

Wardley CofE Primary School

Inspection report

Unique Reference Number	105940
Local Authority	Salford
Inspection number	287370
Inspection dates	9–10 July 2007
Reporting inspector	David Halford

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	202
Appropriate authority	The governing body
Chair	Mr G Rowe
Headteacher	Mrs Carol Farrimond
Date of previous school inspection	24 February 2003
School address	Moss Bank Road Wardley Swinton Manchester Lancashire M27 9XB
Telephone number	0161 7937058
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This average sized school serves an area of mixed housing on the outskirts of Manchester. The proportion of pupils eligible for free school meals is broadly average. The proportion from minority ethnic backgrounds is below average and only a few pupils are at an early stage of learning English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is broadly average. The school has recently received a number of awards including the Healthy Schools award and the Basic Skills Quality Mark.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school led by a headteacher with clear vision and purpose. She is supported well by an able and willing team of senior staff who combine thorough monitoring of the school's provision with encouragement and support so that all staff know what is expected of them. There is a determination for pupils to achieve as well as they can, while ensuring that enjoyment is central to the pupils' experience of school. Pupils know this and respond with outstanding levels of behaviour and a real awareness that the school is a happy place. Parents are overwhelmingly supportive of the school and generous in their praise, their comments being summed up by: 'Our children love to come to school and have thrived on the education and guidance provided by the teachers.'

Achievement is good overall. Children join the Nursery with broadly average levels of skill and make good progress. Good provision in the Foundation Stage ensures that children gain a good start in developing their literacy and numeracy skills. Almost all have attained the early learning goals by the time they enter Year 1. Good progress continues through Key Stages 1 and 2 where standards have improved significantly this year. By the time they leave Year 6, pupils attain above average standards in English, mathematics and science. After the last inspection there was some decline in standards, but this has been halted. However, higher-attaining pupils are not consistently challenged in their writing. As a result, they do not achieve as well as they should. In addition, the investigative elements of the science curriculum are not taught well enough to allow pupils to achieve as well as they should in this subject.

The pupils' personal development is good and greatly assisted by the good quality of care, guidance and support that the staff provide. Relationships are particularly strong at all levels. Pupils play and learn enthusiastically and behave sensibly and safely, thoroughly enjoying all the exciting activities that the school offers them. They have an outstanding perception of how to maintain a healthy lifestyle. This is promoted excellently by the strong relationship the school has with its neighbouring high school, leading to high quality links in sports, modern foreign languages and performing arts.

The curriculum is good and is enriched well by a wide range of extra-curricular activities which pupils relish. The school has detailed monitoring arrangements for all staff, including teaching assistants. This contributes well to ensuring that the teaching and learning is of good quality overall. Thorough monitoring of children's progress ensures any underachievement is quickly picked up and acted upon. The school's self-evaluation systems are good and form an integral part of its everyday practice. This has led to the school improving pupils' attendance, identifying and rectifying the causes of the fall in pupils' standards and significantly enhancing the provision for information and communication technology (ICT). The governors of the school are knowledgeable and challenge the school well. The school has a good capacity to continue to improve and is providing good value for money.

What the school should do to improve further

- Ensure that higher-attaining pupils are consistently challenged in their writing so they achieve as well as they should.
- Improve the teaching of investigative skills in science to enable pupils to achieve well.

Achievement and standards

Grade: 2

Children enter the Nursery with knowledge and skills that are broadly average for their age. They make good progress in the Foundation Stage, particularly in aspects of mathematical development and in communication, language and literacy. Almost all attain the early learning goals by the time they enter Year 1 and some exceed them. Progress during Key Stage 1 has improved during the last 12 months and is now good, resulting in standards that are above average in reading, writing and mathematics. Prior to this year, standards had shown some decline and had fallen to a level that was below average, especially in writing and mathematics where only a very small percentage of pupils gained the higher levels. Early indications of the 2007 assessments show good overall improvement with many more pupils gaining the higher levels in writing and mathematics.

Pupils' progress through Key Stage 2 is good overall. Here too, standards in English, mathematics and science have risen during the past year and are now above average overall. However, in writing the proportion of pupils gaining the higher level is not as high as it should be. Pupils with learning difficulties and/or disabilities and those for whom English is an additional language achieve well as a result of the good support available to them.

Personal development and well-being

Grade: 2

Overall, pupils' personal development and well-being are good. Pupils enjoy school and there are particular strengths in their behaviour and their knowledge of how to lead a healthy lifestyle. Large numbers of pupils support the 'Wake and Shake' club at the start of the day. The school works very hard to promote good attendance, which has improved significantly since the last inspection and is now above average. The school council takes its work seriously and knows that its decisions make a difference to school life. Its members speak proudly of the introduction of water coolers and hand dryers as positive additions to the school's provision. Pupils' spiritual, moral, social and cultural development is good. Pupils' self-esteem and confidence are promoted particularly well through the school's provision and were demonstrated admirably in the Year 2 assembly on mini-beasts. Pupils are learning much about the lifestyles and beliefs of others and have a good sense of right and wrong. This is seen in the pupils' exemplary behaviour and their positive attitudes towards the adults with whom they work and to each other. Pupils work well collaboratively and listen carefully to each other, as seen in the Year 4 debate about the use of nearby open land. Pupils are well prepared for the next stage of their education.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good overall and contribute much to the pupils' good achievement. However, the teaching of investigative science does not have a high enough profile to allow pupils to achieve as well as they could. Throughout the school, most staff are confident in their work and supported effectively by well qualified teaching assistants. The best lessons are planned thoroughly and meticulously, based upon a detailed assessment of what has gone before. Pupils are encouraged to think logically and share ideas, for example, in the Year 2 lesson discussing 'the Rainbow Fish'. Effective management of pupils and good use of the

interactive whiteboards assist pupils in their learning. A good example was seen in Year 1 where pupils were learning about money and could recognise high-value coins. Where teaching and learning are satisfactory, lessons are vague about what it is that pupils are required to learn, while in the better lessons the sharper focus on learning takes pupils' understanding forward more clearly. Scrutiny of pupils' work shows that some tasks do not provide sufficient challenge for higher attainers, especially in writing. The school has made significant progress in ensuring that staff are well trained and gaining confidence in their use of ICT. Pupils enjoy these elements to lessons and respond to them with interest, enthusiasm and enjoyment.

Curriculum and other activities

Grade: 2

The curriculum is good. However, investigational skills in science are not being developed systematically as pupils move through the school. Project work, often partly undertaken at home, ensures that pupils see that there are exciting links between subjects, and this helps them to understand that what they learn in one subject helps them in others. The provision of ICT has improved significantly and pupils' achievement is increasing at a good rate. Provision in the Foundation Stage is good and ensures that children gain a good start in their literacy and numeracy skills. There are good opportunities for children to develop their artistic skills and the outdoor provision has been developed well since the last inspection. A very wide range of extra-curricular activities, themed days and visitors to school help to enrich class activities and bring real enjoyment to learning. Pupils of all abilities, including those with learning difficulties and/or disabilities and those for whom English is an additional language, are catered for well and supported effectively.

Care, guidance and support

Grade: 2

The quality of the care, guidance and support provided by the school is good. It is centred upon a good understanding of the pupils' individual needs and a close working relationship with parents. This enables parents to become active partners in their children's learning, for example, through the high quality curriculum evenings which are arranged for their participation. Pupils with learning difficulties and/or disabilities and those for whom English is an additional language are cared for well. They have good education plans and their progress is monitored closely and acted upon swiftly. Robust procedures for child protection and health and safety ensure that pupils, particularly the most vulnerable, are safeguarded. Pupils say that any worries they have are acted upon quickly. They receive good guidance, backed up by effective assessment and tracking systems to help them achieve as well as they can in most aspects of their academic work and personal development.

Leadership and management

Grade: 2

The headteacher is an effective leader and manager of change. She has a clear vision of what the school's provision should be and takes the necessary steps to bring about improvements. All staff work as a team to help to develop this vision. The developments of the core curriculum and ICT have been well managed by subject leaders and this has resulted in improved standards while maintaining enjoyment in learning. The school is good at monitoring and evaluating its performance and identifying strengths and weaknesses. The tracking of pupils' progress is

thorough and is effective in helping staff to monitor the progress made by groups and individuals and to take responsibility for ensuring that targets are met within their own classes. Professional development is taken seriously so that teachers and support staff have a renewed sense of accountability for the success of their areas. Development planning is effective. Governance of the school is good. Governors are strong supporters of the school and are confident in questioning procedures and initiatives.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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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?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

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

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Inspection of Wardley C of E Primary School, Swinton, Salford M27 9XB

Mr Calderbank and I really enjoyed our recent visit to your school. Thank you very much for your very warm welcome and for looking after us so well. You were very helpful in lessons when we asked you to explain what you were doing and also very friendly around school. Particular thanks should go to members of the school council who helped us to understand why it is that you enjoy your school so much.

We do not think you will be surprised to hear that we think Wardley CE Primary School is a good school. This is because it cares for you well, helps you to make good progress in your work and enables you to enjoy yourselves very much. We were very impressed with your outstanding behaviour and positive attitudes in school. We particularly enjoyed your Wake and Shake activities on Tuesday morning and were impressed at how many of you came to join in. Together with the wide range of sporting skills you learn, we think that yours is a very 'Healthy School'. We know that you work hard and do your best and we were pleased to see you using your ICT skills, particularly on the interactive whiteboards.

There are a couple of things that will help your school get even better. When we looked at the writing in some of your books we saw that those boys and girls who were good at writing did not always have the chance to make their work better; and when we looked at your work in science we felt that you should have more opportunities to take part actively in science investigations. So we are asking Mrs Farrimond and your teachers to improve these two areas of your work.

We send you our best wishes for the future, especially those boys and girls in Year 6 who are about to move to high school. We hope you continue to enjoy your learning as much as you do at the moment.