

Dane Bank Primary School

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

Inspection dates 20–21 May 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
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 school is led well by a dedicated headteacher and deputy headteacher who motivate and inspire all staff and governors. As a result the quality of teaching, pupils' achievement and pupils' attitudes to learning are rapidly improving.
- The governors know the school well and provide a good level of challenge and support to the senior leadership team.
- The school effectively promotes British values. Tolerance and respect thread through all aspects of the school's curriculum.
- Overall, teaching is good with some that is outstanding especially in Year 6. The positive climate for learning, and well-planned activities, capture the interests of pupils and help them to learn well.
- Parents are exceptionally supportive of the school.
- Achievement is good overall. All groups of pupils now make good and better progress from their starting points in reading, writing and mathematics.
- Disadvantaged pupils, disabled pupils and those who have special educational needs, receive consistently good support which enables them to achieve well.
- Attainment at the end of Year 6 is improving over time and is now above national standards for reading, writing and mathematics.
- Pupils behave well in lessons and around the school. They enjoy school and feel safe while they are there. Pupils' politeness and good manners help to make the school a welcoming place.
- Children in the early years make good progress because the teaching they receive is good and sometimes outstanding. They are well prepared for the step-up to learning in Year 1.

It is not yet an outstanding school because

- Pupils do not have enough opportunities to apply their mathematical skills in problem-solving contexts to deepen their mathematical thinking.
- Not all middle leaders play a full part in driving improvements in the quality of teaching and the achievement of pupils in their areas of responsibility.
- Teacher's marking and feedback does not always reflect the school's own policy to help pupils make even further progress.
- A small amount of teaching is not consistently good and the outstanding practice in the school is not shared widely enough across the school.

Information about this inspection

- The inspectors observed teaching and learning in a range of lessons and also visited an assembly. Two lesson observations were carried out, one jointly with the headteacher and the other with the deputy headteacher.
- The inspectors held meetings with governors, a representative of the local authority and school staff, including senior and middle leaders.
- The inspectors observed the school's work and looked at documentation including: teachers' planning; the school's analysis of its strengths and weaknesses; information on pupils' attainment and progress; records of behaviour and safety; the monitoring of teaching and management of teachers' performance; minutes of governing body meetings and safeguarding documents.
- A discussion was held with a group of pupils, as well as informal conversations with them during lessons and at break times. An inspector listened to pupils read and talked to them about the books they enjoy.
- The inspectors took account of 24 responses to the online questionnaire (Parent View) and spoke with parents informally at the start of the school day. The inspection questionnaires completed by 30 members of staff were also considered.

Inspection team

Julie Harrison, Lead inspector

Additional Inspector

John Shutt

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- The proportion of disadvantaged pupils supported by the pupil premium (additional government funding the school receives for pupils known to be eligible for free school meals or who are looked after by the local authority) is above the national average.
- Most pupils are of White British heritage.
- The proportion of disabled pupils and those who have special educational needs is below the national average.
- Early years provision is full time for children in the Reception Year and part time for those in the Nursery.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Improve the quality of teaching further, so that it is consistently good or better, to raise pupils' standards and achievement in reading, writing and mathematics by:
 - providing more opportunities for pupils to apply their mathematical skills in problem-solving contexts to deepen their understanding of mathematical concepts
 - sharing the outstanding teaching already evident in the school so that others can improve their own practice
 - ensuring that all marking reflects the school's own policy and helps pupils to make even faster progress.
- Develop the role of the middle leaders further to ensure that they accurately check the effectiveness of their actions to drive improvement in the quality of teaching and achievement of pupils in their areas of responsibility.

Inspection judgements

The leadership and management are good

- The headteacher and deputy headteacher provide strong leadership. They inspire all staff and governors to share their dedication and commitment for school improvement. This has created a positive climate where the school is making significant improvements in pupils' behaviour, the quality of teaching and the achievement of pupils.
- The leaders' views of the school are accurate. They have correctly identified the priorities for development including the need to further develop the role of the subject leaders. The high morale of staff enables recent improvements to continue to further improve the school.
- Since the last inspection, systems to check the progress that pupils make have been monitored more effectively to ensure pupils' make good or better progress across the whole school. For example, the additional support provided for disadvantaged pupils, and disabled pupils and those who have special educational needs has had a strong impact on the progress they have made this year. The gaps between their achievements in reading, writing and mathematics, are closing. The school's commitment to promoting equality of opportunity for everyone is demonstrated in that all groups of pupils make at least good progress.
- Thorough and regular checks on the quality of teaching and learning have led to an improvement in teaching with some that is outstanding; especially in Year 6. Teachers have not had enough opportunities to share this outstanding practice. Senior leaders regularly watch teachers at work and check the quality of pupils' learning over time. Teachers are given challenging targets which are linked to school priorities, pupils' progress and pay progression. Teachers who require it are given effective additional support. Underachievement is tackled sensitively and effectively. Staff needs are clearly identified in an effective programme of professional development.
- Middle leaders have developed their roles since the last inspection, especially the early years leader and the special educational needs leader. Subject leaders check teaching and learning through scrutiny of pupils' work and by analysing pupils' progress. They have supported staff in implementing the new primary curriculum and assessment. However, they are not fully effective in checking the impact of their work on improving the quality of teaching and the achievement of pupils in their areas of responsibility.
- Pupils learn through a rich and varied range of subjects. Physical education, art and music specialists, and before and after school clubs all contribute to a stimulating curriculum. Art work on display is of an extremely high standard and includes African masks, models of the Titanic and images of still life. The promotion of pupils' spiritual, moral, social and cultural development is effective and promotes good relationships throughout the school. Pupils learn about different religions and cultures. Staff promote British values of tolerance and respect through the curriculum and assemblies and this prepares pupils well for life in modern Britain. All staff ensure that there is no discrimination.
- The primary school sport funding is used effectively to improve staff skills and widen the opportunities for sport and physical activity for all pupils and securing good progress in physical education lessons. The enthusiastic Nursery children listened quietly to the sports coach. They then carefully dribbled the ball and succeeded to score a goal with great enthusiasm. The 'healthy family cooking' after school club promotes healthy eating and builds up relationships with parents. The school's aim is for every pupil to access at least one sport or health-related club every year.
- The school uses the pupil premium funding exceptionally well to close any gaps between disadvantaged pupils and others. The pastoral manager, additional classroom and small group support, booster classes and extra lunchtime staff have all had a positive impact on disadvantaged pupils' social, emotional and academic development.
- Provision for disabled pupils and those who have special educational needs is effectively led and managed by the special educational needs leader. Robust data and information indicate that additional support and staff deployment have a positive impact on these pupils so that they make good progress from their various starting points.
- The school has established strong links with parents who are exceptionally supportive of the school. Every parent who responded to the online Parent View survey would recommend this school to another parent.
- The school's arrangements for safeguarding are effective and meet the statutory requirements. Policies and procedures are well supported by the pastoral manager.
- The school has a strong working relationship with the local authority representative who visits regularly to discuss aspects of the school's performance including pupils' achievement and the quality of teaching. Recently, the local authority has given the school less support as the senior leaders and governors have improved their capacity to move the school forward without them.

■ The governance of the school:

- Governors know the school well. They attend training to improve their skills to provide both support and challenge to the school leaders. They are committed to improving the school by attending pupil progress meetings. They scrutinise data on achievement to check whether pupils are achieving as well as they can compared to those in other schools. Governors carry out their duties with regard to performance management. They know how teachers are doing and challenge underperformance. They ensure pay awards are linked to pupils' achievements and teachers meeting their challenging targets. Governors make sure funds, such as the pupil premium and primary school sports funding, are spent effectively to promote pupils' progress. Governors understand their responsibilities and make sure all legal requirements are met, including those relating to safeguarding. Governors have taken part in a spiritual, moral, social and cultural audit and learning walk to ensure pupils show tolerance and respect to everyone.

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

- The behaviour of pupils is good throughout the school. Pupils' attitudes to learning have improved since the last inspection because most staff have high expectations. These positive attitudes and good behaviour enhance learning, especially where this is supported by effective teaching. In these cases children settle quickly at the start of lessons, are willing to answer questions and remain focused when working independently or in pairs. However, in a few instances, pupils become less motivated and drift off task when teachers' expectations are lower.
- Behaviour is well managed at all levels. The pastoral manager effectively monitors log books which are maintained by all teachers. Trends are spotted and acted upon. Staff make good use of the school's agreed rewards and sanctions. Pupils understand what these are and strive to achieve the rewards.
- Around the school pupils are polite, friendly and helpful. Pupils look happy and are proud of their school. They take on responsibilities enthusiastically such as becoming school council and eco council members.
- During playtimes and dinner times, effective adult support ensures good behaviour and safety. Lunchtime is well-organised with an atmosphere which encourages pupils to enjoy the healthy food on offer.
- Pupils are quite clear that discriminatory behaviour or language is not a feature in the school. They have an appropriate understanding of racist and religious intolerance. Pupils state that 'in our school disability and differences are supported'.
- Currently, attendance is similar to the national average. Absence is well managed and there have been no recent exclusions.

Safety

- The school's work to keep pupils safe and secure is good. Pupils say they feel safe and they form positive relationships with one another and staff.
- Safeguarding protocols are thorough. All relevant policies and procedures for ensuring pupils' health, safety and well-being are in place. Any safeguarding issues are logged and followed through effectively. The school leaders are well supported by the pastoral manager.
- Safety is not undermined by bullying. Pupils say there are very few examples, which are dealt with well. Pupils have an appropriate understanding of the various types of bullying and harassment. They are knowledgeable about cyber-bullying and prejudice-based bullying. Pupils are aware of risks and talk sensibly about e-safety, substance misuse, and the dangers of water, fire, roads and railways.
- Parental responses to the online questionnaire and discussions with an inspector show extremely positive support for the school's behaviour and safety strategies. School staff and governors agree that the school provides a secure and caring learning environment for all of the pupils.

The quality of teaching**is good**

- The quality of teaching and learning throughout the school is good overall. Some is outstanding, especially in Year 6 and in the early years. However, there are a few instances where it is weaker and teachers would benefit from the sharing of outstanding practice within the school to improve their skills.
- There are positive relationships between pupils and adults. As a result, pupils are eager to learn and try their best. Most teachers convey high expectations of work and behaviour. When teachers' expectations

are not so high, pupils sometimes become less motivated, slowing down their progress.

- Lessons are planned well to capture pupils' interest. Explanations are given clearly so pupils know what is expected of them. Teachers' subject knowledge is good. They ask probing questions that require detailed answers to extend pupils' understanding. This ensures that the most able pupils are now sufficiently challenged and make good progress.
- The teaching of reading and phonics (letters and the sounds they represent) is good in early years and Key Stage 1. The breaking up and the blending of sounds supports pupils' reading and spelling. Those heard to read by an inspector eagerly discussed their favourite books. They read accurately with enthusiasm and expression.
- Improvement in the teaching of writing is leading to improving achievement. Teachers provide pupils with examples of effective writing and engaging resources to enable them to write independently. Evidence of this is seen in high quality displays, during lessons, and in pupils' books, especially in Year 2 and Year 6 a. Year 6 pupils created suspense and tension in their writing after watching a stimulating film clip. One pupil showed excellent descriptive skills by writing, 'Hugo's palms were shaking. The antiquated, automated screws clicked, twisted and turned.' This high standard is indicative of the good, and sometimes excellent, work that pupils produce. Additionally, pupils have lots of opportunities to write in many different styles across the curriculum to further develop their writing skills.
- The teaching of mathematics is also improving. Pupils benefit from practical activities, efficient written methods and probing questions. Year 5 pupils used efficient written methods to develop their calculation skills when converting inches to centimetres. Year 2 pupils used practical resources to support their addition of weights above one hundred grams. However, pupils have insufficient opportunities to solve mathematical problems by using their reasoning skills in different contexts.
- Teaching assistants make a good contribution to pupils' learning. They support all pupils well including disadvantaged pupils, disabled pupils and those who have special educational needs. They effectively work with individuals and small groups within the classroom and outside it.
- Good teaching across other subjects means that pupils learn well. Inspectors saw strong teaching and learning in physical education, art, cookery and history lessons. The school's regular artist supported Year 4 pupils in repairing their outside life-size body sculptures. Year 6 pupils enthusiastically discussed with an inspector how they were making models with joints for their animation project. Year 1 pupils making chocolate banana cake showed complete concentration as they tapped their eggs carefully so that only the egg white and yolk went into their mixing bowl.
- Teachers' marking and feedback are improving and pupils are given time to respond to teachers' comments. However, some comments do not reflect the school's marking policy and so do not do enough to help pupils' improve their learning.

The achievement of pupils is good

- Pupils' progress has significantly improved. From their various starting points, all groups of pupils achieve well in reading, writing and mathematics by the end of Year 6. Inspection evidence shows that it is now good across the whole school.
- Most children start in the Nursery and Reception with knowledge and skills below those typical for their age. Owing to good and sometimes outstanding teaching the children make good progress from their various starting points. The proportion of children who achieve a good level of development, which is the expected standard at the end of the Reception Year, is improving over time. In 2014, the proportion was below the national average but current Reception pupils are already at a higher standard.
- The proportion of pupils achieving the expected standard in the Year 1 national phonics screening check is improving continuously. In 2014, the proportion was higher than that seen nationally.
- In Key Stage 1 standards vary over time. In 2013 standards in reading, writing and mathematics improved with reading rising to become significantly above national standards. However, reading and writing results dipped in 2014, but all three subjects were broadly in line with national standards. Inspection evidence from observing lessons, scrutiny of pupils' work in books and analysis of school data show that the school is addressing the previous concerns. The current Year 2 pupils are already working at higher standards than the previous year groups especially in writing. A greater proportion of the most able pupils are working at the higher level.
- Standards in reading, writing and mathematics at the end of Year 6 have rapidly improved since the last inspection. In 2014, standards for all three subjects were above the national average and English, grammar, punctuation and spelling was significantly above the national standard. Inspection evidence shows that the current Year 6 pupils are working at a similar high standard to the previous year group.

- All current groups of pupils are making at least good progress from their starting points. In 2014, all pupils made the progress expected of them from Key Stage 1 to Key Stage 2 and the proportion that made more than expected progress was above the national proportion for reading, writing and mathematics.
- The most able pupils are challenged and supported to work towards the highest levels of attainment. In 2014, the proportion of pupils achieving the higher level 5 at the end of Year 6 was above the national figure in reading, writing and mathematics. By the end of Year 2 in 2014, too few pupils achieved the higher level 3, but this has been rectified. Currently a greater proportion of Year 2 pupils are working at the higher level in all three subjects.
- Disabled pupils and those who have special educational needs make good progress from their individual starting points due to targeted support that meets their specific needs.
- Disadvantaged pupils presently in the school are making good or better progress. In 2014 all disadvantaged pupils made expected progress from Key Stage 1 to Key Stage 2 the same as others within the school and better than other pupils nationally. In 2014 the attainment of disadvantaged pupils in Year 6 was similar to other pupils within school and all pupils nationally in mathematics, reading and writing. The school's support for disadvantaged pupils has been very successful in making sure that there are no gaps between their attainment and that of others in the school and nationally.

The early years provision

is good

- The early years leadership and provision is good. Teaching is good with some that is outstanding. The children enjoy their exciting activities so that they make a good start to their school lives.
- The good provision in the early years offers a welcoming, safe atmosphere. It is well led and managed. The learning environments in the Nursery and Reception areas are bright and highly stimulating, both inside and out. Teachers and teaching assistants have a good understanding of how children learn. Activities allow children to make good progress through teacher-led activities and through exploration, when children can practise skills they learn as they play. Resources are easily accessible to the children.
- Many activities are focused on a theme built around a story. For example, during the inspection, inspired by the story *On Sudden Hill*, children were making models of castles and skateboard parks from maps and lists that they had produced. Reception children wrote about the objects they had made, using their phonic knowledge to support their spelling. Nursery children were making a den using the outside climbing equipment, recording the names of the rooms in chalk on the playground. Additionally, children played well together, sensibly filling and emptying containers in the brightly coloured jelly bath. A group of children enthusiastically discussed the snail and spiders they had found in the garden area.
- The children take turns to play with different equipment. They behave well and follow routines. They listen to each other and show good manners towards friends and adults.
- Most children start in the Nursery and Reception with knowledge and skills below those typical for their age. Owing to good and sometimes outstanding teaching the children make good progress from their various starting points. The proportion of children who achieve a good level of development, which is the expected standard at the end of the Reception Year, is improving over time. In 2014, the proportion was below the national average but current Reception pupils are already at a higher standard. Children now leave Reception well prepared for learning in Year 1.
- The teaching of phonics is good in the early years. Nursery children enjoy sorting objects by their initial sounds. Reception pupils are ready to break words into segments and blend sounds together.
- Disabled children and those who have special educational needs and disadvantaged children are included fully. They are well supported in their learning.
- Good relationships are built up between parents and staff. Parents are encouraged to be actively involved with their children's learning through opportunities to, 'stay and play', contribute to learning journeys and complete 'wow moments'.
- All staff work well together as an effective team. Staff are good role models and continuously ask the children questions to improve their learning. Children receive lots of praise and encouragement which builds up their confidence. Assessments of children's progress are accurately placed in individual learning journeys.
- The early years leader is always looking for ways to improve the setting. This year she is setting up a pre-school summer school to help the transition of new children into the school's early years setting.
- Children are safe and happy. All welfare and safeguarding policies and procedures are implemented consistently.

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	464726

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	Michael Owen
Headteacher	Alicia Todhunter
Date of previous school inspection	1 October 2013
Telephone number	0161 3365896
Fax number	0161 3369727
Email address	admin@danebank.tameside.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

