

# Wesley Methodist Primary School

Forth Road, Radcliffe, Manchester, M26 4PX

**Inspection dates** 9–10 October 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school because:

- Pupils make good progress in English and mathematics to match or exceed national averages by the time they leave Year 6.
- Teaching is good because teachers know their subjects well and inspire pupils to excel.
- The school uses pupil premium funding well to support disadvantaged pupils' access to enriching activities.
- All children in the Early Years Foundation Stage benefit fully from the well-enhanced curriculum provided.
- Pupils are extremely well-mannered, wanting to learn and do exceptionally well in lessons. They take great pride in their achievements.
- The spiritual, moral, social and cultural development of pupils is a strength of the school.
- Leaders and managers have high aspirations for the school, ensuring improved teaching and good pupil progress. This means that there is good capacity for improvement.

### It is not yet an outstanding school because

- Leaders, including governors, are not yet fully coordinated in their approach to school self-review.
- Teachers and support staff do not always plan for pupils' individual needs with sufficient precision.

## Information about this inspection

- Inspectors observed 14 lessons taught by 11 teachers, including a joint observation with the headteacher. Inspectors also made some short visits to classrooms.
- Meetings were held with groups of pupils, to hear them read or talk about their school, members of the governing body, a local authority representative and staff, including senior and middle leaders.
- Inspectors considered five responses to the questionnaire (Parent View), a school questionnaire of parental views and a discussion with parents in school.
- Inspectors scrutinised pupil data, workbooks, the school improvement plan, safeguarding and other policy documents, governing body agendas, minutes and reports.

## Inspection team

John Ashley, Lead inspector	Additional Inspector
Keith Bardon	Additional Inspector

## Full report

### Information about this school

- This is an average-sized school.
- The school meets the 2011 primary floor standards of more than 60% of pupils achieving Level 4 or above in English and mathematics. It also exceeds the national figure for expected progress in both English and mathematics at the end of Key Stage 2.
- The proportion of pupils known to be eligible for the pupil premium is below average.
- The proportion of pupils supported through school action is below the national average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is below the national average.
- Most pupils are of White British heritage and there are few pupils at early stages of learning English.
- There is on-site childcare provision, which is not managed by the school and which will be inspected separately.

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

- Improve the quality of teaching to outstanding by:
  - ensuring all teachers plan learning tasks which meet the needs of all pupils in all lessons so they make rapid progress in their learning.
- Improve leadership and management from good to outstanding by:
  - ensuring leaders and managers at all levels contribute fully to school improvement planning, its monitoring and evaluation
  - increasing the level of challenge from governors to develop a sharper focus upon school improvement priorities.

### Inspection judgements

#### The achievement of pupils is good

- Pupils make good progress throughout the school, from starting points that are below typical for their age. By the end of Year 6, most have either reached or exceeded national averages. There has been an increase in the proportion of pupils gaining or exceeding expected levels in mathematics and English. Robust tracking of pupils' progress in school confirms that there has been progress in English and mathematics across all year groups.
- In the Early Years Foundation Stage, children develop good social skills. They respond well to the teaching of letters and sounds and make good progress in their independent writing skills. Attainments at the end of the Early Years Foundation Stage match national expectations because activities are well matched to individual needs.
- Achievement in mathematics has continued to improve. For example, three pupils attained Level 6 in their end-of-key-stage tests in Year 6. Some pupils' understanding of properties of shape is not always secure. Girls' overall attainment in mathematics at the end of Key Stage 2 is below that of boys.
- Pupils progress well in their learning because they are encouraged to practise and apply taught literacy skills across the curriculum. In an outstanding lesson, Year 6 pupils assiduously learned the spelling of new words, celebrating with each other their successes. By the end of each key

stage, pupils are well prepared for the next stage of their education.

- Pupils who struggle with reading are assessed in their recognition of letter sounds, blending of sounds and how they are written down. Through individual or small group intervention and booster classes, teaching and support staff encourage pupils to practise and improve their reading and spelling skills resulting in good progress.
- Supported pupils and those who have special educational needs or for whom pupil premium provides support make progress at the same rate as their peers.

## **The quality of teaching is good**

- All teaching is good with some that is outstanding which results in most pupils making good or better than expected progress in all subjects. This is because pupils know what is expected of them and are well encouraged to improve by their teachers. In a music lesson where the quality of teaching was outstanding, Year 1 and Year 2 pupils sang and played percussion instruments exceedingly enthusiastically in response to the teacher's guidance in following basic music notation.
- Teaching assistants are well-deployed to support less-able pupils, particularly in developing their literacy and numeracy skills. There is, however, inconsistency in provision for the needs of all pupils in individual lessons through targeted and planned interventions.
- There is a very consistent approach to the teaching of literacy throughout school resulting in effective pupil progress. Parents support the school by listening to their children read at home regularly.
- Where the quality of teaching is outstanding, teachers inspire children to value literacy development enabling them to achieve well in their work across all subjects. In such instances, teachers consistently provide feedback, encouragement and challenge for pupils.
- Teachers make best use of space, resources, information and communication technology and displays to promote good attitudes to learning. For example, the recently introduced 'effort tree' is being well adapted as a whole-school approach to encourage good attitudes and behaviour for learning.
- There is a whole-school approach to assessment, marking and feedback so that pupils know their targets and what they need to do to improve. Occasionally, there are missed opportunities in checking whether pupils have acquired taught mathematical concepts, for example in shape and measure. However, pupils with reading difficulties are identified well, enabling them to make effective progress and develop their confidence in and enjoyment of reading.

## **The behaviour and safety of pupils are outstanding**

- All pupils' attitudes to learning and their conduct are exemplary throughout school. They all say that 'every lesson and opportunity for learning is fun but makes you think exceedingly carefully'.
- Pupils and parents report no incidents of bullying, racist or homophobic behaviour. Parents robustly agree with the findings of the inspectors that their children are safe in school at all times and that any very minor issues are dealt with effectively. Pupils speak of the very few occasions when they have approached adults within school about specific concerns and they have been dealt with extremely rapidly. There are no recent recorded behaviour incidents or exclusions.
- There is an extremely positive ethos in the school. Pupils say that 'teachers are kind people' and that they 'feel like part of a family in school'. The school council which pupils are selected to join is viewed as the 'voice of the pupils', leading the way, for example, to fund-raising activities on behalf of the British Heart Foundation. Pupils always play safely at break times, are amazingly aware of risks and how to avoid them, including any potential issues about e-safety.
- All pupils responded exceptionally well to an assembly on 'stranger danger' and then took part incredibly well in group singing and prayers. The well-focused assembly very effectively promoted

pupils' understanding of the rights and wrongs and made them think exceedingly carefully about the options available to them for keeping safe. Pupils were really willing to contribute their ideas and experiences to staff and to each other.

- Attendance is above average for all groups. The school has worked well to encourage all pupils to attend regularly. Pupils say they really enjoy coming to school every day and are well encouraged to do so by all their teachers and parents.

## **The leadership and management are good**

- Senior leaders, with good local authority support, effectively drive forward school improvement so that issues from the last inspection are addressed effectively. Local authority support has enabled the school to develop strong systems in pupil data management and the monitoring of the quality of teaching.
- There is sufficient monitoring of teaching alongside effective performance management of teaching staff, although this is not yet in place for support staff. Continuous professional development for middle managers is having a great impact upon school improvement – for example, where mathematics and science coordinators have been kept up to date on strategies to support less-able pupils or attended a local authority 'outstanding teachers' course to improve teaching this has resulted in improvement. This is currently slightly underdeveloped.
- Leaders promote and achieve very good attendance through awards and close monitoring alongside the support of bought in educational welfare support. The headteacher authorises very little term time absence.
- The school improvement plan focuses upon agreed and appropriate priorities alongside developing self-review systems. The headteacher reports termly to governors on school improvement progress, but, as yet, there is insufficient evidence of detailed evaluation by other relevant leaders and managers in these reports.
- Policies for literacy and numeracy are effectively implemented and monitored, leading to more consistent teaching and support for all pupils, especially in lessons where teaching and support are outstanding.
- The school's curriculum provides opportunities for all pupils, particularly in music and sport. Pupils who are eligible for pupil premium support enjoy off-site educational and other experiences, such as live theatre.
- There are good links with parents and the local church community. Parental views are sought and they are well-informed and involved in school life, for example in supporting the school's work in the teaching of reading and writing.
- Safeguarding arrangements meet statutory requirements. Staff, visitors and other professionals undergo enhanced checks and the headteacher and chair of governors have completed safe recruitment training. There are effective security measures for visitors to the school. Risk assessments are used well, for example to provide a security barrier between the playground and car-park.
- **The governance of the school:**
  - Members of the governing body are well-informed and knowledgeable about the school, although the level of challenge for school leaders is not yet fully focused upon specific aspects of school improvement.
  - All members of the governing body are supportive. The vice-chair of the governing body is involved in regular assemblies while he and the Chair of the Governing Body give effective support and challenge with financial management.

## 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

<b>Unique reference number</b>	105329
<b>Local authority</b>	Bury
<b>Inspection number</b>	404984

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	234
<b>Appropriate authority</b>	The Governing Body
<b>Chair</b>	Derek Case
<b>Head teacher</b>	Geoff Hirst
<b>Date of previous school inspection</b>	15 February 2011
<b>Telephone number</b>	0161 723 3416
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