

Adswood Primary School

Inspection report

Unique Reference Number	106024
Local authority	Stockport
Inspection number	377342
Inspection dates	7–8 December 2011
Reporting inspector	Judith Tolley

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	201
Appropriate authority	The governing body
Chair	Maureen Banbury
Headteacher	Kath Conwell
Date of previous school inspection	14 January 2009
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Introduction

This inspection was carried out by three additional inspectors. They observed 15 lessons and saw 10 teachers. Meetings were held with the headteacher, other leaders, groups of pupils, members of the governing body and staff. They observed the school's work, and scrutinised the school's analysis of attainment and progress and improvement plans, and analysed 76 questionnaires from parental and carers and 88 pupil questionnaires.

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

- The progress different groups of pupils make in both key stages to determine whether progress is good or better, especially in mathematics.
- The progress pupils make in Key Stage 1 to establish whether the curriculum is adequately adapted to meet their needs.
- How well leaders and managers at all levels drive and embed improvement to determine the school's capacity to improve further.

Information about the school

This is an average-sized primary school. The very large majority of pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is high. The proportion of pupils with special educational needs and/or disabilities is also high. The proportion of pupils who speak English as an additional language is low. The Nursery was incorporated into the school in September 2010. The school has a number of awards including the 'Primary Quality Mark' and has achieved 'Healthy School' status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

Adswood Primary School is an outstanding school. Pupils make excellent progress in their academic studies and in their personal development. The overwhelming majority of parents and carers are highly delighted with the way the school supports and encourages their children. Pupils are exceptionally proud of their school. This is reflected in their excellent behaviour and their very positive attitudes towards their learning. They value greatly the very wide range of opportunities they have to improve the school, for instance through 'tea with the Deputy', the school council and 'playground buddies', which demonstrate their outstanding contribution to the school and to the wider community.

When they first start school, many children have exceptionally low attainment in relation to that expected for their age. They make good progress during the Early Years Foundation Stage. However, opportunities are missed to use the outdoor facilities to extend their learning further. Pupils make excellent progress overall as they move through the school so that, by the end of Year 6, their attainment is above average and their achievement is outstanding. Excellent teaching enables all pupils to make outstanding progress, not only in academic subjects but in most aspects of their personal development. Outstanding progress is also promoted by the innovative and highly effective curriculum which closely reflects pupils' interests and meets the need of every child, no matter what their ability level. Pupils' progress is tracked rigorously and any potential difficulties are identified quickly. This triggers high quality care, guidance and support which are tailored very closely to pupils' individual needs. As a result, all groups of pupils make the same excellent progress, including those with special educational needs and/or disabilities, and those who speak English as an additional language.

The headteacher's enthusiasm and her relentless pursuit of excellence permeate the whole school. She is very strongly supported by the deputy headteacher and indeed, by all staff, members of the governing body, pupils, parents and carers alike. Outstanding teamwork, which not only involves all adults but all pupils, including the very youngest, characterises Adswood. Mutual support and encouragement are at the heart of the school's work and are reflected in everything the school does. A very close partnership with parents and carers enables them to support their children's education very effectively. This, and the hard work and enthusiasm of the whole staff, make a significant contribution to the very positive ethos. This is most evident in the sheer enjoyment displayed by pupils in whole-school assemblies at the start

and end of each day, where learning and achievement are both celebrated and supported in equal measure by everyone, including the youngest children.

The school has an outstanding capacity to sustain further improvement. Extremely rigorous analysis of assessment data has enabled the school to pinpoint exactly where and how it needs to improve. The sharp focus on improvement, combined with an accurate evaluation of the school's work, has ensured that the quality of teaching and learning has improved significantly and attainment risen rapidly over the last three years and continues to rise.

What does the school need to do to improve further?

- Accelerate the progress the children make in the Early Years Foundation Stage by:
 - improving the use of the outdoor area in linking child-initiated activities more closely to stories and topics in order to extend and better engage children's interest and promote their learning through play
 - smoothing the transition between the classes in the Early Years Foundation Stage and Year 1 so that children are able to develop their skills appropriately.

Outcomes for individuals and groups of pupils

1

Pupils make excellent progress in Key Stage 1 from their individual starting points. By the end of Key Stage 2, pupils are independent, confident and enthusiastic learners who apply their skills very effectively in a wide variety of contexts, and their progress has been excellent. Attainment has improved year-on-year and in 2011 attainment was above average in English and mathematics with a good proportion of pupils exceeding their targets. The school meets the needs of those pupils who may be considered potentially vulnerable exceedingly well by working very closely with a range of external agencies. The school ensures these pupils are carefully nurtured so that they are able to learn very effectively alongside their classmates.

Pupils thoroughly enjoy their school work and are keen to do well. Many pupils enter the school with under-developed social skills but they quickly learn to cooperate, to respect others and to take responsibility for their actions. In lessons, they frequently work in small groups or pairs independently of the teacher and do so sensibly. Pupils organise themselves well and are mutually supportive, displaying high levels of interest and concentration. In a Year 3 mathematics lesson, for instance, pupils confidently worked out ways of calculating how best to divide and multiply numbers and demonstrated their methods to others. By the time pupils leave at the end of Year 6 they are sensible, articulate, mature and a credit to themselves, their families and the school. In a Year 5 mathematics lesson, for instance, pupils tracked their own progress in making their own bar charts and line graphs, were able to anticipate that the next step was to interpret graphs made by others and were already starting to do so. Behaviour is exemplary both in and out of lessons.

Pupils respect and value the exciting variety of activities provided and take great pride in their contributions to improving their school, for example, through their work as playground helpers and helping younger pupils with their reading. Pupils are confident that any concerns they have are taken seriously. Consequently, they feel very safe in school. Pupils have an excellent understanding about how to keep healthy and this is exemplified by their excellent relationships with adults and each other and their clear appreciation of the importance not only of a healthy diet and exercise, but also of emotional well-being. Pupils regularly reflect on their actions and display both respect and care for others. Pupils' good basic skills, combined with high levels of self-belief and clear enjoyment of learning, means that they are well placed for future success. Although attendance rates are average they are rapidly improving.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account:	2
Pupils' attainment ¹	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	
The extent to which pupils feel safe	2
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:	3
Pupils' attendance ¹	
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Excellent teaching, which frequently extends outside of the classroom, leads to outstanding progress and pupils' tremendous enjoyment of learning. Whole-class activities are supported extremely effectively by extensive small group work and one-to-one sessions led by very skilful teaching assistants. Teachers and teaching assistants work extremely effectively together as a team. A good range of activities and teaching styles engage pupils' interest well. Interactive whiteboards and other resources are used to good effect, making lessons interesting and fun. Teachers and teaching assistants use questioning very skilfully to extend and support pupils' thinking. Pupils often explore and discuss ideas with each other, which is highly effective in developing their speaking and listening skills. Teachers use assessment information very effectively to plan work. In a Year 1 literacy lesson, for instance, pupils worked independently, in pairs or in small groups to hone their writing and reading skills, requiring little help from the teacher to do so. This was because activities engaged them fully, they were very well matched to pupils' capabilities and individual 'next steps' and they were provided with just the right amount of support and challenge to succeed. Pupils are fully involved in tracking and evaluating their own progress. Academic targets and teachers' oral feedback give pupils very good

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

guidance about how to improve their work but occasionally this is not reflected fully in the quality of written feedback.

The curriculum very effectively engages and motivates all pupils. The school's innovative development of 'sign and shine' and the consistent and comprehensive use of 'talk for writing', underpins all the school's work, and has led to significant improvements in reading, writing, speaking and listening as well as enhancing pupils' confidence and self-esteem. Information and communication technology enhances learning very effectively across the curriculum. All pupils are actively encouraged to take part in an excellent variety of extra-curricular and enrichment activities through 'funky Friday' and the response is such that there is often a waiting list for activities. The school also provides a very wide range of popular clubs, numerous visits and visitors. All of this contributes to making learning interesting and fun.

All pupils are very well known and valued as individuals by all adults in the school. Excellent relationships are a strong characteristic of the school. Pupils who find learning more difficult than most, are exceptionally well supported. The school works very effectively with outside agencies, such as speech and language advisors and other specialists, to meet individual needs. The support received, which permeates throughout the work of the school, including the focused provision in the 'sensory room' and the 'ready, steady, go group', allows pupils with special educational needs and/or disabilities and those pupils considered to be potentially vulnerable, to make the very best of their learning opportunities.

These are the grades for the quality of provision

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

How effective are leadership and management?

The senior leadership team and all staff work as a highly cohesive team to ensure all pupils achieve their full potential. Thorough self-evaluation, including the monitoring of teaching and learning and improvement planning, very accurately reflects the school's work and very clearly identifies priorities for improvement. Frequent and very thorough analysis of pupil progress involves all staff and informs lesson planning and the support for individual pupils. It is this and the very strong commitment to equality of opportunity for each child that drives improvement and enables all pupils to achieve their very best. Safeguarding procedures are good. The vetting as to the suitability of all adults in the school is thorough. Effective risk assessments and safety procedures, together with very close monitoring and supervision of pupils, ensure that pupils are safe and secure.

The school promotes community cohesion extremely well, through its work with the parents and carers, in particular. The school is regarded as the centre of the community because of the outstanding support it provides for pupils and their families. Members of the governing body are enthusiastic, committed to the school

and well informed. They not only challenge effectively, but are a good channel of communication between parents and teachers. The school is very active in the local network of schools and regularly works with other institutions to enhance the provision for its pupils.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
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	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children settle very quickly in a safe, secure and very welcoming environment. They enter the Nursery and Reception classes with skills that are often very low compared to those expected for their age. They make good progress, particularly in speaking and listening because of the expertise of the staff and the effective use of the good facilities. By the end of Reception, many are still working towards the levels expected for their age but the progress they make, particularly in personal, social and emotional development, is good. Children explore and learn effectively through well planned activities such as the indoor activities linked to the story of *'Goldilocks and the Three Bears'* and *'The Gruffalo'* which excite children and fire their imagination. However, opportunities are missed to use the outdoor facilities in a similar way to extend children's learning further. Children work and play together well and readily take turns when involved in activities. Speaking and listening skills are developed effectively as a result of skilful questioning and the use of the 'sign and shine' strategies seen in the rest of the school.

Parents and carers are delighted with the induction procedures. Children's welfare needs are attended to carefully. Rigorous assessment procedures are used to measure children's progress and plan activities that move their learning on. Children who find learning more difficult than most, are quickly identified and very effectively supported. Good leadership and management have created an effective team and a stimulating and exciting place to learn. However, although teachers in the Nursery and Reception classes plan together to provide continuity and progression, this is not the case between Reception and Year 1, so that transition arrangements through from Reception to Year 1 do not always meet individual needs as well as they might.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	2
Taking into account:	2
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 in the Early Years Foundation Stage	2

Views of parents and carers

A larger proportion of parents and carers than average responded to the questionnaire. The overwhelming majority of the parents and carers who responded are very happy with the school. Very many commented positively on their children’s enjoyment of school, the progress their children make, the approachability of teachers, the excellent leadership and the support their children receive. A very small minority of parents and carers expressed concerns about the effectiveness with which the school deals with unacceptable behaviour. In discussion with pupils, pupils themselves were very confident that unacceptable behaviour was always dealt with promptly and effectively.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Adswold 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 76 completed questionnaires by the end of the on-site inspection. In total, there are 201 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	52	68	23	30	0	0	0	0
The school keeps my child safe	54	71	22	29	0	0	0	0
The school informs me about my child's progress	52	68	22	29	2	3	0	0
My child is making enough progress at this school	50	66	26	34	0	0	0	0
The teaching is good at this school	53	70	23	30	0	0	0	0
The school helps me to support my child's learning	49	64	25	33	2	3	0	0
The school helps my child to have a healthy lifestyle	47	62	27	36	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)	50	66	23	30	1	1	0	0
The school meets my child's particular needs	51	67	24	32	1	1	0	0
The school deals effectively with unacceptable behaviour	43	57	28	37	5	7	0	0
The school takes account of my suggestions and concerns	42	55	33	43	1	1	0	0
The school is led and managed effectively	54	71	22	29	0	0	0	0
Overall, I am happy with my child's experience at this school	57	75	19	25	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	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 is 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.



9 December 2011

Dear Pupils

Inspection of Adswood Primary School, Stockport, SK3 8PQ

It was a delight and a privilege to visit your school. The inspection team thoroughly enjoyed talking to you all and listened very carefully to what you had to say. You told us how much you enjoy your learning and how proud you are of your school. We agree with you. You go to an outstanding school. It is an exciting place to learn with lots of things to do. You told us how much you appreciated the help you get from teachers and we were very impressed by the way the school provides exactly the right help for each pupil in the school so that you can all do your best.

We were very impressed by your excellent behaviour, the way you get on with each other and adults in your school and your sheer enjoyment in the assemblies at the beginning and end of each day. You have good manners and make visitors very welcome indeed. We think that you all make a very important contribution to your school.

Younger children make good progress in the Nursery and Reception classes and you make outstanding progress in Key Stage 1 and Key Stage 2. Your teachers work very hard and their teaching is outstanding. We noticed how well younger children in the Nursery and Reception classes got on with the activities they do in the classroom, so we have asked the school to make sure they get the chance to do exciting activities outside as well. We also asked them to make sure teachers in Reception and Year 1 work closely together to make sure children get the activities they need to help them with their learning when they move up to Year 1.

You told us that the staff look after you very well indeed and we agree. The headteacher and staff are working very hard to make your school even better. You can help by continuing to work hard and come to school every day. We wish you every success for the future and hope that you continue to enjoy your learning.

Yours sincerely

Judith Tolley
Lead inspector

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