interesting experiences so that they enjoy their lessons. Work is modified to meet different needs and, increasingly, the curriculum is planned to meet pupils' specific interests. Cross-curricular links are strong, for example when pupils studied the water cycle, drawing on their scientific, literary and geographical skills to write a cartoon account of the 'life' of a drop of water. There is a very wide range of extra-curricular activities, including many opportunities for exercise, and these have a high take-up from pupils. A range of visits, visitors and themed days enhance learning and enjoyment.

Excellent pastoral care supports pupils' strong personal development. Pupils' social and emotional needs are met well and staff constantly reinforce positive values in their everyday interactions with pupils, as well as through assemblies and the personal, social and health aspects of the curriculum. The pupils themselves play a

¹The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

strong part in supporting each other through their positive relationships and their acceptance of each other's ways. The school draws extensively on the expertise of outside agencies, and the strong links with parents and carers, as well as the expertise of its own staff, to help tailor provision precisely to the needs of individual pupils, particularly those who are vulnerable due to their circumstances. Pupils with specific emotional and behavioural problems are given firm and sensitive guidance, so they are fully included in all aspects of school life, and make good progress. When they struggle to conform to accepted standards, staff handle this well so their difficulties do not hamper the progress of their classmates.

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?

Since the last inspection, the very clear educational direction given by the headteacher has been supplemented by an increasingly effective group of senior leaders. They have welded the staff into an effective team, which shares a clear vision for the school, based on improving pupils' achievement. This is supported by very thorough tracking of pupils' progress and the monitoring of provision in lessons. Regular observations of lessons enable clear feedback to colleagues on their performance, based on common criteria which staff have agreed together. This strongly underpins the consistency in teaching and learning. The school works effectively to tackle any incidents of discrimination, and promotes equality of opportunities well. This is exemplified by the way that all pupils make good progress, with any previous differences in the performance of different groups eliminated.

Governance is good. The governing body has good systems to find out about the school's provision, and a clear understanding that means it is well able to hold the school to account for its performance. Safeguarding is good. Members of the governing body have given a high priority to safeguarding and have supported a number of changes that have improved this provision. The governing body and staff are thorough and systematic in ensuring that systems are rigorous, and respond quickly and effectively to any issues that arise. Good notice is taken of parents' and carers' views to improve provision.

The school has positive relationships with parents and carers, consulting them regularly and responding well to their concerns. They are given good information about their children's progress and, this year, the school has instituted a series of meetings to provide parents and carers with more information about different aspects of school life, so that they can work more effectively with the school to help their children learn. Other partners make a strong contribution to the school's work. Very effective use of outside agencies, in particular, supports the excellent care and support for pupils with particular needs. The use of an external coaching organisation contributes to pupils' outstanding uptake of sporting opportunities, and links with

other local schools enable the sharing of expertise, contributing well to the improvements in leadership and management. Community cohesion is promoted extremely effectively within the school, and there are some effective links overseas, but links to communities in the wider United Kingdom are limited.

These are the grades for the 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	3
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children are extremely happy and settled in the Reception class, making excellent progress in all areas of learning. For the last two years, attainment as pupils move into Year 1 has been much better than average. Children make great strides in their understanding through a wide-ranging variety of exciting, practically based activities that capture their imagination. The curriculum is carefully targeted to children’s interests, the current topic on ‘Cowboys’ having been decided on after a vote among the children. Excellent use is made of the well-equipped outside area. For example, as several children whizzed energetically but safely around a ‘track’ on tricycles, taking turns to ‘drive’; their classmates recorded their performances on clipboards, developing both their social skills and their early writing and number skills. A good balance is kept between activities directed by the adults and those that children choose for themselves. The adults work as a very effective team, planning together to provide activities that are carefully tailored to individuals’ needs, based on extensive assessments made of their progress as they play. Adults are particularly skilled in intervening in children’s play to extend their learning and develop their vocabulary. The provision is extremely well managed, with excellent provision made for introducing the children into school, and strong links with parents and carers.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	1
Taking into account: Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management in the Early Years Foundation Stage	1

Views of parents and carers

A high return of questionnaires shows that parents and carers are very positive about the school and what it provides for their children. They particularly value that their children are safe and happy in school, and that they are well prepared for the future. They are very positive about the quality of the teaching in the school. A few parents and carers have concerns about how unacceptable behaviour is dealt with, and others want to be better informed about how they could help their children to learn. The inspection team saw excellent behaviour during the inspection. A few pupils, who have particular difficulties in conforming to expectations about behaviour, are handled very sensitively but firmly by staff, so that they settle and get on sensibly with their work, and the progress of other pupils is not affected. In discussion, pupils stressed that any behavioural transgressions were rare, and they were very confident that staff dealt with any problems quickly and effectively. The school has acknowledged parents' and carers' desire for more information, and has increased the detail it provides about children's attainment, as well as instituting a number of meetings for parents and carers over this year to shed light on different aspects of the school's provision.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Disley 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 106 completed questionnaires by the end of the on-site inspection. In total, there are 173 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	80	75	26	25	0	0	0	0
The school keeps my child safe	72	68	33	31	1	1	0	0
The school informs me about my child's progress	62	58	40	38	4	4	0	0
My child is making enough progress at this school	54	51	49	46	3	3	0	0
The teaching is good at this school	55	52	48	45	0	0	0	0
The school helps me to support my child's learning	52	49	45	42	7	7	0	0
The school helps my child to have a healthy lifestyle	61	58	42	40	2	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	61	58	36	34	0	0	0	0
The school meets my child's particular needs	56	53	46	43	3	3	0	0
The school deals effectively with unacceptable behaviour	47	44	44	42	9	8	0	0
The school takes account of my suggestions and concerns	52	49	40	38	3	3	0	0
The school is led and managed effectively	58	55	42	40	3	3	0	0
Overall, I am happy with my child's experience at this school	67	63	38	36	1	1	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 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.



4 November 2011

Dear Pupils

Inspection of Disley Primary School, Stockport SK12 2BD

Thank you for all your help and your friendly welcome when we inspected your school. We enjoyed talking to you and were pleased to find that you were polite, sensible and that you all get on really well together. We were particularly impressed by your excellent behaviour. You obviously enjoy school. You told us that it is a very safe place to be, and I expect this is why your attendance is so high.

Your school has got better since the last inspection and gives you a good education. The youngest children get an excellent start to school in the Reception class. All through the school, you all make good progress because your teachers are good at helping you to learn. They give you plenty of interesting things to do, and are good at linking different subjects together to make learning more interesting. When you leave in Year 6, your attainment is above the national average. We have suggested that they make more careful plans about how you use ICT in different subjects so that you can learn even more in future. You have enjoyed learning about the people in the school in Kenya that Disley has links with. We have agreed with the teachers that they are going to work this year to help you learn more about, and to get in touch with, people in the different kinds of communities in this country.

The adults are very good at keeping a careful eye on everyone and making sure that if anyone needs extra help then they get it. They have made sure that you all know a lot about how to stay healthy, and you are very keen on exercise and join all the exciting clubs the school provides. The school is a very happy community, and you make a big contribution to this through all the jobs you do and the way you all help each other. The adults are keen to make the school even better, and I know you will all help by keeping up your hard work and excellent behaviour.

Yours sincerely

Steven Hill
Lead inspector

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