



# Arlies Primary School

## Inspection Report

**Unique Reference Number** 106190  
**LEA** Tameside  
**Inspection number** 277504  
**Inspection dates** 14 February 2006 to 15 February 2006  
**Reporting inspector** Mr John Coleman HMI

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

<b>Type of school</b>	Primary	<b>School address</b>	Broadhill Road
<b>School category</b>	Community		Stalybridge
<b>Age range of pupils</b>	3 to 11		Cheshire SK15 1HQ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0161 3384854
<b>Number on roll</b>	253	<b>Fax number</b>	0161 3039648
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr John Shelton
<b>Date of previous inspection</b>	18 October 1999	<b>Headteacher</b>	Ms Susan Collins

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 14 February 2006 - 15 February 2006	<b>Inspection number</b> 277504
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and one additional inspector.

## Description of the school

Arlies Primary School is located in a residential area on the outskirts of Stalybridge and serves the communities of Arlies and Ridge Hill. It is a single form entry school and currently has 253 pupils on roll aged from 3 to 11 years, including 29 pupils in the nursery. Pupils come from a range of backgrounds and enter the school with levels of attainment that are average overall. The number of children receiving free school meals is around the national average. The vast majority of pupils are of white British background and have English as their first language. Less than 4% of pupils have additional learning needs, which is lower than the national average; one pupil has a statement of special educational need. The number of pupils leaving or joining the school other than at the beginning and end of the primary school years is similar to that found in most schools.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

Inspectors judge that the school provides a satisfactory standard of education with some good features. The school judges overall effectiveness as satisfactory.

The quality of education offered in the Foundation Stage is good. Factors which contribute to this are good personal development and a high emphasis given to developing each pupil's independence. In both Key Stages 1 and 2 satisfactory progress results in standards which are in line with those found nationally by age 7 and 11, but which are above average in mathematics. Given an average level of skills with which most pupils enter the school, this represents satisfactory progress for most pupils.

The quality of teaching is satisfactory overall and the school provides a satisfactory curriculum. Assessment systems across the school are not effectively and consistently informing the future learning for pupils. The school is particularly successful in creating an ethos built upon respect and consideration for all. It provides a good level of care, support and guidance for pupils, which supports their good personal development. Pupils are happy coming to school. Their behaviour is good; they are polite, courteous and well meaning towards each other. The good role models provided by all staff in the school are a strong contributory factor. Pupils are very aware of their own and others' health and safety because the school works hard to promote their awareness. Pupils with additional learning needs make satisfactory progress because of the appropriate support they receive.

Leadership and management are satisfactory overall. Committed leadership by the headteacher, deputy headteacher and the governors is achieving improvements in the standards of education; improvement since the last inspection has been satisfactory. A step by step approach to measure the success of school improvement strategies is not fully embedded. The capacity for further improvement is good.

### What the school should do to improve further

- Improve the use of what is known about the prior attainment of pupils to inform the next steps in learning.
- Ensure that the quality of teaching is consistently good across the school.
- Apply rigorous, systematic and measurable criteria to the plans for school improvement to evaluate their success.

## Achievement and standards

### Grade: 3

The school's evaluation shows that the progress that pupils make is satisfactory overall and inspectors agree with this judgement.

The majority of pupils enter school with skills which are similar to those expected nationally. They make good progress in the Nursery and Reception classes. Social and personal development, the ability to work and play independently and the teaching

of mathematical skills are well provided for. Standards at the end of the Foundation Stage are above those found nationally in mathematics and are in line with those expected for language and literacy.

In Key Stage 1 pupils make satisfactory progress overall, so that standards by the age of 7 are in line with those expected nationally. Although standards in mathematics are above average, they could be higher in English. Insufficient use is made of setting targets for pupils' learning. The highest attaining pupils make inadequate progress and their standards are below that which is expected in reading and writing.

Pupils in Key Stage 2 make satisfactory progress so that standards by age 11 are above average in mathematics, and average in English and science. The highest attaining pupils make satisfactory progress in mathematics and science where standards for this group are in line with national expectations. They make insufficient progress in English. Effective targets are set in Year 6 which pupils know and understand; this good practice is not reflected across other Key Stage 2 classes.

## **Personal development and well-being**

### **Grade: 2**

The school rightly judges personal development to be good and that pupils enjoy school. Pupils say 'our teachers help us enjoy school life'. They develop a good understanding of diversity of world cultures, respect for others, and the difference between right and wrong. School rules are clear and the system of rewards motivates pupils well; they behave well around school and are courteous and friendly towards visitors. Pupils respect their teachers, want to please them, and understand that they are at school to learn. Attendance is above average.

Teachers ensure that pupils work safely and healthy lifestyles are very well promoted. Visiting tutors support the school's work to inform pupils about the hazards linked to smoking and drug taking. Events like the Health and Eco theme weeks also make valuable contributions. A very good programme of sporting activities encourages healthy exercise.

Pupils actively contribute to school developments through an effective school council. They learn to listen to others and to discuss a point constructively. They recently raised funds to improve playtime facilities and are now planning how best to allocate their budget. Older pupils take additional responsibility and develop their social skills and relationships well through, for example, their role in a peer support programme.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Inspectors agree that teaching is satisfactory overall. Teachers show pupils the utmost dignity and respect, and teaching assistants provide focused support. In the most effective lessons planning is detailed, pupils are fully engaged in the activities and are

encouraged to think for themselves. In an outstanding Year 6 lesson, for example, teaching was vibrant and energetic; pupils responded positively to high levels of challenge and were keen to make positive contributions. However the school also recognises that in some lessons the pace is too slow and there is a lack of realistic challenge to meet the needs of all levels of ability. This adversely affects pupils' achievement, especially the most able. Assessment is satisfactory overall; the whole school system for tracking progress has recently developed and the school should evaluate its success because it needs to have a greater impact in the classrooms. The school has successfully implemented strategies to improve the quality of teaching in mathematics. The coordinator has provided a strong steer in many new initiatives, such as setting in Years 5 and 6, the effective use of target setting in Year 6, and accessing local authority training for staff. Pupils with learning difficulties are suitably taught and included well. Their individual needs are most effectively met when teaching assistants are well deployed and informed about the objectives and what constitutes success for that group of pupils.

## **Curriculum and other activities**

### **Grade: 3**

Inspectors agree with the school that the curriculum is satisfactory and meets the needs of most pupils well. The curriculum in the Foundation Stage is good, as is the provision for outside play. A strong feature of the curriculum is that pupils develop a good understanding of how to care for others as well as their environment. Provision for information and communication technology (ICT) is satisfactory and beginning to have a positive impact across the curriculum. Further ICT links are being developed and the school recognises the need for careful monitoring in order to check the quality and impact of these developments. The curriculum is not yet differentiated adequately enough to meet the needs of all pupils, especially in English for the higher achieving pupils.

Pupils benefit from a very good programme of personal, social and health education which covers key elements concerning their well-being. There is a good range of extra curricular activities. Visits and visitors, as well as successful themed weeks, enrich pupils' experiences further.

## **Care, guidance and support**

### **Grade: 2**

Inspectors agree with the school's evaluation that care, guidance and support are good. Positive relationships ensure that all pupils feel safe and that there is someone they would turn to if help is needed. Behaviour is closely monitored; rare incidents of bullying and other forms of unacceptable behaviour are dealt with positively and effectively. Children with learning difficulties and/or disabilities are well supported by effective individual education plans. Policies on child protection are thorough and systems are robust. The procedures for first aid and risk assessment are strong. There is a very caring ethos, which permeates all aspects of the school's work.

Teachers and teaching assistants provide good support overall, particularly for those who have learning difficulties. The school is now looking to provide more effective guidance for higher ability pupils in order to support them in reaching their full potential. The induction procedures for children transferring to secondary school are good.

## **Leadership and management**

### **Grade: 3**

The school evaluation judges leadership and management to be satisfactory and inspectors agree. The headteacher is committed and dedicated; she creates a climate of care and consideration for all. She is well respected for this by the whole community as shown in the parent responses received by inspectors. The role of the deputy headteacher and the excellent support she gives to the leadership of the school is instrumental to the success of school improvement.

The judgements of the inspection team matched those of the school itself, and the leadership team is well aware of the school's strengths and areas for development. Insufficient use is made of assessment information to improve outcomes for learners. The management team is aware of the need to continue pursuing this and to also achieve greater consistency in the quality of teaching and learning.

The chair of governors is well informed and knowledgeable about the school; governors successfully challenge the school leadership where appropriate and provide effective support. Improvements are being achieved in many areas of the school in response to underachievement in Key Stage 2 in 2004. A rigorous and systematic approach to school improvement planning, using clear measures for success is not fully in place. Resources are well deployed, good use is made of the school building and environment, and the recruitment and retention of staff are well managed. There is a good partnership with the local authority and with an external educational consultant.

Improvement since the last inspection is satisfactory. Standards in ICT are satisfactory and assessment systems are in place. The school gives satisfactory value for money. The capacity of the school for further improvement is good due to the shared vision and commitment of the leadership team, all staff and governors.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

As you know, we visited your school last week. Thank you for making us feel so welcome and for being so helpful when we asked you questions. We enjoyed talking with you and finding out about the things you enjoy doing.

We think your school does many things well, and some of the things you learn are particularly exciting. We have found a few things which we think would make your learning even better.

The things we particularly like are:

- everyone is very friendly and helpful and so your school is a happy place to be
- your teachers help you to do well in most lessons
- you said your teachers make most lessons interesting and enjoyable, and we agree
- when you are given jobs to do, you carry them out very sensibly
- the school cares for everyone and makes sure you are safe.

We would like you to work with your teachers to improve the way you learn:

- we want the tasks that teachers give you to make you work really hard, particularly if you are good at something
- we have asked your teachers to make sure that all lessons are as interesting as the best ones
- we would like your teachers to check how well their plans for improving the school are working.

Thank you for helping us so much with the inspection of your school. We all hope you will carry on enjoying learning and helping your teachers to make Arlies Primary School a good place to be.