



Dane Bank Primary School

Inspection Report

Unique Reference Number 106217
LEA Tameside
Inspection number 277511
Inspection dates 14 June 2006 to 15 June 2006
Reporting inspector Mr Bill Keast CfBT Lead Inspector

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

Type of school	Primary	School address	Thornley Lane South
School category	Community		Reddish
Age range of pupils	3 to 11		Stockport, Cheshire SK5 6QG
Gender of pupils	Mixed	Telephone number	0161 3365896
Number on roll	209	Fax number	0161 3365896
Appropriate authority	The governing body	Chair of governors	Mr G Beckingham
Date of previous inspection	6 March 2000	Headteacher	Mr M Cruden

Age group	Inspection dates	Inspection number
3 to 11	14 June 2006 - 15 June 2006	277511

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This average sized school is in an urban area close to the boundary between Tameside and Stockport. Very few pupils are from minority ethnic backgrounds. A broadly average proportion of pupils is entitled to a free school meal. The proportion of pupils with learning difficulties and/or disabilities is broadly average with a below average proportion with a statement of special educational need. Child care opportunities for all pupils before and after school, and for nursery children in the afternoon, are offered at the school. The inspection of this provision is reported separately.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school provides a satisfactory education for its pupils and satisfactory value for money.

Children join the Nursery with broadly average attainment. The curriculum in the Nursery and Reception classes is well organised and the quality of teaching is good. This good provision enables pupils to make steady progress in their personal and academic development so that, by the end of the Foundation Stage, most pupils have achieved the national early learning goals.

Pupils' attainment at the end of Year 2 has been close to the national average, although in the last two years it has first been significantly above and then significantly below. Current standards are average. In 2005, Year 6 test results in English and mathematics were significantly above average following a year of intensive focus on these subjects, tackling the poor results of 2004. Pupils made slightly better progress than similar pupils in these subjects. However, current standards in Year 6 are average overall because it is only in these two subjects that standards are above average. Results in both Years 2 and 6 show a smaller than average proportion of pupils reach above average levels of attainment. Overall, pupils make satisfactory progress through both key stages.

This progress results from the satisfactory quality of teaching with its strong focus on literacy and numeracy. Some teachers are more effective than others. Teaching is monitored, but because the criteria on which judgements are made are not clear or consistent between those doing the monitoring, what is most effective in raising standards has not been clearly identified. A scrutiny of pupils' work shows a heavy dependence on the completion of worksheets to record work and tasks which are very similar for most pupils. This restricts pupils' development as independent learners and the challenge to reach above average standards. Pupils' work is regularly marked and discussed with them, but it is only in writing that pupils are given recorded targets to help them raise their standards. Classroom observation shows most teachers using questioning well and that lower attaining pupils are supported well.

The curriculum is only satisfactory because the emphasis on English and mathematics has generated an imbalance within it, particularly in Years 3 to 6, which has put pressure on the time to teach what is required in other subjects. Different aspects of English are taught in isolation. With each teacher responsible for their own detailed planning, monitoring is not sufficiently robust for the school to be certain that the coverage it has planned is actually achieved or that a subject is developed progressively from year to year.

The wider curriculum supports pupils' personal development well. As a result, pupils enjoy coming to school and they 'like their teachers, particularly when they are funny'. They are polite, well behaved and work hard. The school takes good care of its pupils. They say they feel safe. Due to the school seeking both Healthy School and Eco School awards, pupils are making good progress in their understanding of and adopting healthy

lifestyles and their broader responsibilities as good citizens. Their contribution to the wider community through their performances and charity efforts is good.

The headteacher has taken effective action to address some immediate issues, but recorded school planning does not show a clear focus on raising achievement. The school has identified a need to develop further the leadership skills at all levels and action is planned. Governors satisfactorily fulfil their responsibilities. They clearly act as a critical friend, but they are not sufficiently involved in evaluating the impact of their planned actions. Progress since the previous inspection has been satisfactory. Provision in information and communication technology (ICT) has particularly improved. Work is now better matched to pupils' needs and an assessment system has been set up. These need to be further developed and the school has the capability to achieve this and the other improvement issues.

What the school should do to improve further

- Use the information from assessing pupils' work to set individual targets, linked to the progress expected within the National Curriculum, so that pupils can be more involved in raising the standards of their work.
- Determine what constitutes good teaching and ensure that consistent monitoring identifies good practice to be shared and weaknesses to be improved.
- Make teaching more exciting and reduce the pressure on curriculum time by planning for work in one subject to support learning in another.

Achievement and standards

Grade: 3

Children enter the school with broadly average standards and, by the end of Reception, most pupils have reached the early learning goals and have made satisfactory progress.

In 2005, standards at the end of Year 2 were significantly below average, dropping in all aspects from the above average result of the previous year. Very few pupils reach above the nationally expected level at this age. Over the last five years, results have been close to the national results. Current standards in Year 2 are average and pupils' progress in Key Stage 1 is satisfactory.

In 2005, Year 6 results in English and mathematics were significantly above average and were a significant improvement of the poor results in 2004. Compared to similar pupils nationally, pupils made greater progress in English and mathematics and less in science. However, none of these differences was significant. Overall, the trend over the last five years has been similar to the national trend. In English the trend has been slowly falling while those in science and mathematics have been rising. Current standards in these subjects in Year 6 are similar to those in 2005 and pupils are making similar progress. However, standards in other subjects are no more than average with pupils making no more than satisfactory progress.

Pupils with learning difficulties and/or disabilities, girls with lower attainment at the end of Year 2 and pupils entitled to a free school meal made slightly better progress than the group as a whole.

Personal development and well-being

Grade: 2

Pupils enjoy learning and have positive attitudes towards their work and other school activities: their behaviour is good. Pupils say that incidents of bullying are rare. They trust the adults who work with them and feel safe in their care. Pupils state they enjoy coming to school; consequently, attendance is above average.

Pupils' self-confidence and esteem develop well. They make a good contribution to the local and wider community, for example, by becoming members of the school choir or steel band. Their positive contribution to school life, through the school council and Eco committee, helps them understand their growing responsibilities as young citizens. Whilst the oldest pupils take part in enterprise projects that prepare them well for their future economic well-being, these opportunities are not available to other pupils.

Quality of provision

Teaching and learning

Grade: 3

Good relationships with adults mean pupils will ask for help should they need it. Teachers use a good range of strategies, for instance, by using the interactive whiteboards to maintain pupils' interest. Most teachers use questioning effectively to develop pupils' understanding and help them make progress in their learning. They usually ensure that tasks are suitably matched to meet pupils' needs. This is more effective for the lower attaining pupils but work is not always sufficiently challenging for the more capable pupils who, consequently, soon complete their tasks. Pupils with learning difficulties and/or disabilities receive good help in lessons, often through the well-deployed teaching assistants, so that they progress as well as their peers.

Pupils' work is marked regularly, but only in writing do comments guide pupils as to how they might improve their work. Regular assessments are recorded in English, mathematics, science and ICT. However, the available information is not always used in enough detail to ensure that teachers have a clear understanding of where pupils are up to and what they need to do next.

Curriculum and other activities

Grade: 3

Curriculum planning is heavily reliant on national schemes, with a significant emphasis on literacy and numeracy. Each teacher is responsible for planning themes and subjects for their individual year group and the opportunities for pupils to improve their skills in literacy, numeracy and ICT within other subjects. The monitoring of the overall curriculum is not robust enough for the school to be certain that all subjects are covered in sufficient detail and depth to ensure pupils build on their skills and knowledge consistently.

The programme of educational visits and activities outside the school day is satisfactory with some, for example, a residential visit for older pupils and the steel band visit to France, being particularly beneficial for those involved. The good opportunities to learn about safety, healthy lifestyles and environmental issues have a positive impact on pupils' personal development.

Care, guidance and support

Grade: 2

Pupils are well cared for with good procedures to ensure their health and safety. Consequently, pupils are able to work safely and are happy to come to school. Child protection arrangements are robust. Good links with outside agencies give a range of help to some pupils, helping them to achieve as well as their classmates.

Parents and carers feel welcome in school. Their positive relationships with the teachers benefit their children's education. The arrangements for settling new pupils into school are good. Personal development is particularly well monitored in the Foundation Stage. Teachers know pupils well and discuss their work with them but are not consistent in sharing with pupils how they might improve, for example, through annotating their work and setting individual targets with them.

Leadership and management

Grade: 3

School improvement planning includes actions designed to raise standards but the focus of recorded planning is not clearly identified with this. The current absence of criteria for success makes it difficult, particularly for governors, to evaluate its effectiveness. Nevertheless, planning has clearly been effective in raising standards in English and mathematics in 2005. Monitoring of teaching is undertaken but lacks rigour and consistency between those who carry it out. Subject leaders manage their subjects satisfactorily and have led some developments effectively. However, they have too little involvement in the planning of the curriculum of their subject to guarantee that the required coverage is achieved or that the expected progression over time is planned for. The headteacher is taking too much on himself and the contribution to leadership and monitoring needs to be spread more widely. This has been recognised, and action has been planned to tackle the issue and lead to greater consistency. Governors satisfactorily fulfil their responsibilities: some are involved in classroom monitoring and reporting back to the full body. They act as a critical friend and check that planned actions are undertaken but are not sufficiently involved in evaluating the effect of their spending and planning. Financial resources are managed prudently.

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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>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	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

How well do learners achieve?	3	NA
The standards ¹ 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

How good is the overall personal development and well-being of the learners?	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

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	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	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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

Thank you for being so friendly and for making us feel so welcome when we visited your school recently. We enjoyed our time with you, especially talking to you and your teachers and watching you learn.

We found that the Nursery and Reception classes are exciting places in which to learn. We saw that you behave well and that you are polite. You get on well together and your school is a pleasant place in which to learn. In lessons, you work hard and listen carefully. You told us you liked your teachers, and we can see why. You told us you feel safe and we saw the good care that your teachers and other adults provide. Your good attendance shows you enjoy coming to school and you told us how happy you were. You clearly understand how important it is to be active and healthy and keep yourselves safe. Your school is helping you to develop your confidence and personal skills well through, for example, your school council, your Eco committee and the band's exciting visit to France. You make a good contribution to others through the concerts that you perform and the charity work which you support.

All schools can improve and we think there are ways that your school can help you make greater progress in your learning and raise the standards of your work. This will help you when you move on to your next school. We have asked your teachers, therefore, to help you understand how you are expected to make progress in your work and to give you targets to help you do this. We have asked them to find out what are the best ways that help you learn and for these ways to be used more often by everyone. Finally, we have asked them to make teaching even more exciting by linking work together so that what you do in one subject helps your learning in another.

You can help in your own learning by continuing to work hard and listening carefully.