



Disley Primary School

Inspection Report

Unique Reference Number 111015
LEA Cheshire
Inspection number 278571
Inspection dates 3 May 2006 to 4 May 2006
Reporting inspector Mr Arthur Markham CfBT Lead Inspector

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

Type of school	Primary	School address	Dane Bank Drive
School category	Community		Disley
Age range of pupils	4 to 11		Stockport, Cheshire SK12 2BD
Gender of pupils	Mixed	Telephone number	01663 762047
Number on roll	247	Fax number	01663 766434
Appropriate authority	The governing body	Chair of governors	Mrs D Thompson
Date of previous inspection	27 March 2000	Headteacher	Mrs Heather Taylor

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is an average size school situated in a semi-rural area in Disley, Cheshire. The majority of pupils are of white British background with a small number from minority ethnic groups. There are few pupils at an early stage of learning English. The number entitled to free school meals is below average, as is the number with learning difficulties and/or disabilities. On entry to the school, the pupils' skills are average. The school has Healthy School status.

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 judges its overall effectiveness as satisfactory and inspectors agree, although there are many good features. The curriculum is good, as is pupils' personal development. Pupils feel secure and happy and enjoy coming to school because they are cared for well. Their behaviour is exemplary and they have positive attitudes to learning. Although leadership and management are satisfactory overall, the headteacher and senior managers are providing good leadership and promoting effective teamwork. Subject coordinators' leadership skills have been improved, although the school recognises that there is still more to be done. Parents appreciate the changes that have been made and have very positive views of the school. The school provides satisfactory value for money.

Children make a good start to their learning in the Foundation Stage. They continue to make good progress in Key Stage 1, but over the last four years the progress made by pupils in Key Stage 2 has slowed. As a result, standards have declined and, although close to the national average, they are not as high as they should be. The school is successfully halting this decline by improving the quality of teaching, although there is some inconsistency in quality across the year groups and sometimes there is not enough challenge in the work presented to pupils. However, the rate of progress being made by pupils is improving and standards are rising. Improvement since the last inspection has been satisfactory overall, but is now more rapid because of the positive direction provided by the relatively new headteacher. Teaching is closely monitored and there is an effective whole school approach to the monitoring of pupils' performance to determine the progress made by pupils in different year groups. There is good capacity to improve further.

What the school should do to improve further

Improve pupils' standards and progress in English, mathematics and science in Key Stage 2 by:

- improving the overall quality and consistency of teaching, making use of examples of outstanding teaching in the school to support this
- raising the challenge for pupils of all abilities
- improving the effectiveness of subject coordinators.

Achievement and standards

Grade: 3

Most children enter the Reception class with average skills. They make a good start to their learning and most achieve the standards expected by the time they enter Year 1. Pupils make good progress in Key Stage 1 and standards are generally above average. However, standards in Key Stage 2 have shown a gradual decline since 2001. In 2005, pupils' performance in national tests was average in English and mathematics but below average in science. Comparing these results with pupils' earlier Year 2

performance shows that their overall progress was unsatisfactory. This was mainly because of the lower performance of boys and the lack of challenge in the work presented to pupils. The school identified this, and the range of strategies being implemented to remedy this is having a positive impact. Pupils' progress is accelerating and standards in Key Stage 2 are improving, as shown by the school's assessment data and the pupils' work. Procedures for setting targets are more robust and the school's tracking system shows that most pupils achieve the challenging targets they are set. Pupils with learning difficulties and/or disabilities are well supported and achieve the targets in their individual education plans. This is a better picture than that indicated by the 2005 National Curriculum tests and was confirmed by the inspection.

Personal development and well-being

Grade: 2

The personal development and well-being of pupils are good as is their spiritual, moral, social and cultural development. Pupils reflect on the importance of good relationships and their responsibilities towards one another. Their behaviour is exemplary. Attendance is above the national average and pupils arrive punctually because they enjoy school. They say teachers make lessons fun because, 'there is a lot of hands-on'. Pupils appreciate the many opportunities they have to develop their skills and interests in the after-school clubs. They are proud to have helped towards gaining the Healthy Schools Award and know the importance of a sensible diet and regular exercise. They feel safe in school because playtimes are enjoyable and free from bullying.

By serving on the school council, or being 'phys-kids' who help plan and organise games during playtimes, pupils learn the life skills they need to contribute towards their community. During specially planned events and in lessons, pupils learn about the diversity and cultural richness of other communities. Their independent skills are encouraged; consequently, they are keen to take the initiative, for example, in charity fundraising. The strong emphasis on basic literacy, numeracy and information and communication technology (ICT) skills helps to provide a sound platform for their future well-being.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good overall. Inconsistencies identified in the previous inspection report have largely been eliminated because of rigorous monitoring and an effective staff development programme. However, while some lessons were judged to be outstanding, there is still some less effective teaching where activities are not challenging enough, and time is not used as well as it might be to promote good progress.

Most lessons are planned well and teachers explain clearly what pupils are expected to learn. Daily assessment and marking are used well to inform pupils about their

progress and help plan future work. Teachers use their good subject knowledge effectively to challenge and question pupils. Relationships in lessons are very good; consequently, pupils feel confident and are keen to take part. Practical activities make lessons interesting and enjoyable. For example, pupils showed their delight in making erupting volcanoes in a science lesson. Teachers' specialist skills are used effectively. In an outstanding music lesson, for example, the teacher's expertise brought the best out of three classes by introducing different skills and actions to help pupils improve the quality of their singing. Teaching assistants work effectively alongside colleagues, ensuring that all pupils, especially those who have learning difficulties and/or disabilities, receive the support they need.

Curriculum and other activities

Grade: 2

The curriculum is good. The recent attention given to improving creativity and enjoyment has resulted in a good balance of activities, which meet the needs of pupils well. The increased use of practical activities is popular with the pupils, and literacy skills are effectively promoted across a range of subjects. Music, art and physical education are strong features and there is good achievement in these subjects because of the effective use of teachers' specific expertise. Provision for children in the Foundation Stage is good. Pupils who have learning difficulties and/or disabilities are supported well. Work in personal, social and health education helps pupils to understand their rights and responsibilities within the community. They learn how to avoid potentially dangerous situations and how to maintain healthy lifestyles. An extensive programme of after-school activities means that pupils have very good opportunities to enrich their skills. Visits to places of interest, residential experiences and visitors to school add further to pupils' enjoyment of learning.

Care, guidance and support

Grade: 2

Parents, pupils and inspectors agree that the school provides good quality care, guidance and support. Pupils like their teachers and know who to turn to if they need help. One pupil commented, 'teachers look after you well, so you always feel safe'. Child protection arrangements are in place. Appropriate checks are made on all adults who work with pupils and those pupils at risk are quickly identified and supported. The school is responding effectively to issues in the recent local authority action plan to improve health and safety in the building, and risk assessments are in place. Induction procedures are well organised so that pupils settle into school with ease and the school also does all it can to ensure that transfer to secondary school is effective. Academic guidance is good. Teachers mark pupils' work carefully and pupils are set targets to give them guidance on how they might improve.

Leadership and management

Grade: 3

Leadership and management are satisfactory overall. The strong leadership and clear educational vision of the relatively new headteacher is having a very positive impact on the work of the school. She is effectively supported by the deputy headteacher and senior staff. The changes that have been made since her appointment have successfully generated a determined team approach to raising standards. Well organised management procedures have been developed. Self-evaluation is accurate and takes due account of the views of pupils and parents. The high quality school improvement plan provides a clear and precise agenda for further improvement. Close attention is given to improving the progress of pupils in order to raise standards. Arrangements for setting targets have been improved and pupils' performance is carefully checked in order to plan intervention for any who are underachieving. Performance management is used effectively to focus on specific aspects. For example, the quality of pupils' writing has improved as a result of all staff having objectives in this area. Subject coordinators' skills are being developed, with particular emphasis on English, mathematics and science, but less attention has been given to other subjects where their role in improving standards is less well developed.

Governors are supportive of the school and take their responsibilities seriously. Whilst their monitoring role is not yet fully developed, they do have a reasonable view of the school's strengths and weaknesses and share the staff's commitment to improvement. There has been satisfactory progress since the last inspection and under the determined leadership of the headteacher the school is well placed to improve further.

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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	2	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	1	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	2	NA

The quality of provision

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

Dear Children

As you know, three inspectors recently visited your school to find out how well your teachers are helping you with your learning. Thank you for being so friendly and talking to the inspectors. It was really interesting to listen to what you had to say. The things that we particularly liked were:

- the way your headteacher runs the school; she listens to all your ideas on how you could make it better and works hard to make the changes happen
- the way all the staff take good care of you
- your excellent behaviour in lessons and around the school and the way you help each other
- the way you work hard for your teachers and take pride in your work
- the clear guidance you receive about healthy living
- the enthusiastic and polite way you told us your views about school.

We have asked your teachers to help you to achieve higher standards in English, mathematics and science by the end of Year 6 by doing the following things:

- making teaching even more stimulating and interesting for you
- ensuring that you are all challenged by the work you are set
- improving the way teachers manage subjects so that you achieve higher standards.

You can help by continuing to work hard and doing your best.

Thank you for helping us so much with the inspection of your school. We all hope that you will continue to work hard in school and help the teachers so that Disley Primary becomes an even better school.