

Wardley Church of England Primary School

Moss Bank Road, Wardley, Swinton, Manchester, M27 9XB

Inspection dates 27–28 September 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well. They make good progress in reading, writing and mathematics. Their attainment is broadly average and rising.
- Strategies to improve achievement in reading are proving successful.
- Teaching and learning are good overall and some teaching is outstanding. Staff have high expectations of pupils and, as a result, pupils are keen to learn and do well.
- Pupils speak highly of their teachers and they enjoy coming to school. They feel safe and are highly confident that if they have any concerns staff will help them. They behave well. Attendance is good and there are no exclusions.
- The headteacher and his team demonstrate good leadership. He has worked hard to earn the full confidence of staff, governors, parents and pupils.
- The close monitoring and tracking of the school's work has been a significant factor in improving the quality of teaching and pupils' achievement. Leaders, managers and governors demonstrate good capacity to continue taking the school forward successfully.

It is not yet an outstanding school because

- The work teachers set in lessons does not consistently match pupils' needs and abilities.
- Attainment in writing is less strong than in reading and mathematics because pupils are not given sufficient opportunities to write across different subject areas.

Information about this inspection

- Inspectors observed nine lessons, of which one was a joint lesson observation with the headteacher. In addition, inspectors made shorter visits to lessons.
- Meetings were held with two groups of pupils, members of the governing body, a representative from the local authority and senior and middle managers.
- Inspectors took account of the 10 responses to the on-line questionnaire (Parent View) in planning the inspection, as well as considering the responses from a parent and carer questionnaire undertaken by the school.
- Inspectors observed the school's work and looked at a number of documents including the school development plan, its summary of self-evaluation, minutes from governing body meetings, the school's data on the current progress of pupils, records relating to behaviour and attendance and documents relating to safeguarding.

Inspection team

Pritiben Patel, Lead inspector

Additional Inspector

Peter Jones

Additional Inspector

Full report

Information about this school

- This is a smaller-than-average-size primary school.
- The proportion of pupils eligible for the pupil premium is broadly in line with the national average.
- The proportion of pupils supported at school action is broadly average. The proportion supported at school action plus or with a statement of special needs is below average. Pupils' special educational needs relate mainly to specific and moderate learning difficulties including speech, language and communication difficulties and behavioural, emotional and social difficulties.
- Most pupils are from White British backgrounds, with a small number from African, mixed and other backgrounds.
- The school meets the government's floor standard, which is the minimum expected for pupils' attainment and progress.
- A new headteacher took up post in September 2010

What does the school need to do to improve further?

- Improve the quality of teaching to be outstanding by ensuring that:
 - teachers consistently match work to the needs and abilities of all pupils
 - the targets for pupils' learning that teachers set when planning lessons are always suitably varied to meet the needs of different groups of pupils.
- Raise attainment in writing by ensuring pupils have increased opportunities to write across different subject areas.

Inspection judgements

The achievement of pupils is good

- Children enter the Early Years Foundation Stage with skills below the levels expected for their age. Good provision enables them to make good progress during this key stage.
- The warmth and care shown by all adults ensures children quickly settle into the Nursery. Staff ensure children learn new skills and acquire understanding in meaningful contexts. For example, the Reception class were learning about, 'Goldilocks and the three Bears'. Key activities were linked to this story so that some children were painting characters, others were learning about mathematical language in relation to the size of the bears beds, bowls and chairs, and a group outside were rehearsing the entire story.
- School leaders have correctly identified that the outdoor provision does not mirror the good quality indoors, particularly in the richness of literacy and numeracy. They have sound plans in place to address this.
- The proportions of pupils making and exceeding the expected levels of progress in reading, writing and mathematics throughout school is favourable in comparison to schools nationally, and, as a result, achievement is good with pupils reaching broadly average attainment by the time they leave.
- Improved tracking and monitoring systems enable staff to identify swiftly those pupils not making expected progress. Additional support is provided as necessary ensuring that all pupils

achieve well, including those with disabilities and special educational needs, and the small numbers of pupils from African, mixed and other backgrounds. Pupils eligible for the pupil premium also achieve well. This funding has been used to provide additional support in a small group setting to develop literacy and numeracy skills.

- Strategies employed by staff to improve achievement in reading, such as daily reading time, teaching systematically the sounds that letters make (phonics) and using better quality reading materials to enhance interest and enjoyment, have paid dividends. They are resulting in good achievement. Pupils performed favourably in the phonics test at the end of Year 1 in comparison to schools nationally.
- Attainment in writing is less strong in comparison to reading and mathematics. A close analysis of pupils' work in books shows that they are not given sufficient opportunities to practise their writing skills and write at length in different subject areas.

The quality of teaching is good

- Teachers have good subject knowledge and this enables them to question pupils well and enhance their learning. This was demonstrated very well in a Year 6 numeracy lesson where the teacher was asking questions at a fast pace about doubling decimals. All pupils were focused as they knew that any one of them could be asked to provide the answer. This resulted in accelerated progress and pupils' engagement was exemplary.
- Many improvements have been made to teachers' marking, which is of high quality. 'Green Pen Questions' are used by staff to deepen pupils' understanding as well as move them onto the next steps in their learning. As a result marking is helping pupils to understand what they need to do to improve their work. Homework is set on a regular basis and pupils' books are well presented because of the high expectations of staff.
- Support staff use their initiative and support teaching and learning well. Pupils with disabilities and special educational needs are well supported and, as a result, they achieve well, in line with their peers.
- Relationships between adults and pupils are good, and this impacts well on the development of pupils' well-being and self-esteem. Staff make the best use of space and ensure their classrooms and displays around the school are vibrant and stimulating.
- Teachers usually match pupils' work to their abilities and needs effectively, with appropriate targets for learning, but this is not consistent in all lessons. For example, in a Reception class children were learning to form the letter 'g' using different materials. Some children were able to do this with ease but they were not then moved onto the next stage of learning quickly enough. Consequently, the more-able children did not make the best possible progress.
- In a literacy lesson, pupils were asked to write a letter. The first learning target was the same for all the pupils. However, the less-able pupils did not understand some of the words and, as a result, did not fully understand what was required of them. This slowed their progress.

The behaviour and safety of pupils are good

- Pupils have positive attitudes to their learning. They cherish their time in school because of the good care they receive from staff. The Chair of the Governing Body summed up the ethos of the school perfectly when he said the school is like having, 'A big mum and dad'.
- The concept of support and caring were explored excellently in a whole-school assembly. Pupils' interest was captivated as they watched a video clip of an athlete during a race, who was injured and helped by his father to cross the finishing line.
- Pupils are proud of their school and readily take on areas of responsibility. Year 6, 'Senior Pupils' are proud to help the younger ones at break and lunchtimes. They make pledges, which include being role models for other pupils. The school council have had an input into the design and equipment choice for the outdoor playground.
- Pupils' behaviour in classrooms and at break and lunchtimes is good. Pupils say that bullying is

rare and is dealt with effectively when it occurs. Pupils from different backgrounds get on well with one another and no incidences of racism have been reported. Staff analyse behaviour incidences well and are pro-active in managing any occasional incidences of poor behaviour.

- Pupils feel safe in school. Parent responses to questionnaires also show confidence in the school in keeping their children safe. Pupils know how to keep themselves safe when using the internet; they know what to do if approached by a stranger, as well as the steps to take in relation to fire-safety. A 'Problem Solver' box in each classroom helps pupils to ask for help in a discrete way if they need it.
- Much work has been put into improving attendance, which is above average as a result of a range of successful strategies. These include working closely with parents and improved monitoring of absence, as well as effective partnerships with external agencies.

The leadership and management are good

- The headteacher has established a clear vision for the school, which is shared by all staff. They share a strong commitment to taking the school to the 'next level' through continuous improvement. This is clearly reflected in school development planning and accurate school self-evaluation, which identify further planned improvements.
- The performance of teachers is regularly monitored. Staff, including newly qualified teachers, feel well supported. There is a good balance between meeting the individual professional needs of teachers and whole-school priorities.
- A strong focus on monitoring and evaluating all aspects of the school's work, such as pupils' work, teachers' marking and pupils' progress, has made a considerable contribution to the improvements since the last inspection. This demonstrates school leadership's good capacity to sustain improvement.
- Subject leadership has been strengthened. As a result subject leaders have a good understanding about the strengths and areas for development within their curriculum areas. They lead new developments, monitor teaching and learning and provide coaching and support for staff.
- Partnerships with parents are good. Various strategies are used to engage parents including drop-in sessions, coffee mornings and weekly newsletters. The recently revamped school website is user-friendly and informative.
- Senior leaders have established good partnerships with outstanding schools in other parts of the country, for example, to improve the quality of teachers' marking and feedback to pupils.
- The curriculum is well planned. Extracurricular activities such as the chess club, choir and football meet the interests of pupils well. A good range of external visits and visitors including theatre companies and artists add fun to learning.
- Pupil's social, moral and cultural development is effectively promoted through the curriculum. For example, 'Ambitions Week' helps to raise the aspirations of all pupils including the Nursery children as they reflect on their future goals.
- Equality is promoted well and discrimination is tackled effectively because pupils are treated as individuals and the progress of all groups is tracked rigorously to ensure that they all achieve as well as they should.
- The local authority monitors the work of the school closely and provides support where needed. For example, the school-improvement officer has supported staff to ensure lessons are correctly judged.
- **The governance of the school:**
 - Governors bring a broad range of expertise to the school. They are highly supportive and challenging when required. Governors contribute well to the school's self-evaluation, development plan and policies.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	105940
Local authority	Salford
Inspection number	400813

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

Type of school	Primary
School category	Voluntary Controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	220
Appropriate authority	The governing body
Chair	Alan Johns
Headteacher	Mark Foster
Date of previous school inspection	19 January 2010
Telephone number	0161 7937058
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