

Prestolee Primary School

Inspection report

Unique Reference Number	105185
Local authority	Bolton
Inspection number	377191
Inspection dates	15–16 December 2011
Reporting inspector	Andrew Clark

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	232
Appropriate authority	The governing body
Chair	Denise Hark
Headteacher	Michael Tonge
Date of previous school inspection	4 October 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 12 lessons and parts of lessons led by eight teachers. They held meetings with representatives of the governing body, staff, parents, carers and groups of pupils. The inspectors observed the school's work and looked at a range of documentation and essential policies including those for safeguarding, the school improvement plan, information about pupils' progress and attainment data. They analysed 106 completed questionnaires from parents and carers, as well as questionnaires completed by staff and Key Stage 2 pupils.

The inspectors reviewed many aspects of the school's work. They looked in detail at a number of key areas.

- The progress that more-able pupils make in Key Stage 1.
- The extent to which pupils are sufficiently self-critical and effectively encouraged to improve their own work.
- Whether the quality of teaching and use of assessment are consistent through school.

Information about the school

Prestolee is an average-size 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 below average. The majority of pupils are of White British heritage. The school has achieved several awards, including Healthy School status, the Activemark and a Leading Parent Partnership award.

Since the last inspection, over half the teaching staff have been appointed and the school has undergone significant building work, particularly in the Early Years Foundation Stage.

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

This is an outstanding school. The extremely clear vision of the headteacher, with excellent support from senior and other staff, leads to the outstanding quality of teaching throughout school. This ensures that pupils of all ages and abilities have excellent attitudes to learning and that their attainment is high. The exceptional curriculum and the outstanding care, guidance and support contribute significantly to pupils' exemplary behaviour, above average attendance and outstanding spiritual, moral, social and cultural development. The governing body provides good support and challenge. The thorough and systematic self-evaluation procedures reflect the views of all those involved in the life of the school. As a result, the school has developed well since it was previously inspected and has an outstanding capacity for further improvement.

Pupils' attainment is high in English and mathematics by time they leave school in Year 6. The progress of pupils of all ages and abilities is outstanding. Pupils have an excellent understanding of how to stay safe from harm. They have an outstanding knowledge of how to live a healthy lifestyle and take full advantage of challenging physical activities and opportunities to plan and eat healthy meals. Pupils make an excellent contribution to the school and wider community through the very active role of the school council in decision-making and strong involvement with the church and village life. However, there are relatively fewer opportunities for younger pupils. Pupils are extremely friendly and considerate towards each other and have an excellent understanding of right and wrong. They are very mature, reflective and aware of the needs of others.

Relationships are excellent and teachers make lessons highly involving through role play, games and the use of information and communication technology (ICT). Lessons are consistently brisk and challenging. Teachers make very good use of precise targets to raise pupils' expectations and strive for the best they can. The curriculum provides exciting and engaging experiences which are exceptionally well planned to deepen pupils' learning and ensure every child leaves school able to read, write and use numbers well. As a result, there are many examples of high-quality work in subjects such as art, history, ICT and music displayed throughout school.

Teachers know their pupils extremely well and track their progress very carefully. They make excellent use of the very effective links with other professionals and partnerships with other schools to promote all pupils' learning and well-being.

Exceptionally robust record keeping contributes to the outstanding procedures for caring for pupils and keeping them safe. There is an outstanding partnership with parents and carers who are very proud of the school, and the school is at the centre of its own and the wider community. 'Amazing school, brilliant teachers. Very supportive of children and very parent friendly', is one parent's comment which reflects the views of many.

What does the school need to do to improve further?

- Extend the range of age-appropriate opportunities for pupils in Key Stage 1 to take further responsibilities.

Outcomes for individuals and groups of pupils

1

Pupils are very inquisitive, thoroughly enjoy learning and take pride in their work. Pupils' speaking skills are excellent because of teachers' probing questions and high expectations. They read fluently, accurately and with very good comprehension skills, as a result of very effective teaching and their regular exposure to stimulating literature. They write with flair and imagination, often at length and for a wide range of purposes. This is a good improvement since the last inspection. For example, older pupils present a very well-balanced, well-informed and persuasive argument debating whether five years old is the appropriate age for starting school. They enjoy working independently or with others and make excellent use of different sources of reference such as dictionaries and ICT. They have a very good capacity to assess their own learning and work towards the next stage. They develop an outstanding vocabulary and use punctuation well. Pupils have a very secure understanding of the relationships between fractions, decimals and percentages because of the many practical activities and very strong focus on a good mathematical vocabulary in many lessons. Pupils very effectively apply their very well-established calculation skills in history, science and design technology activities.

Children enter the Early Years Foundation Stage with skills that are generally typical for their age. Pupils of all abilities and backgrounds make excellent progress in reading, writing and mathematics throughout school and their attainment is high by the time they leave in Year 6. This is reflected in the results of national tests and assessments. More-able pupils are challenged in lessons in to make outstanding progress by the many opportunities to use and apply their skills in investigative and problem-solving situations. The school has very quickly addressed a relative dip in the achievement of more-able pupils in Key Stage 1 through effective use of 'Every Child a Reader' and other well-targeted programmes. Those with special educational needs and/or disabilities and pupils at risk of falling behind make excellent progress because of very well-planned interventions and excellent care, guidance and support.

Pupils have an outstanding capacity to consider others' viewpoints and a realistic and deep understanding of many social, moral and religious issues. They write with empathy and understanding on the plight of children in wartime, for example. Pupils show kindness and consideration towards each other and are very attentive to adults and other children. They express this extremely well through written and art work. The pupils have a very good knowledge of the many different cultures and faiths in

the local areas and welcome its inclusivity. The pupils say they feel very safe. They have an excellent knowledge of how to avoid dangerous situations and promote the well-being of others. The school council enjoys the challenge of its work and takes on responsibilities for fund-raising for a range of charities in Britain and abroad, sometimes in partnership with parents, carers and members of the governing body. However, although younger pupils are well represented on the school council, some of the roles such as prefects and librarians are available largely to the oldest pupils with relatively fewer age-appropriate opportunities to extend the younger ones. The school is very active in the local community and has played a significant role in raising the profile of the local church.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account:	
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	1
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	1
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

The outstanding quality of teaching and excellent use of assessment to support learning are the key reasons why pupils of all abilities achieve their potential. Teachers really make 'every second count' one of the school's mottos, through lessons, group work and homework. All activities are taught with pace and flair. They have very high expectations of pupils to tackle all their work with persistence and independence. Relationships are excellent. Teachers make very clear the purpose of lessons and how pupils can reach the highest possible level. They do this in a highly motivating way that holds pupils' attention, enthuses them and deepens their learning. Highly-skilled teaching assistants are extremely well deployed, to ensure all pupils, particularly those at risk of falling behind, clearly articulate their understanding of their own learning and make the maximum effort to improve their work. The quality of teaching is consistently high throughout the school. Pupils' progress is regularly and thoroughly assessed and analysed in depth, both by teachers and pupils.

Any indications that pupils are not achieving the high levels the school expects, whatever their age or ability, immediately leads to further probing and an extensive range of support. This is strength of the excellent curriculum and the outstanding care, guidance and support. Links between subjects are very well planned to

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

promote the application of pupils’ developing skills, especially those of literacy and numeracy, across the curriculum. Provision for those with special educational needs and/or disabilities is excellent because progress is very closely and rigorously monitored, as is the impact of any targeted learning programmes. The wide range of exciting learning activities, including the provision of modern foreign languages, such as Mandarin, is carefully planned and evaluated to ensure that they make the maximum impact on deepening pupils’ understanding and personal development. These equip them very well for their future learning and well-being.

The school’s extremely strong and all-encompassing ethos, which is expressly conveyed in many slogans and phrases that pupils know by heart, is central to its highly effective care, guidance and support. Staff take strong and direct action to break down any barriers to pupils’ success, making full use of an extensive range of partnerships with other schools and professionals, and the excellent relationship with parents and carers.

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 headteacher provides a calm and clear direction which staff, the governing body, and parents and carers all share. Leadership is strongly devolved throughout the staff team and everyone is eager to play their part. Staff morale is very high. For example, one member of staff commented that ‘I wholeheartedly sign up to our unique school ethos within which high academic standards are at the core!’ summing up the expressed views of many. The thoroughness and enthusiasm of all staff to share best practice is well embedded in all aspects of its work. Rigorous monitoring of performance and well-planned professional development have led to sharply focused and highly valued improvements. The school is supported by an effective governing body, which has several new members, working in close partnership with leaders and managers and developing increasingly efficient monitoring procedures.

The commitment of parents and carers to the life of the school is excellent. They have every confidence in the management of the school and, as a result, give time, energy and resources to its development. Parents and carers have a strong voice in school decision-making through the Parents Working Party and make an excellent contribution to fund-raising through the Friends organisation. Outstanding partnerships with a wide range of other education providers ensure the high quality of staff development and smooth transition to secondary school. The school promotes equality of opportunity and tackles diversity extremely well. As a result, there are no significant differences in the outcomes for any groups of learners. The school has a very strong understanding of its immediate context and is highly regarded for its inclusivity. The school has well-established relationships with locally diverse places of worship and plays a particularly key role in the life of the local

church. Through effective links with schools in China, the lives of pupils in both countries are enriched, and the promotion of community cohesion is outstanding. There are extremely rigorous systems to vet staff's suitability to work with children, assess risk and to ensure health and safety is frequently reviewed. Initiatives, such as the pupils' own regular health and safety reports, also contribute to the outstanding effectiveness of safeguarding procedures. The school provides effective financial management and ensures that it gives excellent value for money.

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	1
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 start the Early Years Foundation Stage with skills which are largely typical for their age. They make at least good progress. There is a strong trend of accelerating progress and outcomes in personal and social development and communication skills are increasingly excellent. This is a direct outcome of the visionary and thorough leadership, especially in taking full advantage of the improved Early Years Foundation Stage accommodation. The learning environment is colourful and highly stimulating both indoors and out allowing children to pursue many exciting opportunities to learn to make decisions and express their ideas. The promotion of speaking and listening skills, early reading and writing are interwoven through many challenging activities children choose to do for themselves alongside staff. These are complemented by fast-paced, visually-motivating activities led by adults on letters, sounds and number. A key strength of the Early Years Foundation Stage is the weekly progress meeting when the achievement of every child is rigorously analysed and their future learning meticulously planned. Staff make an excellent team and share all elements of the planning and assessment. Relationships with parents and carers are excellent and built upon very thorough induction processes. The welfare of children is paramount and there are excellent procedures to keep children safe and successfully encourage high attendance and good behaviour.

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

Almost a half of parents and carers responded to the questionnaire which is more than usual. Many more spoke to the inspectors. They are wholly positive in their views. They are proud that their children enjoy their education and achieve exceptionally well. They feel the school is extremely well led and managed. 'The school is a fantastic learning platform for the children. They thrive on the topics they research and the support from school is outstanding. Everyone from support staff to the headteacher give up so much of their own time to make this a true community school,' is typical of the views parents and carers express.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Prestolee 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 232 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	71	67	34	32	1	1	0	0
The school keeps my child safe	76	72	28	26	1	1	0	0
The school informs me about my child's progress	68	64	37	35	1	1	0	0
My child is making enough progress at this school	71	67	32	30	2	2	0	0
The teaching is good at this school	77	73	28	26	0	0	0	0
The school helps me to support my child's learning	65	61	40	38	0	0	0	0
The school helps my child to have a healthy lifestyle	51	48	52	49	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	42	40	0	0	0	0
The school meets my child's particular needs	64	60	40	38	1	1	0	0
The school deals effectively with unacceptable behaviour	52	49	49	46	0	0	1	1
The school takes account of my suggestions and concerns	58	55	44	42	1	1	0	0
The school is led and managed effectively	70	66	34	32	0	0	0	0
Overall, I am happy with my child's experience at this school	78	74	27	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 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.



19 December 2011

Dear Pupils

Inspection of Prestolee Primary School, Manchester, M26 1HJ

Thank you for the warm and friendly welcome you gave the inspectors when we visited your school recently. We thoroughly enjoyed talking to you and your families and seeing you in your lessons, assemblies and playtimes.

You go to an outstanding school. These are some of the things we found out about your school.

- You make excellent progress through school and your attainment is high.
- The headteacher, staff and the governing body work exceptionally well together to make your school the best it can be. They work extremely well with many partners and your parents and carers to make sure the school is always getting even better.
- The school takes outstanding care of you. Your behaviour is excellent and attendance above average.
- You feel extremely safe at school. You know right from wrong very well and are thoughtful and understanding about the lives of others.
- You keep extremely healthy through the many sporting and other activities you do. You eat extremely healthy lunches and snacks.
- The quality of teaching is outstanding. The school makes learning very exciting through many visits and exciting projects.
- There are lots of jobs for older pupils such as prefects and librarians, but not so many for younger ones.

To help your school become even better, we have asked your headteacher and the governing body to find even more jobs for pupils, particularly those in Key Stage 1, to do. You can help by continuing to try your very best and enjoying being at school.

Yours sincerely

Andrew Clark
Lead inspector

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