

Arundale Primary School

Lowry Grove, Mottram, Hyde, Cheshire, SK14 6PW

Inspection dates 26–27 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.

- From starting points that are well below average when they start school, pupils make good progress in all key stages.
- In 2012, Year 6 pupils reached average standards in English and mathematics. A greater proportion of more-able pupils reached above average standards in English than in mathematics. However, standards in mathematics have risen this academic year.
- Standards by the end of Key Stage 1 are broadly average and improving, especially in writing and mathematics.
- Teaching is consistently good throughout the school and a significant proportion of teaching is outstanding.
- Teachers ensure that lessons are interesting and that the pace of learning is brisk. Information about what pupils know and can do already is used well to plan activities at the correct level which enable them to learn well.
- Pupils behave well and feel happy and safe in school. A typical comment from one pupil was that in this school 'people respect each other'.
- Leadership and management are good. The headteacher is determined that every pupil should receive the best education possible. He and other senior leaders have ensured that the quality of teaching and achievement have improved.
- The governing body checks regularly that all groups of pupils are making good progress and achieving well.

It is not yet an outstanding school because

- Teaching is not yet outstanding because the activities set for the more-able pupils are not difficult enough to help pupils work at a higher level.
- Pupils' progress is good, rather than outstanding, because not enough of them make more than expected progress, especially from Key Stage 1 to Key Stage 2.
- Teaching, and pupils' progress in English, is better than in mathematics. Although teaching is improving in mathematics there is not always enough attention given to solving problems.

Information about this inspection

- Inspectors observed 18 lessons taught by nine different teachers. Of the lesson observed, two were joint observations with the headteacher. In addition, the lead inspector observed the headteacher giving feedback to a teacher on the quality of teaching and pupils' achievement in the lesson.
- Inspectors met with two groups of Key Stage 2 pupils and listened to pupils reading in Key Stages 1 and 2.
- Meetings were held with governors including the Chair of the Governing Body, a representative from the local authority, senior leaders and teachers.
- There were insufficient responses to the on-line questionnaire (Parent View) but an inspector talked informally to some parents at the beginning of the school day.
- The school's work was observed and the inspection team looked at a number of documents, including safeguarding records, the school's long and medium-term improvement plan, the school's data for tracking pupils' progress, reports on the quality of teaching, teachers' planning and work in pupils' books.

Inspection team

Andrée Coleman, Lead inspector

Additional Inspector

Marilyn Massey

Additional Inspector

Full report

Information about this school

- This is a smaller than average sized primary school.
- Just over one tenth of pupils are from minority ethnic groups and less than one in ten of all pupils speak English as an additional language.
- An above average proportion is known to be eligible for the pupil premium which, in this school, provides additional funding for children in local authority care and pupils known to be eligible for free school meals.
- The proportion of disabled pupils and those with special educational needs supported through school action, and also at school action plus or with a statement of special educational needs are both below average.
- In 2012, the school met the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- Since the previous inspection, there has been a new executive headteacher, who joined the school in January, 2011.
- The executive headteacher is employed to lead three local schools, including Arundale Primary School. He is a National Leader of Education and one of the other two schools is a National Support School designated by the National College. Arundale Primary and other schools receive training from the executive headteacher and the National Support School.

What does the school need to do to improve further?

- Improve the quality of teaching and the rate of pupils' progress, especially in mathematics by:
 - increasing the proportion of outstanding teaching
 - setting higher expectations for more-able pupils so that more of them reach above average standards, particularly in mathematics
 - ensuring that a greater percentage of pupils make more than expected progress
 - increasing the time and attention that teachers give to demonstrating and explaining ways to solve problems in mathematics.

Inspection judgements

The achievement of pupils is good

- Most children enter the Early Years Foundation Stage with skills and knowledge which are well below those typical for their age. Short, lively teaching sessions with excellent questioning from teachers develop children's understanding and ensure that they make good progress. Children's progress in reading is particularly good, as the result of daily sessions to teach them the sounds that letters make (phonics).
- From below average starting points at the beginning of Key Stage 1, pupils make good progress. By the end of Year 2 in 2012, pupils reached broadly average standards in reading, writing and mathematics. Attainment in reading was higher than writing and mathematics. In the current academic year, attainment in reading has been maintained and standards are rising in writing and mathematics.
- In Key Stage 2 in 2012, pupils reached broadly average standards in reading, writing and mathematics. Throughout Key Stage 2, pupils make good progress and standards are rising as the result of good teaching.
- More-able pupils make good progress overall. However, in lessons and particularly in mathematics, work is not always hard enough. In mathematics, pupils are not always accurate when solving problems.
- In 2012, pupils in receipt of the pupil premium funding, including those known to be eligible for free school meals, made slightly less progress than other pupils. Their attainment by the end of Year 6, as measured by their average point scores, was lower than that of other pupils but it was the same as pupils nationally in receipt of the pupil premium. The school has increased the support for these pupils and their progress has significantly improved.
- Pupils who speak English as an additional language, disabled pupils and those who have special educational needs are supported well. They are very effectively taught by teachers and teaching assistants in lessons, as well as through one-to-one programmes of support. These programmes are particularly good in reading because they are taught very well and, as a result, pupils make good, and often outstanding, progress.

The quality of teaching is good

- Teaching is good because teachers regularly check on pupils' skills and knowledge and plan work which helps them to develop their skills and knowledge further. In most lessons, there is a good balance between the time that pupils spend listening to the teacher talking, and the time that they have to work either independently or in small groups. However, in some mathematics lessons, teachers do not always take enough time to demonstrate and explain the strategies that pupils need to help them to solve problems.
- Teaching overall is not yet outstanding particularly in mathematics. The level of work is not always high enough to enable pupils to tackle more difficult work, especially the more-able pupils. As a result, not a great enough proportion of pupils make more than expected progress and reach above average standards.
- Short, lively teaching sessions in the Early Years Foundation Stage help pupils to learn very well. Teachers are quick to give support if children are at risk of falling behind.
- During the inspection, the quality of teaching was outstanding in almost half the lessons observed because activities were interesting and the pace was brisk. In these lessons, pupils have good opportunities to talk to each other in small groups and to work cooperatively on difficult tasks. In one lesson observed, pupils examined a range of newspaper extracts, on paper and on the internet, and identified for themselves the features of good journalistic writing.
- Reading is taught particularly well and older pupils enjoy reading. In one group reading session observed, the teacher's excellent questioning helped pupils to understand the text and to develop their understanding of unfamiliar words, such as 'falsified'. Teachers encourage reading

by providing good opportunities to read many different texts. Resources are chosen carefully and help pupils to understand different styles of writing. For example, one pupil noticed how a poet used similes to 'over-exaggerate' the meaning in the poem.

- Teaching assistants are used very effectively to give extra support to pupils who speak English as an additional language, disabled pupils and those who have special educational needs. They question pupils very well to extend their understanding and ensure that they work out answers for themselves. They encourage pupils superbly, giving praise to develop pupils' confidence.

The behaviour and safety of pupils are good

- Pupils' behaviour is good both in lessons and around the school. In the best lessons, there are occasions where behaviour is outstanding because pupils are highly motivated by exciting lessons. For example, children in the Early Years Foundation Stage showed great interest in discussing the story of 'The Three Little Pigs' and responded enthusiastically to rapid questions that checked their understanding of the story.
- Behaviour overall is not yet outstanding because a very small minority of pupils are very occasionally uncooperative. However, these instances are dealt with swiftly and well and the school is continually seeking ways to support pupils who have difficulty in controlling their behaviour. The learning mentor works closely with pupils and their families to help to ensure that pupils are settled and willing to learn.
- Pupils say that they get on well with each other and that they are mostly kind to others. They say that bullying of any type is rare and have great confidence that adults can help them resolve any problems quickly. The school rules are displayed around school and pupils clearly understand them. Pupils' cooperative skills are excellent; they talk to each other sensibly and listen well to what others have to say.
- Pupils say that they feel safe and understand how to keep themselves safe, including when using the internet.
- Pupils say that they enjoy school and their attendance rates are in line with those for most primary schools. Most parents who spoke to an inspector said that their child was happy and enjoyed school.

The leadership and management are good

- The headteacher is a determined and very effective leader. He is well supported by very good senior leaders and enthusiastic staff. All staff share his high expectations for pupils and are keen to ensure that they receive the best education possible. Actions are showing success; teaching has improved and pupils are making faster progress.
- Leadership and management are not yet outstanding because although pupils make good progress overall, not enough pupils make outstanding progress and not enough reach above average standards, particularly in mathematics. In addition, teaching, although good, is not yet outstanding overall.
- Leaders make regular checks on how well different groups of pupils are achieving. Support is provided where it is most needed to ensure pupils make good progress. An effective evaluation of the progress made by pupils in receipt of the pupil premium indicated that in 2012 these pupils made the same progress as similar pupils nationally in English, but less progress in mathematics. Prompt action, including staff training in mathematics, improved the support for these pupils and consequently their progress has increased.
- Senior leaders promote equality of opportunity successfully, foster good relations and tackle discrimination well. As a result, all groups of pupils make good progress.
- Rigorous checks are made on the quality of teaching. Actions to improve are successfully identified, such as the need for staff training in mathematics to reduce the variation between pupils' achievement in English and mathematics. Teachers are set targets linked to school

priorities and held responsible for the progress that pupils make.

- The curriculum is lively and interesting. Information and communication technology is used extensively, including video cameras to make short advertising videos. Art is a particular strength; pupils' artwork on display is of a very high standard. Pupils relish the opportunities to work with a visiting artist. These experiences promote successfully pupils' spiritual, moral, social and cultural development. Pupils also learn about cultures and religions other than their own and have pen pals to whom they write in Korea.
- Procedures for safeguarding meet requirements and policies are regularly reviewed and training is up-to-date.
- Since the previous inspection, the local authority has provided appropriate and effective support to the school.
- **The governance of the school:**
 - Governors receive high quality information from the headteacher about pupils' attainment and progress. They are trained in the use of data and have a clear and accurate view of how well the school is doing in comparison with other schools. The governing body regularly checks on pupils' achievement to ensure that all groups are making good progress. They use this to check on the impact of any improvement strategies put into place by the school and as a result, standards are rising. Governors have a good overview on the quality of teaching and know that teachers are set challenging targets. They check that salary rewards are linked to the achievement of targets.

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	106184
Local authority	Tameside
Inspection number	400823

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	185
Appropriate authority	The governing body
Chair	Ruth Dolan
Headteacher	Stephen Clark
Date of previous school inspection	29 September 2009
Telephone number	01457 762328
Fax number	01457 766439
Email address	admin@arundale.tameside.sch.uk

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