

# Bare Trees Primary School

## Inspection report

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<b>Unique Reference Number</b>	135258
<b>Local authority</b>	Oldham
<b>Inspection number</b>	381854
<b>Inspection dates</b>	5–6 July 2012
<b>Lead inspector</b>	Stephen Wall

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	540
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Brian Hurst
<b>Headteacher</b>	John Tobin
<b>Date of previous school inspection</b>	25 March 2009
<b>School address</b>	Holly Grove Chadderton Oldham OL9 0DX
<b>Telephone number</b>	0161 770 5383
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## Introduction

### Inspection team

Stephen Wall  
Mary Lanovy-Taylor  
Hilary Ward

Additional Inspector  
Additional Inspector  
Additional Inspector

This inspection was carried out with two days' notice. Inspectors spent about 14 hours observing teaching and learning in 28 lessons taught by 24 teachers. In addition, inspectors scrutinised a sample of pupils' written work from different year groups and listened to a group of Year 2 pupils read. Inspectors held meetings with staff, pupils and two members of the governing body. Inspectors observed the school's work, and looked at a range of documents including: the school's self-evaluation; the development plan; documentation relating to safeguarding, behaviour and attendance and assessment data. Inspectors scrutinised 126 questionnaires returned by parents and carers as well as those returned by staff and pupils.

## Information about the school

Bare Trees Primary School was formed in 2008 following the amalgamation of the infant and junior schools of the same name. It is about twice the size of the average primary school. The proportion of pupils known to be eligible for free school meals is above the national average. Almost 90% of pupils are of Bangladeshi heritage. The remaining pupils are mainly of White British heritage. The proportion of pupils who speak English as an additional language is exceptionally high and the majority speak very little or no English when they join the Early Years Foundation Stage. The proportion of pupils supported by school action plus or with a statement of special educational needs is below average. The school meets the current floor standards that set the government's minimum expectations for attainment and progress.

The school provides and manages before-school care for a number of pupils.

**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

<b>Overall Effectiveness</b>	<b>1</b>
<b>Achievement of pupils</b>	<b>1</b>
<b>Quality of teaching</b>	<b>1</b>
<b>Behaviour and safety of pupils</b>	<b>1</b>
<b>Leadership and management</b>	<b>1</b>

## Key Findings

- This is an outstanding school. It provides pupils with an exceptionally safe and caring environment which, coupled with teaching of the highest quality at every stage, ensures that pupils enjoy school greatly and achieve outstandingly well given their starting points.
- Pupils make very rapid and secure progress as they move up through the school. The majority of children join the Early Years Foundation Stage speaking very little or no English. By the time they leave the school, attainment is above average in English and mathematics. The school's highly effective focus on developing pupils' speaking skills and their confidence as learners is consistent across all key stages. It pays huge dividends and makes sure that every pupil is outstandingly well prepared for future success.
- Teachers are exceptionally knowledgeable and provide pupils with exciting tasks that fully stimulate their learning. A recently refined system for tracking pupils' attainment and progress has been introduced. Most teaching uses assessment data astutely to provide tasks that are appropriately challenging and closely matched to the needs and abilities of different groups of pupils. On a very few occasions, however, the level of challenge is a little too low or too high for some pupils.
- Pupils' attitudes to learning and their behaviour in lessons and around the school are exemplary. Pupils are confident and courteous to each other, adults and visitors. They feel exceptionally safe in school. Attendance is consistently above average for all groups of pupils.
- Leadership and management, including that of the governing body, are outstanding. Leaders and managers provide an outstanding curriculum that stimulates learning and supports pupils' spiritual, moral, social and cultural development exceptionally well. The management of performance is used very astutely to provide a constant and highly effective focus on driving up the quality of teaching and learning.

## What does the school need to do to improve further?

- Raise attainment even further by making sure that the newly introduced procedures for tracking pupils' progress are further embedded and provide the information needed to ensure that tasks are always matched closely to the needs and abilities of different groups of learners.

## Main Report

### Achievement of pupils

In lessons, pupils are exceptionally keen to learn. They contribute their ideas eagerly and confidently. In Key Stage 2, one would never guess that the vast majority of pupils started school speaking little or no English; such is the confidence with which they express themselves. Pupils work exceptionally well in pairs and groups where they grapple tenaciously with challenging tasks and problems. They take great pride in solving them. Above all, pupils enjoy their learning. The presentation of their written work is exemplary.

Children join the Early Years Foundation Stage with skills and knowledge that are generally well below age-related expectations. In communication, language and literacy and in personal, social and emotional development, attainment is exceptionally low overall. Children make outstanding progress in the Early Years Foundation Stage, especially in their ability to speak English and in their ability to interact confidently with other children, because of the outstanding teaching they receive and the excellent curriculum that meets their needs exactly.

The school's assessments, confirmed by rigorous external moderation and inspection evidence, show that attainment at the end of Key Stage 1 is below average in reading, writing and mathematics. However, this represents outstanding achievement considering the often exceptionally low starting points for the majority of pupils. Achievement is outstanding because teaching and the curriculum are both of the highest quality.

By the time pupils join Key Stage 2, excellent and essential foundations for learning and future success have been laid, especially in pupils' basic skills in literacy and numeracy. In 2010 and 2011, attainment at the end of Key Stage 2 was average. Unvalidated results for the 2012 end of Key Stage 2 national tests show that attainment has risen comprehensively and is now significantly above the 2011 national averages. School data, confirmed by inspection evidence, show that all groups of pupils make very rapid progress and achieve outstandingly well given their starting points. Pupils are expected to speak English at all times in lessons and around school. A step-by-step approach to language development enables them to make very rapid development in extending their vocabulary and grammatical accuracy. As a result, pupils make outstanding progress in learning English and applying it in their learning.

Disabled pupils and those who have special educational needs also make outstanding progress because of the excellent support and teaching they receive.

Attainment in reading by the end of Key Stage 1 is below average. By the end of Key Stage 2, it is above average and improving securely. The teaching of phonics (letters and sounds) is outstanding. It enables pupils to make rapid and secure progress in reading as they move up through the school. Pupils confidently and securely use their knowledge of letters to sound out an unknown word when they read. Pupils say how much they enjoy reading. Parents and carers are unanimously happy with the progress their children make.

### **Quality of teaching**

At every stage, teaching has a sharp focus on the quality of pupils' learning. In the Early Years Foundation Stage and in Key Stage 1, a wide range of well-chosen, effective and stimulating strategies to develop learning in literacy and numeracy, together with the environmental learning provided by 'Forest Schools', drive pupils' outstanding progress as well as broadening their horizons and knowledge and understanding of the world.

At the root of all planning and teaching lies an unerringly consistent approach to developing pupils' language skills. Throughout lessons, pupils' understanding is checked and misunderstandings quickly rectified. Key words are discussed so that pupils are crystal clear about how to tackle the tasks they are set. Wherever possible, teachers plan practical tasks that engage pupils' interest fully. For example, in Year 6 numeracy lessons, pupils played 'private detectives' to solve a murder mystery by eliminating suspects one by one. They applied their mathematical knowledge very effectively to a series of increasingly challenging problems. Their sense of achievement was clear as they moved to uncover the perpetrator. They used advanced vocabulary such as 'decipher' with confidence and assurance. In a Year 2 lesson, pupils were totally engrossed in developing their multiplication and division skills using pretend gold as part of their pirate topic. They worked excitedly together in four groups sharing their thoughts and ideas expertly to solve a number of challenging problems. Their ability and confidence in using English to explain their thinking was of the highest order.

Most teaching makes astute use of data from the recently refined assessment procedures to match the level of challenge to the needs and abilities of different groups of learners. Occasionally, however, the same task is set for all pupils. As a result, some pupils find the tasks too easy while others struggle. Marking is of consistently high quality. Teachers' comments are consistently helpful in showing pupils what they need to do to improve their work. Consequently, pupils are crystal clear about the steps they need to take to achieve their challenging targets.

Disabled pupils and those with special educational needs receive expert support from teaching assistants both in class and in small group sessions. As a result, they too make outstanding progress.

Teaching makes an outstanding contribution to pupils' spiritual, moral, social and cultural development. Teachers and other adults are excellent role models. They set

high expectations and are enthusiastic in setting a 'can do' culture for pupils across the school.

### **Behaviour and safety of pupils**

Pupils are unfailingly polite, well-mannered and confident in their dealings with each other and adults. Their excellent behaviour and outstandingly positive attitudes make a major contribution to the school's well-ordered and harmonious learning environment. Pupils enjoy taking on the wide range of responsibilities that the school provides. They take their responsibilities exceptionally seriously and grow in confidence as a result. For example, in a Key Stage 2 assembly, three Year 6 pupils talked knowledgeably and convincingly about the qualities Year 5 pupils would need to demonstrate in their applications to run the school shop. Pupils say that bullying of any form is very rare and that, on the odd occasion when it occurs, mostly in the form of name calling, it is dealt with swiftly by staff. School records show that incidents relating to unacceptable behaviour over time are rare and that they are dealt with quickly, sensitively and appropriately.

The school sets a high priority on safeguarding and care for pupils. As a result, pupils say they feel exceptionally safe in school. They talk with detailed knowledge about potentially risky situations and about how to avoid or handle them. They are keen to emphasise that safety is not just about understanding potential dangers, but is also about 'looking out for the safety of others.' Pupils are acutely conscious of the dangers inherent in using information and communication technology (ICT), especially the internet.

Above average attendance and very low levels of persistent absence testify to pupils' very positive attitudes to school and their high levels of enjoyment. The vast majority of parents and carers are pleased with behaviour in the school.

### **Leadership and management**

Leaders and managers at all levels, including the governing body, are exceptionally united in their vision for providing each pupil with the best possible start in life. Equality of opportunity is at the heart of the school's work and its success is seen in the outstanding progress all pupils make, regardless of ability or background. Expectations are uniformly high. Evaluation of the school's strengths and where it could do even better are highly accurate. The outcomes are used successfully to manage performance effectively. The quality of teaching is monitored regularly, including the use of external moderation, and the results are used to provide sharply focused professional development. As a result, the quality of teaching has improved significantly since the previous inspection and pupils' achievement has risen significantly. This demonstrates the school's outstanding capacity to continue improving.

Exceptionally strong relationships with parents and carers have been forged. The school works closely with the on-site children's centre to provide language courses and successfully encourages parents and carers to work alongside their children in a variety of classes.

The curriculum is the jewel in the school's crown. It provides pupils with a wealth of memorable experiences both in lessons and in the wide range of enrichment activities. Pupils speak in glowing terms of the range of visits they undertake and the visitors that come to the school. Even Henry V111 spent a day in school as part of their history topic work! The outstanding curriculum makes a profound contribution to broadening pupils' spiritual and cultural awareness. Visits to a synagogue and the visit of a rabbi are recalled with wonder and understanding of their significance.

The before-school provision is managed very effectively. It is well supervised and takes place in a safe environment. Leaders and managers ensure that safeguarding fully meets statutory requirements and that there is no place for discrimination within the school.



## 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

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## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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 July 2012

Dear Pupils

**Inspection of Bare Trees Primary School, Oldham, OL9 0DX**

Thank you for welcoming me, and my fellow inspectors, so warmly during the recent inspection of your school. We enjoyed our visit very much. You told us how much you enjoy school and we saw that in your enthusiasm for learning and in the excellence of your behaviour.

You go to an outstanding school. You achieve exceptionally well because so much of the teaching you receive is outstanding. Your teachers and the other adults working with you have very high expectations for each one of you and you do not let them down! Considering that so many of you speak little or no English when you join the Early Years Foundation Stage, it is truly remarkable that, by the end of Key Stage 2, your attainment in reading, writing and mathematics is now above average. All the adults working with you are successful in making sure that each of you is exceptionally well prepared for the future. This would not be possible, of course, without all the hard work you put in and without the enthusiasm and positive attitudes you show in all you do – well done!

In order to make your school even more successful, I am asking your teachers to make sure that the tasks set for you are always closely matched to your needs and to how easy you find learning.

I am confident that you will continue to play your part in making sure that Bare Trees goes from strength to strength in the coming years. I am sure that those of you who are about to move on to secondary school will take so many positive and happy memories with you.

I wish every one of you the best for the future.

Yours sincerely

Stephen Wall  
Lead Inspector

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