

Outwood Primary School

Outwood Road, Heald Green, Cheadle, SK8 3ND

Inspection dates 8–9 July 2014

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		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The school is very welcoming to all and especially to those pupils who join the school during the school year. It fully lives out its vision for a school 'where every child is recognised as unique'.
- From their starting points, all groups of pupils make at least good progress in their learning.
- At the end of Year 6, standards are broadly in line with the national average. This represents good achievement.
- The Early Years Foundation Stage is a strength of the school because children rapidly develop a love of learning.
- The quality of teaching is consistently good and an increasing amount is outstanding. Key to this is the outstanding care and support, provided by all the adults, for pupils' individual needs.
- The behaviour of pupils is outstanding.
- Pupils say, and their parents overwhelmingly agree, that they feel extremely safe and well-cared for in school.
- Exemplary partnerships with local and international schools provide excellent opportunities for all pupils to fully access all the school offers.
- The rich and vibrant curriculum provides exceptionally well for pupils' spiritual, moral, social and cultural development.
- Strong leadership and dedication from senior leaders and governors is shared by every member of staff. This has been the driving force in the improvements in teaching and learning and pupils' progress since the last inspection.
- All staff and governors have a determination to make the school outstanding. As a result, the school is well placed to continue to improve.

It is not yet an outstanding school because

- Pupils do not have enough opportunities to apply their mathematical skills in the other subjects they study.
- Middle leaders are not fully involved in checking all groups of pupils achieve the best they can.

Information about this inspection

- The inspectors observed 10 lessons or parts of lessons, one jointly observed with the deputy headteacher.
- Meetings were held with senior leaders, staff, members of the governing body, as well as with groups of pupils.
- A telephone conversation was held with a representative of the local education authority.
- Inspectors examined the school's documentation relating to pupils' progress, school self-evaluation and policies relating to safeguarding and child protection. They carried out a scrutiny of pupils' work in their books.
- The inspectors listened to pupils in Years 1, 2 and 6 read and spoke informally to pupils during playtimes and lunchtimes.
- They took account of the 17 parent responses received at the time of the inspection from the on-line questionnaire (Parent View) as well as the views of the parents inspectors spoke to and the school's own parental survey.
- Inspectors took account of the 20 responses to the staff questionnaire.

Inspection team

Clare Henderson, Lead inspector

Additional Inspector

Stephen Helm

Additional Inspector

Full report

Information about this school

- This is an average-sized primary school.
- The proportion of pupils eligible for the pupil premium is above average. The pupil premium funding 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 proportion of disabled pupils or 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 above average.
- The proportion of pupils from minority ethnic backgrounds is well above average.
- The proportion of pupils who speak English as an additional language is well above average.
- The proportion of pupils joining or leaving the school during the school year is above average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- The school provides before- and after-school care.
- The school works in close partnership with local and international schools and, particularly with a local school for pupils with special educational needs.

What does the school need to do to improve further?

- Provide pupils with more opportunities to apply their mathematical skills in different subjects.
- Provide more opportunities for middle leaders to check that all pupils achieve the best they can in all the subjects of the curriculum.

Inspection judgements

The achievement of pupils is good

- Children begin school in the Early Years Foundation Stage with skills that are below and, often well below, those typically expected for their age. They make very good progress and settle quickly because of the careful nurturing they receive. There is a strong emphasis on developing children's reading, writing and speaking skills and extending their knowledge and understanding of the world. Children leave the Reception class having made outstanding progress. In 2013, the proportion of children making a good level of development was well above national figures and, as a result, children were very well prepared for Year 1.
- In 2013, in the Year 2 national assessments, standards were at least in line with the national average for all pupils in reading, writing and mathematics. This represented at least good progress.
- At the end of Year 6, although standards were broadly average in the national tests in 2013, too few pupils gained the higher Level 5 and 6 in mathematics. The school has worked hard to improve this and raise standards in all year groups and, particularly in mathematics in Year 6, by providing extra support and tuition for pupils to reach the higher levels of attainment. As a result, standards in mathematics have risen and an increasing proportion of pupils in Year 6 are now working securely within the high Level 6.
- Overall all pupils, including the most able in Years 1 to 6, are making at least good progress in reading, writing and mathematics. However, there are some missed opportunities for pupils to apply their learning in mathematics in the other subjects of the curriculum.
- In 2013, a large majority of pupils reached the expected standard in the Year 1 check on their knowledge of letters and sounds (phonics). This was a much higher proportion than is found nationally. This success was linked to the consistent approach of teaching of letters and sounds in the Early Years Foundation Stage and in Years 1, 2 and 3.
- Pupils in Years 3 to 6 are confident, fluent readers. Pupils of all ages read for enjoyment and many pupils read books by their favourite authors at home.
- Disabled pupils and those with special educational needs make at least good progress in their learning and their personal development is outstanding. This is because of the very effective additional support and guidance they are given by teachers and teaching assistants.
- Pupils supported by the pupil premium funding, including those known to be eligible for free school meals, make good progress. In 2013, eligible pupils in Year 6 were about two terms behind other pupils in the standards they reached in reading, writing and mathematics. The standards they reached were below those reached by similar pupils nationally. The rate of progress of pupils known to be eligible for free school meals across year groups is improving. The gap between their achievement and other pupils is closing rapidly and, in some cases, these pupils now achieve better than their classmates.
- Pupils who join the school during the school year, those from minority ethnic groups and those learning English as an additional language make a similar good rate of progress to their classmates. This is due to the excellent support provided to meet their individual learning needs.
- Overall, there is little difference in the progress made between groups of pupils currently in the school. This clearly demonstrates the school's commitment to and success in tackling discrimination and promoting equality of opportunity for all pupils.

The quality of teaching is good

- In the Nursery and Reception classes, children make excellent progress because of the effective teaching and the wide-ranging and interesting activities provided both indoors and outside. They enjoy learning, for example, in following their own interests when playing by themselves, in exploring the properties of water or hunting for mini beasts. Exciting home learning books and close links with home speeds up children's learning very well.
- Teachers have secure subject knowledge and use questioning effectively to test pupils'

knowledge and skills. Teachers use information about how well pupils have learned to plan future work at the right level for them.

- Literacy is taught well and pupils make at least good progress in writing and reading. A contributing factor is the many opportunities provided to extend pupils' literacy skills in different subjects. An example was where pupils were preparing a 'camera, lights, action' performance. They were fully engrossed in preparing a podcast of their trip last week to Spain. They wrote scripts for presenters, questions for speakers and all pupils developed their confidence and resilience. This was because they chose the topic and activities related well to their interests.
- The teaching of mathematics has improved. Pupils are helped to develop a wider mathematical language although they do not have enough opportunities to apply their numeracy skills in the other subjects they study.
- A very strong feature of teaching is the contribution made by the skilled teaching assistants, including adults from a local school for pupils with special educational needs. They effectively support pupils who find maintaining good behaviour and learning difficult. This targeted support enables these pupils to make at least good progress.
- Marking systems, which pupils themselves have designed, are of a good quality and are used effectively by all teachers. Teachers helpfully identify the next steps in pupils' learning and provide reflection time in lessons for pupils to act on the advice they are given in marking.
- Parents overwhelmingly believe that their children are well taught.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding. Pupils are proud of their school and this was seen in the tidy cloakrooms, the way that pupils took care of each other, the school equipment and the speed with which they helped teachers tidy up at the end of lessons.
- Pupils' enjoyment of school is shown in their improved attendance and punctuality which, for an increasing proportion of pupils, is currently above average and in the high take-up of the breakfast club provision.
- Pupils are eager to get on with their work and this contributes to the strong progress that they make. Pupils say that, 'Teachers are really friendly,' and that, 'you are allowed to contribute towards the fun learning.'
- Pupils' behaviour in and outside lessons is outstanding. Inspectors noted pupils moving around the school in an orderly quiet manner. They observed them at break enjoying a time when they could socialise in a pleasant way with each other.
- Pupils are extremely polite and courteous at all times and form excellent relationships with each other and adults. Pupils say that behaviour is normally extremely good.
- Staff manage the behaviour of all pupils, and particularly those with special educational needs, consistently well in lessons.
- The school's work to keep pupils safe and secure is outstanding. Pupils say that they feel very safe in school because of the excellent care they receive from adults. They also said that they are confident to seek help, should they need it, from any adult in school. Adults were described as 'there to help you if you need help.'
- Adults are confident enough to allow pupils to take a risk because of the school's thorough risk assessment procedures. For example, residential visits to Spain and China are two of the trips pupils benefit from. During the inspection, visiting pupils and their teachers from China enjoyed sharing time together. The Principal of the Chinese school told inspectors 'we are one family with the pupils and teachers of Outwood School'.
- Pupils are effectively taught how to identify the potential dangers associated with strangers, and the use of the internet. Records over time support the fact that name calling and incidents of bullying are rare. Pupils talked about the various types of bullying and have a clear understanding of homophobic bullying.
- Spiritual, moral, social and cultural learning is threaded extremely well through the curriculum. As a result, pupils have an outstanding knowledge of and respect for a wide variety of cultures

and beliefs. Pupils views sum this up very effectively, 'I'm a Hindu and she is a Muslim but we are best friends' and 'difference is good'.

- Parents and staff rightly believe that pupils are well behaved, feel safe and are looked after extremely well.

The leadership and management are good

- Staff share leaders' view of how successful the school can be. The school's recent and accurate information about pupils' performance shows that pupils are on track to continue to make better progress and attain higher standards over the next two years.
- Senior leaders provide carefully planned training for all staff, especially those newly qualified or at an early stage in their career. Teaching has been effectively supported. As a result, the quality of teaching in English and mathematics has continued to improve over the last two years.
- Middle leaders are clear about their duties and responsibilities. However, they are not fully involved in checking that all pupils achieve as well as they can in all subjects of the curriculum.
- Effective procedures are firmly in place to check how well the school is doing and to identify areas for improvements. Pupils who are not doing as well as they could are, therefore, quickly identified and given extra support. This strong focus on checking pupils' progress ensures that those with special educational needs, those new to the school and those eligible for the pupil premium make at least good progress in all year groups.
- Leaders' judgements about the school's performance are exceptionally accurate. The detailed school development plan focuses accurately on the areas which need to improve further.
- Performance management is well managed through effective appraisal, and pay awards are dependent upon teachers' performance in relation to pupils' progress.
- Pupils find the curriculum topics, which they help to choose, very interesting, exciting and promote well their love of learning. Provision for pupils' spiritual, moral, social and cultural development is outstanding and evident in many lessons.
- The subjects taught are enhanced by many extra-curricular activities, learning to skilfully play the steel pans or attending the exciting before- and after-school clubs. Pupils have a chance to run their own clubs, for instance one pupil leads a weekly Spanish club.
- The primary school sports fund provides more sporting opportunities for pupils, through better trained teachers, the use of professional sports coaches and more resources. These are ensuring pupils are taught skills more effectively and have more opportunities to participate in sporting events involving other schools. As a consequence, pupils are developing healthier lifestyles.
- The local authority has confidence in leaders' ability to carry on making improvements.
- The pupil premium funding has been used successfully to provide additional support to enable this group of pupils to access the whole curriculum and make at least good progress in their learning.
- Parents overwhelmingly say that the school is well led and managed.
- **The governance of the school:**
 - Governors have a clear understanding of their duties, ask the right questions and analyse data confidently. They are well informed about the school's performance, the quality of teaching and the progress pupils are making. They make a strong contribution to school improvement by supporting and challenging school leaders where necessary. Governors are involved in checking teachers' performance and ensure that teachers' effectiveness is clearly linked to pay and career enhancement. The governing body knows how the pupil premium funding is spent and understands the difference it has made to pupils' performance. Governors have ensured that the extra funding for sport has increased the range of sporting activities on offer and is developing teachers' skills further. All statutory duties are met securely, including ensuring that the school's safeguarding and child protection arrangements meet 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	106094
Local authority	Stockport
Inspection number	444220

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	224
Appropriate authority	The governing body
Chair	Malcolm Graves
Headteacher	Paul Cunningham
Date of previous school inspection	21 July 2010
Telephone number	0161 4371715
Fax number	Not applicable
Email address	headteacher@outwood.stockport.sch.uk

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