

Tameside Primary School

Price Road, Wednesbury, WS10 0EZ

Inspection dates 14–15 February 2013

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.

- This is a school that has improved considerably since its last inspection. Children make an outstanding start in the Early Years Foundation Stage, with achievement rising throughout the school.
- Attainment is now close to the national average, which indicates pupils make good progress from their often low starting points.
- Pupils are helped to become good readers from the moment they start in the school.
- Disabled pupils and those with special educational needs are exceptionally well provided for and so make good progress.
- Teaching is good overall and some is outstanding. Teachers have high expectations of their pupils and use the information they receive on each pupil's progress to ensure they go on to do their best.
- The positive attitudes of the pupils and their very good behaviour in lessons and around the school help them to learn and ensure the school is a very happy and safe place.
- The leadership team leads by their positive example and their good support and precise and perceptive guidance enable teachers to improve their skills.

It is not yet an outstanding school because

- Pupils' speaking and listening skills and skills in writing are not as good as those in reading and mathematics.
- There is a small group of persistent absentees who too often miss school and therefore important learning opportunities.

Information about this inspection

- A total of 19 lessons taught by 19 different teachers, including one from the local music support service, were observed.
- Inspectors listened to pupils read and looked at samples of work produced by each class.
- Meetings were held with senior leaders, staff and pupils, together with representatives of the governing body and of the local authority. The views of staff as expressed in the staff questionnaire were also noted.
- The views of the 13 responses to the on-line Parent View were taken into account, together with responses to the school's own survey of parents' attitudes and discussions held with parents during the inspection.
- A range of documents were studied including information of the progress being made by pupils, teachers' planning and assessment, schemes of work, and the school's self-assessment and development planning. Key policies and procedures, including those for keeping pupils safe, were also examined.

Inspection team

Martyn Groucutt, Lead inspector	Additional Inspector
Mary Maybank	Additional Inspector
Daniel Kilborn	Additional Inspector

Full report

Information about this school

- The school is far bigger than the average sized primary school.
- Since the last inspection numbers have continued to grow, creating an additional class in Reception and Year 1. This will continue until every year group has three classes.
- The proportion of pupils supported at school action is well above average, although the proportion supported at school action plus or a statement of special educational needs is broadly average.
- The proportion of pupils known to be eligible for free school meals and the pupil premium (additional government funding) is far above the national average.
- The proportion of pupils who are from minority ethnic groups other than White British and the proportion who speak English as an additional language are broadly average. The largest ethnic minority group are White Europeans from Eastern Europe.
- There is a Breakfast Club which is managed by the governing body and after school provision made by an external provider. The latter will be inspected separately and reports published on the Ofsted web-site.
- No pupils are educated off-site.
- The school meets the government's current floor standards, which represent the minimum acceptable levels of progress and achievement.

What does the school need to do to improve further?

- Continue to improve achievement throughout the school so that attainment reaches and then exceeds the national average by:
 - improving standards of writing throughout the school
 - developing spoken language skills in all lessons and subjects
 - encouraging pupils to further develop thinking skills across the curriculum that will help them to solve difficult problems they are set
 - focusing efforts to encourage the ever smaller group of pupils with low attendance to come to school every day.

Inspection judgements

The achievement of pupils is good

- When children first enter Nursery they often have skills and experiences well below the levels expected for their age. Outstanding provision means that by the time they leave Reception they have made up a lot of ground. Many more are now close to reaching expected levels, with standards rising year on year.
- Until recently attainment in Years 1 and 2 was significantly below average, but that gap is closing rapidly. In last year's national screening test in Year 1, pupils' understanding of letters and the sounds that they make was significantly above the level seen nationally, reflecting the school's rising standards and excellent teaching of reading skills.
- The school's data shows that younger pupils have, year on year, got closer to the national average in reading, writing and mathematics. Current evidence shows this rising trend is continuing. When their original starting points are considered this represents good progress.
- Pupils in Years 3 to 6 are also making accelerating progress. The percentage reaching the expected level for both English and mathematics has risen from 49% in 2009 to 78% in 2012. Year 6 pupils are now much more confident when moving on to secondary education.
- The percentage of pupils making expected progress or better is now above the national average in both English and in mathematics. This is largely the result of senior leaders setting challenging targets for improvement throughout the school and teachers working hard with their pupils to help achieve them.
- Pupils who arrive with little or no English are well-provided for and make rapid progress in learning the language.
- Disabled pupils and those with special educational needs, and those pupils who attract the pupil premium, are set even more challenging targets than their classmates, and are given good support in achieving them. This means that while pupils generally make good progress, those with additional needs do even better and are able to close the achievement gap, raising their attainment.
- A major improvement has been teachers' much better use of data about pupils' progress. This shows not only how well every individual is doing but also identifies the progress of specific groups, such as girls or boys, or those who speak English as an additional language. It shows that pupils with the biggest gaps in knowledge and understanding are being very well supported and able to make big gains in achievement.

The quality of teaching is good

- Teaching is generally good and some is outstanding. Teachers work effectively with classroom assistants and their very good teamwork helps pupils concentrate on their learning. The effective use of information and communication technology, such as hand-held computer devices and interactive white boards, has made lessons more exciting and visually stimulating.
- Teachers record progress carefully, uploading this into the school's data collection every term. They are then held to account for the progress of their pupils in termly pupil progress meetings

with senior leaders. This careful tracking of progress allows teachers to monitor pupils' individually challenging progress targets.

- The additional pupil premium funding is used well. It funds specific work with learning assistants for individual pupils to support their progress. It has funded the appointment of the parent support worker and helps meet the cost of activities for which a charge would normally be made, such as residential trips. The termly data collection confirms the narrowing attainment gap between this group as well as disabled pupils and those with special educational needs and other pupils.
- Pupils develop their knowledge and understanding well, and teachers show good skills of questioning that allow pupils to demonstrate this. However, teaching overall is not yet outstanding. Progress in writing lags behind that in reading and mathematics, and pupils' problem solving skills are not strong enough for most pupils to reach the higher levels. The same is true of pupils' language skills; younger pupils too often give single word answers instead of using whole sentences.
- Pupils concentrate hard in lessons, love to discuss their work with others in pairs or small groups and effectively assess their own work and that of their classmates. Their excellent social skills reflect the school's positive contribution to supporting their spiritual, moral, social and cultural development. Teachers' marking is also good and helps pupils understand how they can improve their work in future.

The behaviour and safety of pupils are good

- Pupils' behaviour and the very positive ways in which they get on so well with each other and with adults are major strengths. They enable pupils to focus on learning in class, with little or no time being lost in learning.
- Pupils, parents, carers and staff all agree that the school is a happy and very safe place with little evidence of bullying. Pupils say that when incidents occur teachers deal with them effectively.
- Pupils are aware of different kinds of bullying, including cyber-bullying, and understand the risks in using social networking sites.
- The Breakfast Club and separately provide after-school facility are very popular. They not only support pupils' safety and develop social relationships but also mean that they can arrive in school ready and able to focus on learning.
- The reason behaviour and safety are not outstanding is because attendance is still below the national average. It was once very low but hard work has brought a big improvement. This effort continues, shown in the recent appointing of a parent support worker and new attendance officer. Attendance is now close to the national average but remains low for a small but decreasing group of persistent absentees.

The leadership and management are good

- The headteacher has been determined to raise standards and his efforts have been rewarded. He is very well supported by other members of the senior leadership team, each of whom has clear responsibilities, focused on school improvement. This includes the Early Years Foundation

Stage which is extremely well led, and is the reason for children's often outstanding progress.

- The school analyses its strengths and weaknesses effectively and targets priorities for improvement. This has led to the rising standards since the last inspection. The whole school team, including governors, are committed to helping pupils do their very best and so the capacity to sustain improvement is very strong.
- Leaders monitor teaching, marking and planning rigorously and use them when setting annual performance targets for all staff. These reflect whole-school as well as individuals' own professional development needs. For example, all teachers this year have been asked to improve their engagement with parents as partners in learning.
- Pay and promotion are directly tied to teachers' effectiveness and impact on learning. More is expected of those teachers on the upper pay spine, for example, in return for their enhanced salaries.
- Teaching programmes are broad and enable all pupils to learn effectively. Teachers take care to ensure that the topics they teach cover all the necessary areas. This includes developing an awareness of different lifestyles in Britain and across the world.
- Procedures for safeguarding, ensuring safe recruitment and the identification of children at risk, are all effective. Often this also involves positive working links with other professional agencies.
- The local authority has given strong support over recent years and has been a positive partner in the process of school improvement.
- **The governance of the school:**
 - The governing body is increasingly effective. Governors are well-trained and carry out their legal duties and check on the quality of teaching and learning. Governors understand the school's performance data, know how it compares with other school and are aware of the ways in which information on individual achievement is used to help pupils do their best and to meet individual pupils' needs. They have a good understanding of how the additional funds are targeted specifically to support the learning of those who are eligible for it. They understand the system for monitoring the performance of teachers and how this relates to their pay. They also monitor the school's finances, including developing an awareness of the specific ways in which pupil premium funding is used to benefit those for whom it is intended.

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	131735
Local authority	Sandwell
Inspection number	402505

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

Type of school	Primary
School category	Foundation
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	477
Appropriate authority	The governing body
Chair	Mark Bates
Headteacher	Gary Linford
Date of previous school inspection	July 2010
Telephone number	0121 556 0340
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