

Parochial CofE Primary and Nursery School

Keppel Street, Ashton-Under-Lyne, Lancashire, OL6 6NN

Inspection dates 27–28 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 happy school where pupils feel safe and say, 'It is like being part of a big family'.
- Pupils' achievement has improved over the past two years and continues to do so. Most pupils make good progress in reading, writing and mathematics.
- Teaching is good and some is outstanding. Teachers know pupils well and make lessons interesting and fun. When they mark pupils' work they make it clear how well pupils have done and how they can make their work even better.
- Outstanding teaching in the Early Years Foundation Stage is beginning to accelerate children's progress much more quickly than previously.
- Pupils behave well. They feel valued and respected, work hard, and are keen to do their best.
- The curriculum is well planned and provides a range of interesting activities for pupils, as well as focusing on developing their basic skills. It contributes well to their good spiritual, moral, social and cultural development.
- The headteacher provides strong leadership. Her vision and determination, and those of other senior leaders, have ensured that teaching and learning have improved since the previous inspection.
- Governors are supportive and know the school well. They have helped to drive ongoing improvement. The school is well placed to improve further.

It is not yet an outstanding school because

- Teaching is not yet outstanding and the best practice seen is not consistent across the school.
- Although pupils' progress in mathematics is accelerating, pupils do not do as well in mathematics as in reading and writing at the end of Key Stage 2. Not enough pupils reach standards higher than those expected for their age in mathematics.

Information about this inspection

- Inspectors observed teaching in 14 lessons, including two joint observations with the headteacher, and lessons in small support groups. Inspectors listened to pupils reading and observed the teaching of early reading skills. They also looked at pupils' work to get a view of teaching and progress over time.
- Discussions took place with pupils, parents, three members of the governing body, including the Chair and a parent-governor, a representative from the local authority, senior leaders and other staff.
- Inspectors took account of 18 responses to the online questionnaire (Parent View), the school's analysis of the most recent parent and pupil surveys carried out by the school, classroom parent comment books and 23 staff questionnaires.
- Inspectors looked at a range of documents, including data on pupils' progress throughout the school, the school's evaluation of its effectiveness and its development planning. They also considered records of the quality of teaching and learning and documentation in relation to behaviour, attendance, child protection and safeguarding.

Inspection team

Christine Potter, Lead inspector

Additional Inspector

Catherine Beeks

Additional Inspector

Full report

Information about this school

- This school is slightly smaller than the average-sized primary school.
- The majority of pupils are of White British heritage. The remainder are mainly of Pakistani heritage. The proportion of pupils who speak English as an additional language is slightly higher than average.
- The proportion of pupils who are supported through the pupil premium, which provides extra funding for those pupils known to be eligible for free school meals or looked after by the local authority, is slightly below average.
- The proportion of pupils supported by school action is broadly average. The proportion supported by school action plus or with a statement of educational needs is below that usually found.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.
- A new headteacher was appointed in September 2011.
- There have been significant staffing changes over the past two years.
- The Four Leaf Club, which provides a breakfast club and after-school care, is managed by an external provider and is subject to a separate inspection. The report is available on the Ofsted website.

What does the school need to do to improve further?

- Improve the quality of teaching, so that it is all good or outstanding, by ensuring that:
 - lessons always move quickly enough to keep pupils interested
 - pupils do not spend too long listening to the teacher when they are ready to get on with their own work
 - teaching assistants are always used as effectively as they are in the best lessons to support pupils' learning
 - regular opportunities continue to be provided to share outstanding aspects of teaching.
- Accelerate progress in mathematics for all groups of pupils, in order to raise standards further and increase the number of pupils reaching the higher levels, by:
 - making sure that pupils, particularly the most able, are always provided with sufficiently challenging questions and activities during lessons
 - providing more opportunities for pupils to carry out investigations and solve problems which relate to real-life situations
 - ensuring that practical equipment and activities are used more effectively to help pupils understand mathematical concepts
 - giving pupils more opportunities to develop their mathematical skills in other subjects.

Inspection judgements

The achievement of pupils

is good

- Pupils' achievement has improved consistently over the past two years. Pupils in all year groups make good progress and most of them now reach the levels expected for their age in reading, writing and mathematics. The school recognises the need to continue to accelerate progress to make up for past underachievement.
- Standards in English, particularly in writing, have risen quickly and in 2012 the percentage of pupils reaching the higher Level 5 in Year 6 was above average. Although progress in mathematics is now good, pupils do not yet do as well as they do in English. Not enough pupils reach levels above those expected for their age in mathematics.
- Children get off to a good start in the Early Years Foundation Stage. The majority of them start school with skills that are typical for their age, although this varies from year to year. They are eager to learn and they make good progress because activities are lively and exciting, both indoors and outdoors.
- Children quickly develop early reading skills. For example, pupils in Year 1 thoroughly enjoyed a dancing game to help them recognise different sounds. Older pupils express a love of reading. They talk enthusiastically about books they have read and which authors they prefer. They like being able to 'magpie' ideas and vocabulary to help them in their own writing.
- Disabled pupils and those with special educational needs, and pupils who speak English as an additional language, make good, and sometimes outstanding, progress from their individual starting points. This is because of specific, well-planned programmes of support. Pupils say how much they appreciate this extra help so that they can do better in their work.
- The school uses pupil premium funding well to provide additional individual teaching and mentoring for eligible pupils. They make the same good progress as other pupils. Pupils known to be eligible for free school meals reach standards which are approximately one term behind those of other pupils in reading, writing and mathematics but the gaps are closing
- Work in pupils' books shows that they use their writing skills effectively in other subjects. They write about polar explorers and describe experiments to demonstrate the effects of salt on ice. Although pupils sometimes use mathematics in other subjects, such as when they apply their understanding of angles and coordinates to locate places in Antarctica, overall they have fewer opportunities in other subjects to develop their mathematical skills.

The quality of teaching

is good

- Good relationships and the use of praise to encourage pupils are a strong feature of all lessons. Teachers plan lessons carefully and make it clear to pupils exactly what they are expected to learn. Written feedback from teachers gives them a good understanding of how to make their work better. 'Green pen' activities help pupils practise skills or extend their learning further.
- In the best lessons teaching moves at a brisk pace and pupils remain interested and focused. No time is wasted and pupils are actively involved at all stages of the lesson. Teachers give pupils very specific times to share ideas with partners. They use skilful questioning to check pupils' understanding and help them explain their reasoning.
- In most lessons teachers use information from assessments well to plan activities for different pupils. Pupils in Year 6, who were studying a text about the Japanese tsunami, worked at different levels to identify features to improve their own writing. Staff in the Early Years Foundation Stage plan together to make sure that activities and resources are just right for different children.
- However, occasionally, lessons do not move quickly enough and some pupils lose interest. Teachers talk for too long when pupils are ready to start their own work. Activities and questions are sometimes too easy for some pupils, particularly in mathematics, and do not challenge them enough. There are too few opportunities for pupils, especially the most able, to work on their

own to solve real-life problems or carry out investigations. Practical equipment is not used well enough to help pupils understand concepts in mathematics.

- Where teaching is most effective, teaching assistants have a clear understanding of pupils' needs and support them well. They work with different groups at all stages of the lesson so that pupils of all abilities make good or better progress. They 'mirror' the approach of the class teacher to reinforce what pupils need to learn. However, in some lessons they do not support pupils so effectively.

The behaviour and safety of pupils are good

- Pupils enjoy coming to school. They are welcoming and polite, and move around the school sensibly and considerately. Adults have high expectations of behaviour and act as good role models. The system for managing pupils' behaviour is consistent and understood by all pupils.
- Most pupils have positive attitudes to learning and want to do well. Focused activities are ready for them when they come into school. These set the tone for the day and help pupils settle quickly to learning. Behaviour in lessons is generally good, but pupils become restless and there is some minor misbehaviour when lessons do not move quickly enough.
- Staff and pupils trust and respect one another. Pupils care about each other and older pupils reassure younger ones if they are upset. Pupils demonstrate a good awareness of the feelings of others. They like the system of 'emotional numbers' during registration as a way of telling teachers how they are feeling.
- Incidents of bullying or racism are extremely rare. Pupils know that they can talk to the 'bullying ambassadors' if they are upset and things will be sorted out quickly. They have a good understanding of different forms of bullying and how to stay safe in situations beyond the school, including when using the internet. Parents agree that the school keeps their children safe.
- Attendance has improved since the previous inspection and was above average in 2012. A dip this year is being addressed swiftly by senior leaders.

The leadership and management are good

- The ambition and determination of the headteacher, with the support of the deputy headteacher and the governing body, have successfully steered the school through a difficult transition period. Actions taken have secured rapid and sustained improvements to teaching and achievement over the past two years.
- Senior leaders have high expectations of staff and have worked effectively to eliminate weak teaching. They have developed a cohesive and enthusiastic staff team who are equally keen to do the best for all pupils. The headteacher has recognised the potential of other staff and many of them now share successfully in aspects of leadership.
- Leaders are accurate in their judgements about the school. They know what still needs to be done to improve and they take prompt action to address issues as they arise. They regularly check the quality of teaching and learning, and provide training and support for teachers to improve their teaching.
- Leaders carefully track the progress of pupils. They put in support at an early stage for those who are at risk of falling behind in their learning. They use assessment data well to ensure that all groups of pupils are doing equally well.
- The new curriculum has been carefully planned to ensure that pupils make good progress in basic skills. The use of themes makes learning in different subjects meaningful and interesting for pupils. Specialist music teaching and activities such as circle time contribute successfully to pupils' good spiritual, moral, social and cultural development.
- Most parents are highly supportive and appreciative of the school's work. A small number of parents raised concerns that their children's progress had been badly affected by teachers

leaving, but inspectors did not find this to be the case. Parents have many opportunities to be involved in their children's learning through open days and homework projects. 'Learning Journeys' in the Early Years Foundation Stage give parents particularly detailed information about their children's progress.

- The school's arrangements for safeguarding meet statutory requirements. The school promotes equality of opportunity well and rejects all forms of discrimination.
- Good support from the local authority has contributed to improvement. The headteacher has been part of the local Teaching Alliance which has helped the school to develop.
- **The governance of the school:**
 - Governors are involved in the life of the school. They have a good understanding of the quality of teaching and have supported the headteacher in making difficult decisions to tackle underperformance. They are well informed about the outcomes of staff performance management and decisions relating to pay progression. They have undertaken training so that they understand performance data and they ask challenging questions if they think that pupils are not doing well enough. They ensure that resources are used efficiently and that pupil premium funding improves outcomes for eligible pupils.

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	106230
Local authority	Tameside
Inspection number	400828

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	232
Appropriate authority	The governing body
Chair	Gary Young
Headteacher	Maire Wright
Date of previous school inspection	29 June 2010
Telephone number	0161 3436070
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