

Statham Community Primary School

Warrington Road, Statham, Lymm, Cheshire, WA13 9BE

Inspection dates 18–19 September 2013

Overall effectiveness	Previous inspection:	Good	2
	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.

- Pupils' achievement is good. Standards of attainment are securely above average and progress is quickening across the school.
- Pupils with special educational needs achieve well because of the carefully targeted support they receive.
- Children make a good start in the Reception class and are well prepared for Year 1.
- Teaching is consistently good and some is outstanding. Effective teamwork by teachers and well trained teaching assistants contribute well to pupils' good learning and progress in lessons.
- Pupils enjoy coming to school, behave well, are kind to each other and feel very safe.
- Parents are highly positive about the school's work and the education and care it provides for their children.
- The headteacher has a clear view of how the school can continue to improve. A strong sense of teamwork exists between all who learn and work in the school.
- Good procedures for measuring and improving the school's effectiveness, particularly pupils' achievement and the quality of teaching, are continuing to develop. Governors hold leaders to account well and are committed to supporting leaders to move the school forward.

It is not yet an outstanding school because

- While almost all pupils make the progress expected of them by the end of Year 6 and a good proportion does better than this, there is scope for even higher achievement.
- The role of subject leaders in checking the quality and impact of teaching is growing; however, it is not yet fully developed.
- There is not enough outstanding teaching to move the school to the next level; mainly because the most-able pupils are not always provided with sufficient challenge.
- The quality of teachers' marking varies and not all shows pupils the next steps they need to take to improve their work.

Information about this inspection

- Inspectors visited 13 lessons or parts of lessons including two joint observations with the headteacher. The inspectors also looked at examples of pupils' work, listened to pupils read and observed the teaching of reading skills.
- Meetings were held with two groups of pupils and inspectors spoke to pupils about their work. Inspectors held meetings with six governors and met separately with the Chair of the Governing Body. They spoke to a representative of the local authority and met with members of the school staff.
- Inspectors spoke to parents at the start of the school day. They took account of the school's own questionnaires to parents and the 42 responses to the on-line questionnaire (Parent View) to generate a summary of parents' views.
- Inspectors observed the school's work and looked at a wide range of documentation, including safeguarding documents, records of current standards and progress, the school development plan and documents relating to pupils' behaviour and attendance. Minutes from governing body meetings were also considered.

Inspection team

Lyn Pender, Lead inspector

Additional Inspector

Catherine Beeks

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- The very large majority of pupils are from White British backgrounds.
- The proportion of pupils supported through school action and school action plus or with a statement of special educational needs is below average.
- The proportion of pupils known to be eligible for pupil premium funding is broadly in line with the national average. This additional funding is provided for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- There have been a number of staffing changes since the last inspection, including the appointment of the acting deputy headteacher in September 2013.
- The school has Healthy School status and holds the Basic Skills award.
- Within the school grounds the privately managed 'Statham Little Foxes' provides pre-school provision and an out-of-school club. This provision is subject to a separate inspection and its report can be read on the website at www.ofsted.gov.uk.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching and continue the ongoing drive for improvement in pupils' achievement by:
 - ensuring that all pupils, including the most able, are consistently provided with appropriate challenge
 - making sure that all teachers' marking is as good as the best practice that exists in the school and consistently provides pupils with the next steps they need to take to improve their work
 - enabling subject leaders to use regular checks on the quality and impact of teaching to guide improvements and share excellent practice.

Inspection judgements

The achievement of pupils is good

- Most children enter the Reception class with skills that are typical for their age. They settle happily and quickly into school life and make good progress because of the well planned activities provided for them. By the end of the Early Years Foundation Stage, the majority of children reach nationally expected levels in most areas of learning and a good proportion enter Year 1 doing better than this.
- Pupils' overall standards at the end of Key Stage 1 have been above average for the past three years; pupils attain well in reading, writing and mathematics.
- Standards at the end of Key Stage 2 in English and mathematics in 2012 were above average and the current data available for 2013 show that these high standards have been maintained.
- By the end of Year 6 in 2013, almost all pupils made the progress expected of them in reading, writing and mathematics. The proportion going beyond this was close to the national average, however, the proportion of the most-able pupils making better than expected progress is not yet high enough.
- The small numbers of disabled pupils or those who have special educational needs achieve well and make good progress in relation to their abilities and starting points. This is because the good care they receive and the work provided for them are well matched to their needs.
- The attainment of pupils' eligible for support through the pupil premium, all of whom are known to be eligible for free school meals in this school, is higher than that of similar pupils in other schools nationally. The attainment of this group of pupils is still lower than that of other pupils in the school, however, the progress they make is beginning to speed up and the gap in their attainment is narrowing.
- The teaching of reading is a strength of the school and standards are above average. Most pupils met the Year 1 phonics screening check in 2012. Pupils read regularly in school and say that they do so at home, although no reading log is available for parents to record when they have shared a book with their children. Pupils say how much they enjoy reading and appreciate the range of books provided for them.
- All of the parents who gave a view of their children's progress are very happy with how they are doing. Pupils feel they are doing well at school and are learning all of the important things they need to know about, understand and do to be well prepared for the future.

The quality of teaching is good

- A small amount of teaching observed during the inspection was outstanding, however, evidence in pupils' work shows that the quality of all teaching over time is good.
- In the most effective lessons, teachers use their good subject knowledge and assessment information to plan enjoyable, interesting and creative activities that are taught at a brisk pace. Teachers check pupils' understanding regularly and 'stretch' pupils of all abilities and keep them fully involved. This ensures that all pupils make the best possible progress.
- The level of challenge for the most-able pupils, however, is not a constant feature in all lessons and as a result, the progress made by these pupils across the school is not as rapid as it could be.
- Teachers and support staff work effectively together to support learning for all pupils, including those who are disabled or have special educational needs. They know their pupils well and build extremely positive and caring relationships that help develop pupils' confidence, independence and self-esteem.
- Teachers mark work regularly and often praise pupils for their efforts. Some teachers' marking is of a high quality, providing regular and helpful advice to enable pupils to know how to improve their work. However, this quality of marking is not yet seen consistently across the school and

even in the best marking, the level of challenge for the most-able pupils is not always high enough.

- Children are taught well in the Early Years Foundation Stage. Exciting and imaginative activities linked to children's interests are planned both indoors and outside. During the inspection, children began enthusiastically to use tape measures to explore the length of objects found in the outdoor space. They quickly adapted what they were doing to work together with great enthusiasm to build a long and interesting roadway with large wooden bricks.
- Early reading skills are developed well through careful teaching of letters and the sounds they make.

The behaviour and safety of pupils are good

- Pupils are very polite and well mannered. They are proud of their school and are keen to tell visitors about life at Statham.
- Pupils enjoy learning. Most listen attentively in lessons and are keen to share their ideas with others when working in groups. One pupil's view which was typical of others was, 'I like lessons most when we do fun and interesting work like solving problems which make us think!' Pupils enjoy a challenge, and their love for learning is noticeable when they are offered opportunities to learn in this way.
- Pupils consider that teachers and other adults are kind and take good care of them. They feel safe and understand most types of bullying, including internet bullying, and say that incidents of any kind are rare. This view is supported by inspectors' observations and their analysis of school records. If incidents do arise pupils trust the adults to deal with these quickly and firmly.
- The school's rules and rewards system for good behaviour are well understood and pupils feel that the adults apply these fairly. The award of team points and the opportunity to participate in the popular Golden Time sessions held each Friday are popular. The weekly awards of 'Star Learner' and 'Learner of the Week' are much anticipated and encourage pupils of all abilities to strive to do their best.
- Pupils enjoy contributing to the life of the school, for example, as members of the school council which gives all pupils a voice in school matters. Opportunities for older pupils to read with younger ones are appreciated by all.
- Pupils enjoy coming to school and, although a few pupils find it difficult to attend regularly, attendance is above average, and lateness is rare.

The leadership and management are good

- The headteacher, who is well supported by the senior leadership team, provides effective leadership for this good school. Expectations are high. School leaders are committed to making teaching the best it can be and a drive to raise pupils' achievement is evident. The school is well placed to continue to improve.
- Leaders' views of the school's performance are generally accurate. They know the school's strengths and weaknesses well and these are reflected in the school's improvement plans.
- Senior leaders make good use of information from checks on teaching to develop teachers' and teaching assistants' skills and improve learning. Targets set for teachers are closely linked to pupils' achievement and their pay levels are determined by how successful they are in helping pupils achieve well.
- Subject leaders are effective teachers with good knowledge of the areas they lead. However, their role in checking how well their subject is taught across the school is underdeveloped. This means that some good practice is not being shared as well as it could be.
- The school treats all equally and discrimination of any kind is not tolerated. Leaders have identified that some pupils, including the most-able pupils, can achieve more and have put actions in place to help these pupils make even more rapid progress. Staff ensure that pupils are

known as individuals and parents say they value this. Improvements made by leaders to the systems used to track the progress of pupils have increasingly meant that any underachievement is identified and responded to quickly.

- The curriculum is enriched by a wide range of visitors and visits, including a number of residential trips. Pupils say they enjoy topics which bring together different subjects. Plenty of opportunities are provided for pupils to practise a range of skills in meaningful ways.
- Regular physical education sessions take place and a range of after-school activities are available; including some that are led by sports coaches. This provision helps pupils to develop increasingly active and healthy lifestyles.
- Spiritual and cultural development is promoted well through good links with the local community and a school in South Africa. Exchange visits between staff– the acting deputy headteacher was in South Africa during the inspection– help pupils understand and celebrate other cultures. Pupils develop particularly good social and moral awareness through their generous fund-raising. Year 6 pupils were busy creating posters during the inspection for the upcoming Macmillan Biggest Coffee Morning event.
- Partnerships with parents are fostered well. Parents who spoke to inspectors were overwhelmingly positive about the school. Comments such as, 'The care of pupils is excellent,' were common. One parent summed up what others felt is the spirit of the school saying, 'I gave them a shy child and they gave me back a confident child'.
- The local authority provides 'light-touch' support for this good school.
- **The governance of the school:**
 - Governors know the school well and use their wide range of experience and expertise to provide school leaders with good levels of support and regular and increasingly robust challenge. The governing body is provided with a regular overview of pupils' performance and of the quality and effect of teaching in the school.
 - Performance management systems are robust and leaders and staff are set challenging targets linked to pupils' progress and school priorities. Governors are aware of the link between the achievement of these targets and salary progression.
 - Sound financial management procedures are in place. Governors ensure that the pupil premium funding and the new Primary School Sports funding, which is provided to enable pupils to become more active and follow healthy lifestyles, are allocated appropriately.
 - The governing body provides good support to the headteacher in meeting safeguarding responsibilities, particularly regarding the safety of pupils and staff appointments.

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	111005
Local authority	Warrington
Inspection number	426234

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	203
Appropriate authority	The governing body
Chair	Eve Collen
Headteacher	Susan Hall
Date of previous school inspection	17 September 2008
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