

Denton West End Primary School

Balmoral Drive, Manchester, Lancashire, M34 2JX

Inspection dates 13–14 May 2014

Overall effectiveness	Previous inspection:	Not previously inspected	
	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.

- Children get off to a good start in the Early Years Foundation Stage and make good progress from starting points which are below those typical for their age.
- The progress of pupils across both key stages is good because teaching is good and the levels which pupils are reaching are improving, particularly in reading and writing.
- Teaching in phonics (letters and their sounds) has improved and younger pupils read well. The school engenders a love for reading and pupils' achievement in reading is a strength.
- Consistently high quality marking in writing which shows pupils exactly what to do to improve is raising achievement in writing.
- Pupils feel safe and behave well. They show courtesy and respect for one another and adults. Relationships across school are positive between adults and pupils and this contributes to the happy atmosphere.
- The subjects taught provide pupils with a wide range of visits and visitors which help and extend their learning further.
- The new headteacher has a clear ambition to improve the school further and is effectively supported by the deputy headteacher and other leaders.
- Governors are fully supportive of the school and are committed to do the best for the pupils, providing good levels of support and challenge.

It is not yet an outstanding school because

- Pupils are not given enough opportunities to develop their mathematical skills in other subjects and to solve real-life problems.
- The quality of marking in mathematics and other subjects is not of the same high standard as it is in writing to show pupils precisely how to improve.
- Teachers do not always move pupils on to more challenging tasks quickly enough, which slows their progress.
- Leaders do not yet make the best use of the information they have about how well different groups of pupils learn, to check that they achieve as well as they can.

Information about this inspection

- Inspectors observed 17 lessons or parts of lessons.
- The inspectors listened to pupils from three different year groups reading, and talked with them and other groups of pupils about their lessons and school life.
- Meetings were held with the headteacher, senior and middle leaders, and representatives of the governing body. Telephone conversations were held with a representative of the local authority and the external school adviser.
- The inspectors observed the school’s work and scrutinised documentation relating to pupils’ progress and to school management, including the arrangements to ensure safeguarding.
- The inspectors spoke to parents, took account of the 57 responses to the Ofsted on-line questionnaire (Parent View) and the school’s own consultations with parents.

Inspection team

Vanessa MacDonald, Lead inspector	Additional Inspector
Doreen Davenport	Additional Inspector
Rosemary Eaton	Additional Inspector

Full report

Information about this school

- Denton West End Primary is much larger than the average-sized primary school. The majority of pupils are of White British heritage. A small number of pupils are from minority ethnic backgrounds and a very small proportion speaks English as an additional language.
- The proportion of disabled pupils and those with special educational needs supported through school action is below 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 the pupil premium is below the national average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- The school meets the government's current floor standards which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- There have been significant changes to staffing in the last two years, including the appointment of a number of newly qualified teachers. The leadership of the school has also changed with a new headteacher appointed in June 2013 and a deputy headteacher in January 2014. Some other senior and middle leaders have had planned absences and their roles have and are being covered by other staff.
- Denton West End Primary converted to become an academy school on 1 June 2012. When its predecessor school, Denton West End Primary, was last inspected by Ofsted, it was judged to be outstanding.
- There is a breakfast- and after-school club on site run by a private provider. This is inspected separately.

What does the school need to do to improve further?

- Improve the quality of teaching even further, particularly in mathematics, to raise achievement for all groups of pupils by:
 - providing more opportunities for pupils to develop their mathematical skills to solve problems in real-life contexts and in other subjects
 - ensuring that marking in mathematics and other subjects is of the same high quality as it is in writing
 - ensuring that teachers always move pupils on to the next challenge when they are ready, especially in mathematics.
- Further improve leadership and management at all levels by ensuring that better use is made of the information they have about how well different groups of pupils learn to check they all achieve their very best.

Inspection judgements

The achievement of pupils

is good

- Children enter the Early Years Foundation Stage with levels of development which are below and sometimes well below those typical for their age, particularly in communication, language and literacy and mathematical understanding. Children make good progress across both Nursery and Reception classes and as a result are well prepared for Year 1. They particularly enjoyed the fun of singing action rhymes and the use of fruit to help them with their counting.
- By the end of Key Stage 1 in 2013 pupils reached standards which were in line with national expectations in reading and mathematics, but below in writing. Pupils make good progress from their different starting points and evidence shows that standards in writing have improved.
- The proportion of pupils meeting national expectations for the Year 1 check in phonics (letters and their sounds) was below average in 2013. However, standards are improving because of good teaching and changes to the way in which pupils are taught. Year 1 pupils showed a good understanding of how to use their phonics to break down unfamiliar words when reading and others were enthusiastically identifying which were real and which were 'alien' words.
- In 2013 the attainment of pupils in Year 6 was below that found nationally in reading, writing and English grammar, punctuation and spelling and well below in mathematics. Although most pupils made the progress expected of them, too few made more than expected progress. Within this year group there were a significant number of pupils who had additional needs which had an impact on pupils overall achievement.
- Inspection evidence shows that this is not a typical picture. Progress across Key Stage 2 over time is good, with the vast majority of current pupils, including those who are most able, making at least expected progress and an increasing proportion making better than expected progress, particularly in reading and writing. School information shows that the majority of pupils in Year 6 are expected to reach average levels and a significant proportion is predicted to achieve the highest levels in reading. Year 6 pupils read widely and with very good levels of understanding.
- Although progress in mathematics is good, it is not improving as rapidly as in other subjects because pupils are not given enough opportunities to practise their skills to solve real-life problems or to practise their mathematical skills in other subjects.
- Pupils known to be eligible for support through the pupil premium, including those known to be eligible for free school meals, do as well as and sometimes better than other pupils by the end of Key Stage 2, because they make good progress from their starting points. In 2013 their attainment was less than half a term behind that of their classmates in reading, writing and mathematics.
- Disabled pupils and those who have special educational needs make good progress similar to that of their peers because of effective support provided by teaching assistants, both in class and in small groups. This demonstrates the school's commitment to ensuring that all pupils have equal opportunity to do as well as they can.
- The small number of pupils who have English as an additional language make good progress and achieve well.

The quality of teaching

is good

- Pupils enjoy school and the relationships between pupils and staff are very positive. The classrooms and school environment provide welcoming and inviting spaces where learning is developed well. The effective use of 'working walls' which give explanations of how to do things was evident in classrooms.
- The teaching of reading, including phonics is consistently good. In the Reception classes, children used their phonic knowledge to read and write different words, including unfamiliar ones, successfully. In one Year 4 class a group of pupils was enthusiastically discussing what the information in the text might be telling them about different characters and the teacher's good questioning ensured that they kept exploring their ideas.
- Pupils' books are marked regularly and marking in writing is of a particularly high standard,

giving pupils very clear information about how to improve. Pupils across school identify their own areas for improvement and do so with a high level of understanding of what these are, identifying features such as adjectives, time connectives and adverbial clauses, dependent on the age of the pupil. Because teachers expect the best of pupils, progress in writing is improving rapidly.

- Marking in mathematics and other subjects is not of the same high standard and pupils are not always clear about how they can improve their work.
- Pupils have good opportunities to write for different purposes. In one Year 2 class pupils were using the notes from information they had researched on the Great Fire of London to create full sentences. They were challenged, in pairs, to include different features in their writing and had to assess themselves against these. As a result their learning moved on at a rapid pace.
- Evidence in books and from observations show that pupils, particularly in mathematics, are not always given new tasks to challenge them further quickly enough. Where learning is strongest pupils are given opportunities to challenge and test their understanding and this accelerates their learning.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils enjoy coming to school which is reflected in their above average attendance. Around school and on the playgrounds pupils behave well and show respect and consideration for one another.
- Older pupils take on the roles of playground leaders and peer mediators to support younger pupils at lunchtime. For example, younger pupils were intently listening to an older pupil on the way in from lunch time, showing the positive relationships which are evident across school. At lunchtimes pupils are also able to take part in sports activities, provided by the sports coach as part of the primary school sport funding.
- The younger children enjoy the responsibility of being school councillors and spoke with pride about the improvements they have helped to make with playground equipment and parking. Each class has created its own set of class rules or charter, which is displayed in each classroom. The systems to encourage and check on pupils' attendance are good.
- Pupils behave well in lessons and teachers expect the best from them. Pupils show that they can work well in pairs and in small groups, from the youngest children to the older pupils. Children in nursery happily shared different resources and pupils further up the school often work with 'learning partners' or in small groups. On occasion, however, some pupils' concentration lapses and they become fidgety because they are not fully engaged in their learning.
- The school's work to keep pupils safe and secure is good. Pupils say they feel safe in school and the vast majority of parents agree. They understand about e-safety and pupils enjoy the visits from the fire and ambulance services and from the police who talk to them about road safety.
- Pupils show a good understanding of different forms of bullying and say that bullying is not common. Pupils do say that sometimes some pupils' behaviour can be a bit 'silly' and 'over excited' or that pupils can argue, especially over football. They say that any problems pupils may have are discussed with the teachers and any incidents are dealt with quickly.
- Although the majority of parents that responded to Parent View are positive about pupils' behaviour and how the school deals with any incidents, a proportion was not. The school, as a result of the findings from its own recent questionnaire, has already begun to work with parents on these areas and parents spoken to appreciate the recent information that has been sent out.

The leadership and management are good

- The headteacher has clear ambitions for the school and this is shared by the deputy headteacher, senior leaders and governors. All provide good support. The accurate identification of the key priorities for the school and subsequent changes have led to improvements in the quality of teaching of phonics and achievement in writing, especially the quality of feedback

provided to pupils.

- The headteacher has managed the significant and on-going staff changes, including the planned absence of key leaders, well. The more recent return of these leaders is providing more stability to the senior leadership of the school and temporary leaders are developing their roles well. The special educational needs coordinator has, for example, checked on how well additional support is matched to different pupils' needs and made changes to further improve this.
- Leaders, including middle leaders, are regularly involved in checking on how well pupils are doing in their subjects by looking at pupils' books and how teachers plan their lessons. They identify where improvements can be made, sharing these with all staff.
- Since her appointment the headteacher has introduced a new system for tracking how well pupils are doing. However, the school recognises that this needs further development so that the information gathered on how well different groups of pupils are doing can be better used by leaders at all levels to ensure that all pupils achieve as well as they can.
- Systems for managing teachers' performance are thorough and targets are closely linked to how well pupils are doing. Teachers who are newly qualified are well supported by more experienced staff and they have good opportunities to further develop their practice. Training is linked to the needs of the school and the staff's own development needs, including an outstanding teacher's programme.
- The school makes good use of external consultants and the local network of schools to provide additional support and training, and has good relations with the local authority.
- The subjects taught provide the pupils with a wide range of trips and visitors, including theatre companies and visiting authors. All pupils in Year 4 learn how to play the flute and perform to their parents. There are special 'themed weeks', such as in music, where pupils sang songs from across the ages, and pupils in Year 6 are developing a mini-industry through which they hope to raise money for a charity. These all support pupils' spiritual, moral, social and cultural development very well.
- The school uses the primary sport funding to provide a specialist sports coach to teach pupils new skills. Additional training from a specialist gymnastics coach has developed his and other teachers' skills further. Some teachers have worked alongside a cricket coach. There has also been increased participation in competitions, with the football team being particularly successful.
- The school provides parents with regular information about events about what pupils will be learning, as well as workshops, most recently on mathematics in Year 1. Although some parents who replied to Parent View did not feel their concerns were responded to well, inspection evidence shows that the school does record and follow up any concerns which parents raise.
- **The governance of the school:**
 - Governors know the school well and many have been involved with the school for a long time. They are fully committed to continue to make improvements for all the pupils. Governors have a clear understanding of the school's strengths and areas for development and are fully involved in a whole-school self-evaluation day which is held every three years. They use information on how well pupils are doing to question leaders about the school's performance and are regularly informed about the quality of teaching. They regularly meet with their link-class teacher, when they discuss what pupils are learning. Governors understand fully that teachers' pay progression is linked to their performance targets. Given the recent and significant changes to staffing, governors consider carefully how to both develop and reward staff to further improve on the school's good performance. Governors attend local authority and on-line courses to further develop their skills. They manage finances well and consider how well money is being spent, including pupil-premium funding to improve pupils' outcomes. Governors ensure that safeguarding meets requirements.

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	138207
Local authority	Tameside
Inspection number	441206

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

Type of school	Primary
School category	Academy converter
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	475
Appropriate authority	The governing body
Chair	Philip Reeves
Headteacher	Sharron White
Date of previous school inspection	Not previously inspected
Telephone number	0161 336 3409
Fax number	0161 320 1029
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