

# Arlies Community Primary School

Broadhill Road, Stalybridge, Cheshire, SK15 1HQ

## Inspection dates

11–12 March 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
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 in all groups, including those known to be eligible for pupil premium and those with special educational needs, make good progress from their starting points. By the time they leave school most attain levels that are expected for their age in reading, writing and mathematics.
- Pupils learn well because teaching is good in nearly all classes with aspects that are outstanding, particularly in mathematics in upper Key Stage 2 that results in accelerated progress.
- The Early Years Foundation Stage is good. Children get a particularly good start to their life in school, quickly improving their communications skills.
- Pupils' conduct around the school and in the playground is highly commendable. This is because the school sets clear expectations and models high standards of behaviour, consideration and manners.
- The school is well led by a dedicated headteacher who is supported by a senior leadership team that is aspirational for the continued development of the school. As a result, the quality of teaching and learning is good and steadily improving.

### It is not yet an outstanding school because

- Good teaching leads to good achievement. However, over time, some pupils, including those who are more able, do not always develop the skills, knowledge and understanding of which they are capable to allow them to exceed national expectations.
- As the school freely admits, presentation of work is poor in some books. It does not reflect the pride pupils' show in other aspects of their school life.
- Marking is really good in English, but not yet good enough in some other subjects, where it does not inform pupils about their next steps so that they can make the best progress.

## Information about this inspection

- Inspectors observed 13 lessons including one observed jointly with the headteacher.
- Inspectors made short visits to other classes, looked at pupils' workbooks, work on display and listened to pupils reading.
- Discussions were held with members of staff, groups of pupils, representatives of the governing body and with a representative from the local authority.
- Inspectors took account of the 33 responses to the on-line questionnaire (Parent View). Thirty staff responded to the Ofsted questionnaire.
- A number of documents were examined including: the school's own information on pupils' progress; planning and monitoring documentation; the school's view of its own performance; records of how funding is used, especially how the money from pupil premium is spent; records relating to behaviour and attendance; and documents relating to safeguarding.
- During this inspection, inspectors asked additional questions designed to ascertain the school's view of the impact and effectiveness of local authority services to support school improvement. This information will contribute to work being carried out by Ofsted to assess the use, quality and impact of those services.

## Inspection team

John Nixon, Lead inspector

Her Majesty's Inspector

Doreen Davenport

Additional Inspector

## Full report

### Information about this school

- This is a smaller than average primary school.
- Almost all pupils are White British.
- The proportion of pupils supported by the pupil premium (the extra government funding for pupils looked after by the local authority, those known to be eligible for free school meals and those whose parents are in the armed services) is higher than the national average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above the national average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics.
- Pupils are taught in eight classes, six contain single year groups, one Key Stage 1 class has both Year 1 and Year 2 pupils and the Early Years Foundation Stage unit has both Nursery and Reception pupils.
- The school is part of a local consortium of schools.

### What does the school need to do to improve further?

- Further improve teaching across the school so that all groups of pupils achieve their full potential or exceed it by:
  - systematically sharing the exemplary teaching practice to accelerate learning
  - improving the quality and consistency of marking and feedback in all subjects to allow pupils to identify how they can improve their knowledge and understanding and correct any errors
  - ensuring teachers have the highest expectations of pupils' work so that pupils produce their best in all subjects, including good standards of presentation
  - ensuring all subjects offer work that is challenging enough to allow more able pupils to develop the skills, knowledge and understanding of which they are capable
  - improving leadership by ensuring middle leaders have the opportunity to use their skills and initiative to drive improvements and progress in their subjects more effectively.

## Inspection judgements

### The achievement of pupils is good

- By the end of the Early Years Foundation Stage, all groups of children make good progress, particularly in language and social skills, and generally leave with levels of development that are typical or better for their age. A large proportion of children enter the Early Years Foundation Stage with levels of development well below that which is typical, especially in personal and social skills and those related to communication, language and literacy, and make good progress to reach their expected levels of development.
- The proportion of all groups of pupils meeting the national expectations for the Year 1 phonics check is broadly in line with the national average. A high proportion of pupils, especially those who are girls, who did not meet the standard for the phonics check in Year 1, are successful in Year 2.
- Attainment in all subjects in Key Stage 1 has remained consistently in line with the national average for all groups of pupils. However, typical of the national picture, boys do not perform as well as girls in reading, writing and mathematics.
- Pupils' progress in Key Stage 1 is not consistent in each year group and not as high as that found in Key Stage 2. However, by the end of Key Stage 1 nearly all pupils make expected progress with increasing proportions now making better than what is typically expected.
- By the time most pupils leave Year 6 they are ready for their next phase of education. They attain well in reading and mathematics where the proportion of pupils reaching national expectations is above average for all groups and particularly high for boys and those pupils who are eligible for pupil premium funding in reading and mathematics. However, the proportion of pupils of average ability who attain higher levels in reading is below that found nationally.
- In Key Stage 2 progress of all pupils, including those who are most able, is generally in line with what is expected over time. Fewer pupils than that seen nationally made better than expected progress in reading and mathematics in 2013. However, the current rate of progress is accelerating, leading to increasing proportions of pupils from all groups making better than expected progress in all subjects, especially reading and mathematics.
- Pupils known to be eligible for free school meals and supported by the pupil premium generally attain less well than other pupils at the end of Key Stage 2 and were two terms behind them in 2013. However, they make progress that is generally better than their peers due to the effective use of assessment and support provided by the school and this gap in attainment is closing quickly.
- Disabled pupils and those who have special educational needs generally make better progress to that of others, particularly in mathematics and writing.

### The quality of teaching is good

- Good teaching results in good learning, especially in mathematics in upper Key Stage 2 where it is outstanding. This results in pupils developing good skills, knowledge and understanding across most subjects and behaving well in class.
- Lessons start promptly. Teachers generally use assessments to match teaching and activities to the abilities of most pupils. However, sometimes, work is too easy for some pupils.
- Often, questioning is used well to deepen pupils' thinking and understanding which moves learning on. In a science lesson in Key Stage 2, pupils were designing an investigation into the effects of changing environmental variables on plants. They were expected to 'expand' their initial answers to show the reasoning behind their choices of variables and how they anticipated undertaking the practical activity at a later date.
- In some classes, learning is accelerated by making best use of the time of the teaching assistants. In one English lesson, for example, the teaching assistant helped a small group make progress on specific skills while the teacher delivered an introduction to the rest of the class.

However, occasionally, teaching assistants are not used effectively enough to have this impact on learning.

- Although teachers work very well together as a team and share good practice, this is not yet done systematically enough to ensure all pupils make maximum progress.
- Teachers mark work frequently and accurately, especially in English and mathematics, but the quality and depth of feedback they provide for pupils is not consistent across year groups or other subjects and does not always help pupils to understand what they have to do to improve their work or correct errors. Pupils are not always given opportunities to respond to feedback.
- Teachers do not ensure that the skills taught regularly in handwriting are consistently translated in to the quality of pupils' work in other subjects.
- Learning at Arlies Primary does not stop at the classroom door; teachers and teaching assistants interact well with pupils across the school. Staff are often found leading learning in a wide variety of locations including small work areas in corridors, the playground or even in the local community undertaking archaeological digs. Subsequently, pupils who receive small group support make good progress and all pupils receive a broad curriculum.

### **The behaviour and safety of pupils** are good

- The behaviour of pupils is good. Pupils' conduct around school and in the playground is highly commendable because staff set clear expectations and model high standards of behaviour, including consideration of others and good manners. Pupils show genuine care for each other at playtimes and respond quickly to help each other after accidents irrespective of gender or age. However, the quality of presentation of pupils' work in many of their books does not reflect the pride they show in other aspects of their school life.
- Pupils say they like coming to school because of the range of activities available to them and because lessons are fun. Pupils are eager participants in learning but a small minority of pupils become disengaged in some lessons where their concentration wanes or work is too easy or too difficult for them.
- The school's work to keep pupils safe and secure is good. Pupils have a good understanding of how to keep themselves and others safe. They are aware of different types of bullying including cyber-bullying and homophobic-bullying and racism but say that incidents are extremely rare and dealt with effectively by the school.
- Attendance over time is in line with that found nationally and for similar schools. In 2013, attendance dropped considerably, but due to prompt and effective actions taken by the leaders it currently is improving quickly.
- The vast majority of parents support the school and recognise that pupils behave well and are safe.

### **The leadership and management** are good

- Senior leaders identify this as a good school in their self-evaluation. This is accurate.
- The school is well led by a headteacher who alongside other leaders communicates high expectations and ambition for all pupils attending Arlies Primary. Their vision and understanding of the school's strengths and areas for improvement result in appropriate priorities being included in the school development plan.
- The headteacher is well supported by other senior leaders who demonstrate complementary skills that are used to secure continual school improvement. For example, the high-quality analysis of assessment information allows leaders to monitor performance of individuals and plan appropriate support for pupils that allow them to make up ground. This is especially evident in the progress made by pupils with special educational needs and those pupils known to be eligible for pupil premium, and the good progress made by pupils in literacy, particularly writing.
- Middle leaders have a good understanding of their roles and responsibilities and are held to

account by the senior leaders who manage their teams. They are beginning to seize the mantle of leadership to drive improvement but this is not yet consistent in all subjects.

- Leaders have ensured the primary school sport funding positively impacts on participation and well-being. The school uses coaches from the local sports partnership to deliver a wide variety of sports to pupils in all year groups and this has resulted in the school winning a sports commitment award.
- Pupils' spiritual, moral, social and cultural development is good. Pupils talk of the interesting assemblies held in school and take responsibility for aspects of school life by taking on roles such as a 'play leader', 'eco committee' member or 'school councillor.' The school council works to support charitable activities both for school and in the wider community such as the Red Cross work in the Philippines.
- The school's curriculum is broad and gives many opportunities for pupils of all abilities to participate, including developing additional skills such as learning to speak German, drumming and singing. This helps to ensure that pupils are well prepared for their next stages in learning.
- Performance management is used robustly in school to hold all teachers, including those who are newly qualified, to account for the achievement of pupils. Targets are clear and linked to teachers' national standards and demonstrate high expectations of staff to ensure pupils make good progress across the year. These targets are reviewed regularly and outcomes used to plan appropriate professional development. Consequently, teaching is generally good and where it is not, it is improving.
- The school engages well with parents, through regular newsletters and events including written reports specifically aimed at giving information about pupils' progress and their next steps for development and parent/teacher meetings that allow teachers and leaders to listen to any concerns. The large majority of parents expressed support for the school and would recommend it to other parents.
- Local authority support for the school has been in the past a 'light touch' approach, the school preferring to commission support from other professionals who had a better understanding of the school. Recently the local authority has more effectively engaged with the school to support the development of newly qualified staff.
- **The governance of the school:**
  - Governors are very supportive of the school and have an increasing awareness of its strengths and weaknesses including the standards of achievement and the quality of teaching because they actively seek information through regular visits and contact with leaders, staff and pupils. They have a good understanding of how the school is using its additional funding for sport and those pupils who are known to be eligible for pupil premium and its impact on standards.
  - Governors new to the governing body are well equipped to undertake their roles because of an appropriate induction allowing the identification of their skills that would be of best use to specific committees. Other governors with key skills, such as budget management, are deployed effectively to committees that can make best use of their expertise.
  - Governors effectively hold leaders including themselves to account, reviewing the progress of action plans regularly. Their challenges result in additional priorities being included in the school's development plan.
  - Governors have a good understanding of how performance management is used to hold teachers and other staff to account and its links to pay progression.
  - The statutory requirements for safeguarding of pupils are met.

## 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

<b>Unique reference number</b>	106190
<b>Local authority</b>	Tameside
<b>Inspection number</b>	439523

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	245
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr D Brown
<b>Headteacher</b>	Ms S Collins
<b>Date of previous school inspection</b>	2 July 2009
<b>Telephone number</b>	0161 338 4854
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