

Etchells Primary School

East Avenue, Heald Green, Cheadle, Cheshire, SK8 3DL

Inspection dates 17–18 April 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- The quality of teaching requires improvement. It has not been consistently good enough to enable pupils to make good progress between Key Stage 1 and Key Stage 2 for the last two years.
- Teachers' marking does not always provide good guidance to pupils on how to improve their work.
- Pupils are not always given time to respond to teachers' marking, especially in mathematics.
- Pupils do not have enough opportunity to improve their writing and mathematical skills by practicing them in different subjects.
- There are too few chances for pupils to discuss their ideas and work things out for themselves.
- Teachers do not always use the school's pupil progress information to plan lessons that help all pupils learn well.
- Leaders and managers have not acted quickly enough to address a decline in performance because their view of the school is too positive.
- The ability of the governing body to challenge the performance of the school is limited by their reliance on over-optimistic information from the school regarding pupil achievement and the quality of teaching.

The school has the following strengths

- Children get off to a good start in the Early Years Foundation Stage and make good progress.
- Disabled pupils and those with special educational needs make good progress. This includes those that are taught within the resourced provision.
- Some teaching is good. Attainment is rising in Key Stage 1.
- The behaviour of pupils is exemplary. They have extremely positive attitudes towards learning and are courteous and respectful at all times.
- Positive relationships are evident across the school.
- Pupils feel safe and know that their teachers care for them exceptionally well.
- The school promotes spiritual, moral, social and cultural development very well.

Information about this inspection

- Inspectors observed 22 lessons or parts of lessons, visited sessions delivered by teaching assistants and listened to pupils read.
- Meetings were held with groups of pupils, a parent, members of the governing body, and school staff. Telephone conversations took place with a representative from the local authority and the Chair of the Governing Body.
- The inspectors took account of 38 responses to the on-line questionnaire (Parent View). They also considered 37 staff questionnaires.
- Inspectors looked at a range of documents, including: the school’s analysis of how well it is doing; the school development plan; pupils’ progress information; checks on the quality of teaching; minutes of governing body meetings; and records relating to behaviour, attendance and safeguarding. The inspectors also examined work in pupils’ books.

Inspection team

Louise Murphy, Lead inspector

Additional Inspector

John Ellwood

Additional Inspector

Peter Marsh

Additional Inspector

Full report

Information about this school

- Etchells is larger than most primary schools.
- The proportion of pupils known to be eligible for the pupil premium is well below average. (The pupil premium is additional funding provided for those pupils who are known to be eligible for free school meals, children from services families and those children that are looked after.)
- The proportion of pupils from minority ethnic backgrounds is above average, as is the proportion of pupils that speak English as an additional language. Few pupils are at the early stages of learning English.
- The proportion of pupils supported through school action is slightly above average.
- An average proportion of pupils are supported at school action plus or have a statement of special educational needs.
- Etchells Primary is a designated Resourced School for up to eight pupils with specific learning difficulties and profound and multiple learning difficulties.
- The school meets the government's current floor standard, which is the minimum expected for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching especially in Key Stage 2 and thereby increase pupils' progress in English and mathematics by:
 - allowing pupils more time to share their ideas and work things out for themselves
 - using the school's information about pupils' attainment and progress more effectively to make sure that tasks set for pupils in lessons are neither too easy or too hard
 - ensuring that marking always provides good guidance to pupils and that they have the time to correct and edit their work
 - making sure that pupils have more opportunities to practise writing and mathematical skills across a range of subjects.
- Improve leadership and management by:
 - making sure that leadership has an accurate view of how well the school is doing and what it needs to do to be better
 - making sure that the governing body use national information and data about the effectiveness of the school to hold leaders and managers more rigorously to account.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement. Although attainment in reading, writing and mathematics at the end of Key Stage 1 has been steadily improving for the last three years, attainment at the end of Key Stage 2 has gradually declined and is now broadly average in English and mathematics. This is because teaching requires improvement and results in inconsistent progress across Key Stage 2.
- In 2012 progress was stronger in English than in mathematics in Key Stage 2. However, the rates of progress in each subject vary between classes and too few pupils make better than expected progress in both subjects. Evidence seen in pupils' books and during the inspection show that pupils do not always get enough opportunities to practice their writing and mathematical skills in other subjects in order to support their progress.
- Children get off to a good start in Nursery and Reception classes. They begin school with skills and knowledge typically expected for their age. Children make good progress because of the good teaching, well planned activities and a stimulating environment. Children are well prepared for the next steps in their learning.
- Pupils are enthusiastic about reading and pupils across the school demonstrate a good use of letters and the sounds they make to read new words. Attainment in reading is broadly average by the time pupils leave at the end of Year 6.
- Disabled pupils and those with special educational needs make good progress because the special arrangements made for them within the Resourced Provision and the support they get in the rest of the school are effective.
- The attainment of pupils who speak English as an additional language and those from minority ethnic groups varies with individual cohorts. The achievement of pupils in these groups is similar to other pupils in school.
- The 2012 end of Key Stage 2 national tests showed that in English and mathematics the attainment of Year 6 pupils known to be eligible for free school meals was below that of similar pupils nationally and one year behind other Year 6 pupils in school. The gap increased between 2011 and 2012. However, this year the gap is becoming narrower because of the effective interventions that the school has put in place. This confirms the school's commitment to equal opportunities.

The quality of teaching

requires improvement

- Teaching requires improvement because it has not been consistently good or better over time. Although there is some good teaching, especially in the Early Years Foundation Stage, there is not enough good teaching to boost pupils' progress to good.
- Teachers mark books regularly. However, sometimes not enough advice is given and pupils do not always know how to improve their work. In addition, pupils do not always get the opportunity to correct their errors, particularly in mathematics.
- The school sets targets for pupils so that they understand the level that they are currently working at and where they are expected to be by the end of the year. However, pupils are often all given the same tasks to complete in lessons and this does not always match the level that they are at. The work set is sometimes too hard and at other times too easy. For example, in one Year 5 set, pupils were learning about ratio and proportion. At least one pupil did not understand the concept while others, when questioned by the inspector, found the activity too easy.
- Good teaching in the Nursery and Reception classes ensures that children can choose from a wide range of activities and have plenty of interaction with adults and support when they need it.
- Matching letters and sounds they make is taught well to younger pupils. Older pupils are taught

to read in small groups and work on a range of activities that deepen their understanding of the text that they are reading. There is a wide selection of books for pupils to choose from and the 'journey to the Crystal Palace Challenge,' successfully encourages pupils to read as many books as they can.

- There are some examples of good teaching when pupils are allowed to think for themselves and share their thoughts. For example, in Year 6 pupils worked together to produce some powerful short scenes that gave different perspectives on animal cruelty. However, this good level of pupil lead discussion, independence and reflection on learning is not always evident in other classes.
- Teaching assistants are usually effective in supporting individuals and small groups of pupils. Disabled pupils and those with special educational needs are given extra help so that they are able to make good progress. The school caters for pupils who have a wide range of complex needs effectively, including those who are taught within the resourced provision.
- Staff support pupils to manage their own behaviour very well because they build good working relationships with them. They encourage pupils' personal development very effectively by providing good role models, through their interactions with pupils.

The behaviour and safety of pupils are outstanding

- Pupils are extremely keen to learn and when given the opportunity, demonstrate that they have the determination and resilience to keep going with a challenge even when it proves to be difficult. They are exceptionally polite, courteous and show respect for adults and each other.
- Pupils are exceptionally friendly and welcoming. They behave impeccably in and around the school and records show that this behaviour is typical. There are those pupils in school with specific conditions that affect their behaviour. However, these pupils are very well supported and there is no disruption to learning.
- Staff and pupils say that behaviour is exceptionally good and the majority of parents strongly agree that the school makes sure that pupils are well behaved and are well looked after.
- Pupils say they feel very safe in school and can explain different forms of bullying and the difference between bullying and falling out. They say that Etchells Primary is free from bullying and are confident that staff would deal with any incidents quickly and effectively should they occur.
- 'Squaddies' are extremely proud to help younger pupils and, as well as acting as exemplary role models, they make sure that they ask Early Years Foundation Stage children about their opinions. This allows all pupils to contribute their ideas to the school council which is lead very well by the head boy and head girl. The school council arrange fund raising activities to help those less fortunate, both locally and internationally, and also to provide additional equipment for school.
- Punctuality is excellent and attendance has improved to above average which reflects the pupils' highly positive attitudes.

The leadership and management requires improvement

- Leadership and management requires improvement because the school's views about how well it is doing are not fully accurate. In checking its performance the school has overestimated its impact on some areas. For example, the school judges teaching and pupil achievement to be good, while inspectors found that it requires improvement. This overgenerous view is preventing the school from making necessary improvements.
- Systems for checking on pupils' progress and needs are in place. This information is used to identify pupils who need additional support. However, it does not yet help to secure good progress because it is not always used well enough by teachers when planning lessons so that activities are matched at the correct level for all pupils.
- A high proportion of teaching staff progressed through the teacher pay scales, before the most

recent policy was introduced. The performance of staff is checked regularly and progression through the teacher pay scales is linked more effectively to pupils' progress.

- School leaders are particularly successful in creating a caring and harmonious learning environment. Staff are proud to be part of the school, and pupils and parents are extremely positive about it too.
- The curriculum requires improvement because it does not develop literacy and numeracy skills well enough to make sure that pupils make good progress. However, it is enhanced by after school activities, trips and residential visits. The curriculum promotes pupils' spiritual, moral, social and cultural development very well. This is evident in the way in which pupils with additional needs and those from different backgrounds and cultures get on very well together and enjoy what is on offer.
- The school has recently bought in support from an independent provider rather than the local authority. However, it is too early to assess the impact of this support.
- **The governance of the school:**
 - The governing body has a high profile around the school because they visit as often as they can. Governance is improving and governors are asking more pertinent questions about the school's performance. However, governors sometimes rely too much on the headteacher's overly positive information about pupils' achievement and the quality of teaching and this means that the challenges they make are not always fully effective. Governors attend training and are keen to develop their skills; they have a good understanding of the school's finances and ensure that all safeguarding procedures meet requirements. Governors are now making sure that pupil premium funding is used to benefit eligible pupils and have agreed to fund additional staff to support these pupils, which confirms their commitment to equal opportunities. They also ensure that teachers' progression through the pay scales is linked to how effective teachers are at accelerating pupils' progress.

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	106045
Local authority	Stockport
Inspection number	412280

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	366
Appropriate authority	The governing body
Chair	Colette Smith
Headteacher	Lyn Holebrook
Date of previous school inspection	18 March 2009
Telephone number	0161 437 1792
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