

Audenshaw Primary School

Ash Street, Audenshaw, Tameside, M34 5NG

Inspection dates 26–27 November 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher's clear vision and ambition for the school are helping to create a learning environment in which all pupils can achieve success.
- Teachers and teaching assistants strive constantly to do their best and, as a result, teaching is consistently good.
- Progress in Key Stage 2 is in the top quarter of schools nationally. By the end of Year 6, standards in reading, writing and mathematics are above average.
- Disadvantaged pupils make good progress. They attain standards only slightly below their school peers and other pupils nationally.
- Pupils are very proud of their school. They treat others with respect and their conduct is invariably exemplary.
- Procedures to keep pupils safe are outstanding.
- Pupils' spiritual, moral, social and cultural development is outstanding.
- The headteacher has galvanised the staff into a formidable, enthusiastic and aspirational team. Teamwork is a strength across the school.
- Leaders and governors drive improvement forward. They have high expectations for the pupils and they know how the school can become even better.
- Virtually all parents who responded to the online questionnaire, Parent View, at the time of the inspection said they would recommend the school.
- Provision in the early years is good.

It is not yet an outstanding school because

- The quality of teaching does not result in outstanding achievement for pupils. The work set does not always provide enough challenge, especially for the most able pupils. This limits the rate at which pupils make progress.
- The school's approach to teaching phonics (the sounds that letters make) is not consistent across the school and has resulted in slower progress for younger pupils.
- On occasions, pupils do not follow up well enough teachers' comments for improvement in their marking and feedback.
- Middle leaders are not given enough opportunities to evaluate the quality of teaching.

Information about this inspection

- Inspectors observed teaching and learning in 14 part-lessons. In addition, they made a number of short visits to lessons and listened to pupils from Year 2 and Year 6 read. They also gathered other evidence related to the quality of teaching over time.
- The inspectors observed three lessons jointly with the headteacher. They also observed the headteacher reporting back to teachers on his findings regarding teaching, learning and pupils' achievement.
- Meetings were held with the headteacher and senior and middle leaders. Inspectors also met with six governors, including the Chair of the Governing Body.
- The inspectors took into account the 27 responses to the online questionnaire, Parent View. They also spoke informally with groups of parents as they brought their children to school.
- Inspectors considered the views expressed in the 13 responses to the staff inspection questionnaire.
- Inspectors observed the school at work and scrutinised the work in pupils' books, the school's own data on pupils' current progress, improvement plans, planning and monitoring information and minutes of governing body meetings. Records relating to behaviour and attendance and documents relating to safeguarding and child protection were also considered.

Inspection team

Anthony Kingston, Lead inspector

Additional Inspector

Carol Machell

Additional Inspector

Full report

Information about this school

- Audenshaw is slightly smaller than the average-sized primary school.
- There have been changes in staffing since the previous inspection, including the headteacher who took up his post in September 2014.
- The proportion of disabled pupils and those who have special educational needs is average.
- The proportion of disadvantaged pupils, eligible for support through the pupil premium is well below average. The pupil premium is additional funding for those pupils known to be eligible for free school meals and those children who are in the care of the local authority.
- Almost all pupils are of White British heritage and speak English as their first language.
- The school's Reception class provides full-time early years provision.
- The school meets the government's current floor standards which are the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Raise the quality of teaching to outstanding overall so as to improve pupils' achievement to outstanding and raise standards by:
 - challenging pupils, especially the most able, by consistently setting demanding work in lessons
 - ensuring pupils always correct and improve their work by acting on the guidance in their teachers' marking.
- Raise attainment in phonics so that by the end of Year 1 standards are at least average by ensuring pupils are taught the skills of linking letters to the sounds they make at appropriate levels of difficulty to suit their different abilities.
- Strengthen leadership and management and accelerate the rate at which the school improves by developing and sharpening the skills of middle leaders to monitor and improve the quality of teaching.

Inspection judgements

The leadership and management are good

- The new headteacher provides a clear direction and strong leadership for the school. He has ensured that leaders at all levels are fully committed to enabling every pupil to do his or her very best. Teamwork, including teaching assistants and midday supervisors, is strong. All within the team expect much of themselves, other staff and pupils.
- This is an extremely caring and inclusive school where all pupils are valued and are able to access all that the school has to offer.
- The headteacher and governors have developed successfully a tier of middle leaders, some of whom are new to post. They are enthusiastic, knowledgeable and good role models in the subjects they lead. However, they have limited opportunity to look in detail at the quality of teaching so that they can play an even bigger part in driving improvement forward.
- The local authority has provided much appreciated support, especially since the new headteacher took up his post.
- The senior leadership team has put in place a robust system to check the quality of teaching and for managing staff performance. Teachers feel supported by the headteacher and welcome feedback about their performance in lessons. Feedback is sharp and focused. Clear targets are set and training and support are given to ensure they are met. This leads to improvements in teaching and learning.
- The curriculum is broad and balanced and captures the interests of pupils as well as catering very well for their individual needs, particularly in relation to developing their literacy and numeracy skills. A wide range of additional activities such as being involved in the choir, the art club and taking part in cheerleading competitions are immensely popular. These help pupils to broaden their skills and extend their experiences.
- Pupils' spiritual, moral, social and cultural development is promoted exceptionally well both in lessons and at other times during the school day. Pupils learn about the democratic process through the election of school council representatives. Outstanding social and moral development is shown by the values selected by pupils to be promoted, celebrated and rewarded throughout the school. These values include fair play, courage and respect.
- Pupils are taught to be caring, reflective and responsible, with a keen interest in both the running of the school and in the world around them. For example, the school supports many of the local community events and has strong links with schools in India and Jamaica. The school celebrates the range of cultures and faiths represented in the school. In this way pupils develop the utmost respect for different faiths and cultures and are prepared very well for life in modern British society.
- The school is making very good use of the additional primary sports funding to enhance provision and widen opportunities for all pupils. It has purchased new equipment and, through specialist coaches, the teachers' skills and confidence in teaching a range of sports and activities, such as gymnastics, have improved. The school has noted greater pupil participation in physical activity and increased confidence.
- School leaders check that all pupils have equal opportunity to succeed. Overall, the needs of all groups of pupils are identified promptly and support is provided where most needed.
- The school has a very strong partnership with parents. This was exemplified in discussions with parents and summed up by one who said 'It's brilliant. Everyone in the school cares for one another and teachers do all they possibly can to give the children the best of everything. What more could a parent wish for?'
- The overwhelmingly positive response to the on-line parents' questionnaire, Parent View, reflects this view. For example, almost all respondents said they would recommend the school to other parents.
- **The governance of the school:**
 - Governors systematically challenge senior leaders over the effectiveness of the school. By keeping their training up to date, they are knowledgeable and able to ask searching questions. For example, they check about performance data in order to hold senior leaders accountable for the school's effectiveness. Their work is central to promoting good levels of equality. For example, the wise spending of the pupil premium funding ensures full inclusion of disadvantaged pupils.
 - Governors visit the school regularly and take part in activities such as trips and visiting classrooms. They are, therefore, in a strong position to know about the quality of teaching and to judge for themselves how well the school is doing. Governors develop their own skills well in order to support and strengthen leadership and management. Governors set clear targets in managing the performance of the headteacher and make sure pay progression links to pupils' progress. Statutory requirements are met, including those for safeguarding. Governors engage well with parents and pupils. They regularly seek

parents' views, analyse fully outcomes for pupils and act on findings.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding.
- Their enjoyment of school is reflected in their above-average attendance. Pupils move about the school in a calm, orderly way and they are exceptionally polite, friendly and respectful. They are extremely proud of their school and relished the opportunities to talk to inspectors about their work.
- Pupils behave equally well in the playground, around the school and when working with other adults outside the classroom. They look smart and take care of the environment.
- Pupils' high level of motivation and keen desire to achieve their best is evident in all lessons. They settle to work quickly at the start of lessons, listen attentively to teachers and each other, and respond immediately to instructions.
- Year 6 pupils are excellent role models for younger pupils; they set a good example of impeccable behaviour, courtesy and consideration for the needs of others. Pupils make an excellent contribution to the school. By taking on roles of responsibility such as helping to set up the hall for the school's assemblies, ensuring cloakrooms are free of coats and scarves on the floor and acting as ambassadors when visitors arrive, they help the smooth running of the school. They are very proud of their involvement in making changes through the School Council.

Safety

- The school's work to keep pupils safe and secure is outstanding.
- Virtually all parents who responded to Parent View agree that their children feel safe in school. A large number of pupils were spoken with informally and they were unequivocal in their view that they feel extremely safe in school.
- Pupils are friendly, caring and supportive. Their teachers have established excellent relationships with them. This means that pupils are confident to talk to staff should they have any problems in or out of school. Staff help pupils develop excellent personal skills and achieve good academic standards.
- Pupils say they are not aware of any bullying in school. They are confident, however, that if any problems should arise, for example, pupils 'falling out' with each other, staff would help them deal with it quickly and fairly. In discussions, pupils show that they have an excellent awareness of different types of bullying, including prejudiced-based and cyber-bullying. Pupils have an excellent understanding of how to use the internet and social networking sites safely.

The quality of teaching is good

- Teaching is typically good across the school. This is reflected in pupils' good progress in reading, writing and mathematics. The work seen in pupils' books, the school's records of the quality of teaching and the teaching and pupils' learning observed during the inspection confirm this.
- Recently-appointed teachers have brought new strengths that have added to the overall quality of teaching. This is accelerating pupils' progress, especially in the early years and Key Stage 1.
- Classrooms, corridors and the library are attractive and tidy with eye-catching displays of pupils' work across a range of topics. Pupils use highly effective 'working walls' to help understand what is expected of them, to support their learning and help them to work things out for themselves.
- Teachers weave opportunities for pupils to apply their reading, writing and mathematics skills into a range of topics.
- The teaching of linking letters and sounds is improving rapidly although its impact is not fully evident. It sets pupils off to becoming avid readers. Pupils are given frequent opportunities to read for pleasure and to retrieve information. In guided reading, they are helped to develop their comprehension and inference skills.
- The teaching of mathematics is good. In pupils' books, there is a well-planned balance of calculations and problem-solving activities in which mathematical knowledge and skills practised previously can be applied.
- The teaching of writing is good. Pupils write confidently and fluently, benefiting from regular opportunities to exchange ideas and talk through and plan how they intend to write. They apply skilfully their knowledge of punctuation and grammar to improve the quality of their stories.

- A particularly strong aspect of all teaching is the respect that adults show towards each other and pupils. This develops pupils' understanding of the need to respect the views and contributions of others. The excellent relationships between staff and pupils mean that pupils are confident learners. They are prepared to try hard and unafraid of making mistakes because they know that they will learn from them. This approach has created an excellent climate in which pupils can learn and feel safe.
- Teachers' subject knowledge is good and their very obvious enthusiasm for what they are teaching is infectious. As a result, pupils are very keen to be involved and to do their very best.
- Mostly, teachers give very good consideration to pupils' varying needs so that the work provided meets their needs and abilities. Those who find learning more difficult and those who have specific learning needs are supported well by their teachers and skilled teaching assistants who adapt the work so it is at the right level for them. However, occasionally, opportunities to challenge pupils are missed, especially for the most able. This limits the rate at which they make progress and the opportunities they have to reach the standards of which they are capable.
- Teachers' marking of pupils' work is good. It explains carefully what pupils are doing well and what they need to do to improve. However, pupils do not always respond to teachers' marking and therefore do not always master the skills they need to reach the higher standards.

The achievement of pupils is good

- At Key Stage 1, standards in reading, writing and mathematics fell from average in 2013 to slightly below average in 2014. The decline in standards was due to the composition of the cohort and conceals the reality that the vast majority of pupils made better than expected progress, especially in reading and writing. The proportion of pupils who reached the higher Level 3 was average.
- In 2012, standards at the end of Year 6 fell from well above average to average. This decline was stemmed immediately and, in 2013, standards in reading, writing and mathematics improved rapidly to significantly above average.
- In 2014, the progress made by Year 6 pupils from their starting points on entry to Year 3 was in the top quarter of schools nationally. As a result, the standards reached by the end of Year 6 remained well above average in reading, mathematics and especially in writing.
- The school's own data and inspection evidence indicate that this good progress is being maintained for current year groups.
- Reading is a priority throughout the school. However, the progress pupils make in their understanding of phonics throughout the early years and Year 1 is limited because the resources available to teachers are not always used well enough to challenge the needs of all pupils.
- Consequently, the proportion of six-year-olds who achieved the expected level in the 2014 phonics check was well below average. Leaders have tackled this underachievement with vigour. Inspection evidence shows that the programmes of support are now accelerating the progress pupils make in phonics but the full impact of these measures have to be realised. The proportion of pupils who retook the phonics check in Year 2 and met national expectations was above average.
- As pupils move through the school they are encouraged to read often and widely. This results in instilling in pupils a love of reading. This was exemplified by a group of Year 6 pupils who agreed that, 'You can imagine yourself in different worlds and doing things that would be impossible in real life' and many others who said how much they enjoyed the school library.
- Pupils are given excellent opportunities to develop further their reading skills by applying them to the retrieval of information across a range of subjects and topics. For example, Year 5 pupils carried out research and retrieved facts from books about the lives of Vikings to bring their stories to life.
- Pupils write with confidence and make good progress. They are provided with many opportunities throughout the school to write and, because of the enthusiasm of teachers, they develop quickly an enjoyment of writing. Increasingly, pupils use their skills to write for different subjects and purposes and consider carefully the use of vocabulary to engage the reader.
- Pupils' writing is helped by the emphasis that is given to reading which boosts the range of words they understand and use, and to speaking and explaining ideas in lessons. This enhances the fluency and meaning of what they write.
- In mathematics, younger pupils quickly learn different ways to add and subtract without needing to use resources such as counting blocks. For example, a number of Year 2 pupils relished the challenge of mentally adding together two two-digit numbers. They completed the task quickly and accurately because of their excellent understanding of tens and units. As they get older, pupils carry out increasingly complex calculations and use this knowledge extremely well to solve problems.

- By the end of Year 6, the proportion of pupils who reach the higher Level 5 in mathematics and writing is above average.
- Disabled pupils and those with special educational needs make similar, and sometimes better, progress than their peers because their needs are very well met under the expert guidance of the teachers and teaching assistants.
- Pupil premium funding is used effectively to provide additional teaching assistants. Because of the well-targeted support, the standards reached over time by disadvantaged pupils are similar to, and sometimes above, those of non-disadvantaged pupils in the school in reading, writing and mathematics. In 2014, there were very few pupils eligible for support through this funding. They attained standards similar to non-disadvantaged pupils nationally in reading and writing. They were six months behind in mathematics. In the same year, they reached similar standards to non-disadvantaged pupils in the school in reading. They were six months behind in mathematics and four months behind in writing. The school's success in narrowing any gaps in learning shows the effective use of individual and group support focused on pupils' individual needs.

The early years provision

is good

- On entry to the early years most children are ready to learn. Children settle into school life quickly, are keen to learn, play together well and are well behaved.
- In 2014 children made good progress from their starting points on entry to the Reception class and attained above average standards in all areas of learning other than in reading and writing where they were below average. The new early years leader and headteacher have overhauled and improved the quality of the provision for reading and writing. As a result, children are now making similarly rapid progress in reading and writing as in all other areas of learning.
- Indoor and outdoor learning environments are vibrant, inviting and capture children's imaginations. Resources are easily accessible to the children and are well chosen to excite interest. They contribute particularly well to children's speaking and listening skills and personal and social development, such as in encouraging imagination in the 'Wizard's Workshop' role-play area.
- The quality of teaching is now good in this key stage. Assessments are used well to plan future learning experiences that match children's needs and interests. This promotes good gains in their learning and so they are well prepared for learning in Year 1.
- Adults use every opportunity to develop children's language skills. For example, children talked enthusiastically about the changes in the potions as they mixed together different coloured waters. They discussed with the teacher the changes they noticed in the ingredients when baking 'spooky' cakes.
- Behaviour is excellent in the early years unit. Children are clearly happy and content. They thrive on the high expectations of how they should behave. These are communicated consistently and sensitively to them by all adults. Safety and care are given very high priority by staff.
- The leadership and management of the early years are excellent. The newly appointed early years leader is already making necessary improvements and has introduced new systems for monitoring the progress of children in the Reception class to help in planning activities. The impact on children's learning, as can be seen in children's learning journals and work, is already measurable, especially in reading and writing. Any issue that could impede learning is quickly recognised and acted upon.

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	106203
Local authority	Tameside
Inspection number	449355

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	216
Appropriate authority	The governing body
Chair	Sandra Basterfield
Headteacher	Philip Williams
Date of previous school inspection	30 March 2011
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