

Dane Bank Primary School

Thornley Lane South, Reddish, Stockport, Cheshire, SK5 6QG

Inspection dates

1–2 October 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
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

- Not enough pupils achieve well or make consistently good progress over time, especially the most-able pupils in mathematics.
- The overall quality of teaching is not yet consistently good or better, particularly in Years 5 and 6.
- Not all teachers make effective use of information about pupils' progress in making sure pupils' progress is fast enough.
- Leaders and managers have not raised the quality of teaching to be consistently good or better, so that pupils achieve as well as they can.
- Checks on the quality of teaching and learning do not focus closely enough on pupils' learning and progress.
- Opportunities are missed for pupils to use well their skills in information and communication technology.

The school has the following strengths

- Children make good progress in the Early Years Foundation Stage.
- Improvements since the previous inspection in pupils' attainment in reading and writing demonstrate the school's capacity to improve further.
- Pupils behave well, feel safe and get on well with others. Attendance is above average.
- There is good provision for pupils' spiritual, moral, social and cultural development.
- Changes in senior staff are showing positive results in leadership, management and teaching and are moving the school forward.
- Governors provide a good level of challenge as well as being supportive.

Information about this inspection

- Inspectors observed 16 lessons or parts of lessons. Additional short visits to lessons were carried out to look at issues such as how well pupils get on with their classmates and their overall behaviour.
- Meetings were held with groups of pupils chosen at random, the Chair of the Governing Body and with senior staff. A telephone call was held with a representative from the local authority.
- Inspectors heard pupils read and talked to them about the types of books they enjoy.
- Pupils' current work and assessments were scrutinised, including information which showed the achievement of pupils in English and mathematics based on the school's tracking system.
- Inspectors reviewed 16 responses from parents to the on-line questionnaire (Parent View). The lead inspector also spoke to parents who were in school or in the playground.
- Inspectors reviewed the inspection questionnaires completed and returned by staff.

Inspection team

Geoffrey Yates, Lead inspector

Additional Inspector

Peter Jones

Additional Inspector

Full report

Information about this school

- This is an average-sized primary school.
- The proportion of pupils supported through school action is broadly average.
- The proportion of pupils supported at 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 below average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after.
- In 2012, the school met the government's current floor standards, which set the minimum expectations for attainment and progress in English and mathematics.
- Since the previous inspection, a new deputy headteacher and Key Stage 1 leader have been appointed.
- The school has achieved many external awards, including the National Healthy Schools' award.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better to increase the rate of progress pupils make and so raise pupils' attainment, especially in mathematics by:
 - ensuring assessment information about pupils' achievements is used by all members of staff so that the work they give to pupils provides the correct level of challenge
 - eliminating weaknesses in teaching in Years 5 and 6 especially in relation to teachers' expectations and their use of effective questioning
 - ensuring, in mathematics lessons, that there is a good balance between the development of pupils' skills in numeracy and the provision of regular challenging opportunities for them to apply these to solve mathematical problems
 - building on the improvements already made in the marking of pupils' work to provide pupils with clear guidance on how they might improve.
- Improve the impact of leadership and management on pupils' achievements by:
 - making sure that the monitoring of teaching has a closer focus on pupils' learning and progress
 - building on the successful methods that are improving pupils' progress in reading and writing to improve pupils' progress in mathematics
 - ensuring pupils have more opportunities to use their information and communication technology skills.

Inspection judgements

The achievement of pupils

requires improvement

- Not enough has been done to build on the good start children make in the Early Years Foundation Stage to make sure pupils achieve as well as they can by the time they leave school, especially in mathematics. This is because teaching across the school is not consistently good.
- Pupils' progress from their individual starting points is not consistently good across the school because teachers' planning does not ensure learning tasks always provide sufficient challenge.
- In the national check on Year 1 reading skills in 2012, pupils' skills were below the national average. Leaders reviewed the teaching of phonics and early reading skills and improved provision. As a result, pupils exceeded the expected levels in the 2013 reading check.
- Pupils' progress across Key Stage 2 is uneven, resulting in standards in national tests in English and mathematics over time being at best broadly average. While there are clear signs of improvement in 2013 in the attainment of the most-able pupils in reading and writing, attainment of the most able in mathematics lags behind. Inspection evidence confirms that this is also the case for pupils currently in school.
- Over time, pupils make expected progress in Key Stage 1. They attain the nationally expected levels in reading, writing and mathematics, although attainment at the higher levels is below that expected. However, more recently, improvements in the teaching of reading and writing have brought about improvements in the attainment of the most-able pupils. In the latest teacher assessments, attainment in reading at the higher level was well above the national average and was above the national average in writing by the end of Year 2.
- Children start school in the Early Years Foundation Stage with knowledge, skills and understanding that are below those typical for their age. Good, and at times outstanding, teaching leads to good progress over the year. By the time they enter Year 1, most children reach the national average, with an increasing number exceeding this. The focus given to individual children's needs is the key to the success of the Early Years Foundation Stage in this school with all children benefiting from working in a stimulating environment.
- The school will receive additional funding for physical education later in the term. There is already a high level of participation in physical education for pupils. These include out-of-school sporting activities. Pupils are developing healthy lifestyles; they understand, and can clearly explain, the importance of taking part in sport to help to improve their physical well-being.
- Pupils for whom the school receives the pupil premium make good progress and achieve higher than this group of pupils nationally. The attainment of pupils known to be eligible for free school meals in 2012 was above that of other pupils in the school in English and mathematics by approximately half a year. The school's records show that this continues to be the case.
- Disabled pupils and those with special educational needs are well supported and make at least expected progress in developing their basic literacy and numeracy skills.

The quality of teaching

requires improvement

- Evidence from pupils' work books and the school's data about pupils' progress show that not enough teaching is good. As a result, too few pupils make good progress, especially in mathematics. Inspectors saw teaching ranging from 'outstanding' to 'requires improvement'.
- Where teaching is not as strong, teachers do not check sufficiently that pupils understand the work they are asked to do. For example, a teacher may ask a good question but very few pupils put up their hands. On other occasions, one pupil may provide a sensible answer but the teacher does not check that the rest of the pupils understand what is being asked of them. As a result, pupils do not make the progress of which they are capable.
- Where teaching is less well planned in mathematics, work is too hard for some pupils and too easy for others and so the pace of learning for these pupils slows. There is an overemphasis on pupils completing lots of number calculations without being given sufficient opportunities to

apply their skills in solving problems. Evidence of a lack of challenge in mathematics, especially for the most-able pupils, can be seen in pupils' work over the past 12 months.

- Where teaching is good, questioning is used well and pupils are given time to talk about what they are doing. For example, in response to effective questions from their teacher, pupils in Year 4 demonstrate a good understanding of how to improve their own writing and talk confidently about what they are doing.
- There are examples of well-planned activities which are carefully matched to pupils' abilities, especially in the Early Years Foundation Stage, because teaching is at least good and, at times, outstanding. Children are challenged to use their developing skills to good effect and are totally involved in their learning both inside and outdoors. For example, they show a very high level of concentration in developing their creative skills well when designing their own paper butterflies.
- Marking has improved since the previous inspection. It is better in English than in other subjects. This is because teachers make sure that pupils take into account suggestions on how to improve their work in English.
- Disabled pupils and those with special educational needs benefit from the mostly good quality help provided by teaching assistants.
- The teaching of reading skills has improved and is successful. Pupils say they enjoy reading and are given time to read for pleasure.
- Teachers promote pupils' spiritual, moral, social and cultural development well. For example, visits to places of interest and taking part in musical and sporting events in areas away from the school broaden pupils' understanding of the wider world.
- Parents believe the quality of teaching is good, as do the pupils who spoke with inspectors.

The behaviour and safety of pupils are good

- Pupils enjoy school as shown by their above-average attendance. One pupil commented, 'this is a very friendly school; we all get on well together.'
- Behaviour in lessons and around the school buildings is good. Pupils are very polite and are eager to share their many experiences about school. For example, they talked with tremendous enthusiasm about how much they enjoyed working with the artist in residence.
- Pupils on the eco-council and school council are rightly proud of what they achieve. For example, their ideas on how to improve the outside area have been introduced.
- Parents who completed the school's own questionnaire and those who completed the online questionnaire are sure that the school provides a safe environment and that pupils enjoy school.
- A scrutiny of records and observations during the inspection demonstrate that behaviour over time is also good. Isolated incidents of unacceptable behaviour are dealt with very well.
- Pupils are confident and want to achieve well, although a minority of pupils do not present their work well. Pupils respond extremely well to the many opportunities provided for them to take on school responsibilities, for example, as junior play leaders or cloakroom monitors.
- Pupils have a good understanding of how to keep safe and are confident that any issues they raise will be dealt with promptly by the school. They recognise dangers when using the internet and know how to avoid these problems. They have a very good understanding of different types of bullying. They are confident that should any ever occur, adults would deal with it fairly.

The leadership and management requires improvement

- Leadership and management require improvement because even though they are improving, teaching and pupils' achievement are not consistently good.
- The leadership team has recently been strengthened but it is too soon to judge the full impact of its work. Early signs are that leadership and management are increasingly effective. There have already been improvements in pupils' attainment in reading and writing, but attainment in mathematics is not rising as quickly. There are signs of improvement in the quality of teachers'

marking and in the help given to governors to take a more active part in leadership and management.

- Performance management systems are in place and are used appropriately to identify the professional development needs of staff. However, the impact of performance management is variable and, so far, has not ensured that teaching is typically good. At times, the lesson observations carried out by senior staff focus too much on the methods of teaching rather than on what pupils learn in lessons.
- The headteacher has taken steps to ensure that progress data are accurate and prompt action is now increasingly taken to address weaknesses.
- Subject leaders are more involved in ensuring that the use of assessment data identifies where progress is not fast enough, although not all members of staff use assessment information well enough.
- The curriculum provides a generally good range of subjects and activities and is well supported by extra-curricular activities but provision for mathematics, and information and communication technology is still developing.
- Provision for pupils' social, moral, spiritual and cultural development is good.
- Child protection and safeguarding have a high priority. Leaders ensure that all requirements are met and that the building is a safe environment.
- External support from the local authority contributes to developing the school's work, although the pace of change is not yet brisk.
- **The governance of the school:**
 - Governance has improved greatly since the previous inspection. The Chair of the Governing Body, since her appointment 12 months ago, has been the driving force in making sure that governors not only support the school but ask challenging questions of it. Training ensures governors have sharpened their skills. Governors ensure that the systems to check the performance of teachers are robust and they receive information about the quality and leadership of teaching, seeking assurance that salary levels are linked to performance. They are well aware of the weaknesses in teaching and closely examine the data on pupils' progress. Legal responsibilities are discharged well. Governors keep a close check on the school's budget and try to make sure that pupil premium money is used to good effect for the purpose intended. The safeguarding of pupils is a high priority and governors ensure that the implementation of all related policies is robust.

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	106217
Local authority	Tameside
Inspection number	426108

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	240
Appropriate authority	The governing body
Chair	Lynda Appleton-Jones
Headteacher	Alicia Todhunter
Date of previous school inspection	24 January 2012
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