

# Arundale Primary School

## Inspection report

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<b>Unique Reference Number</b>	106184
<b>Local Authority</b>	Tameside
<b>Inspection number</b>	287434
<b>Inspection dates</b>	1–2 May 2007
<b>Reporting inspector</b>	Allan Torr HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	146
School	
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Y Garvey
<b>Headteacher</b>	Mrs Janet Connor
<b>Date of previous school inspection</b>	2 March 2005
<b>School address</b>	Lowry Grove Mottram Hyde Cheshire SK14 6PW
<b>Telephone number</b>	01457 762328
<b>Fax number</b>	01457 766439

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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

Arundale is a smaller than average primary school located on the outskirts of Hyde close to the Peak District. It serves an area of social and economic disadvantage which is undergoing significant urban renewal and regeneration. The proportion of pupils joining and leaving the school other than in the Reception year is higher than average. Over half of the pupils are eligible to receive free school meals and most pupils are White British. The proportion of pupils who have learning difficulties and/or disabilities is average. The school is a part of an 'excellence cluster' and has been awarded the Football Association Charter Standards Award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Arundale has improved a great deal in a short time. At its last inspection, the school was no longer deemed to need special measures. Due to the hard work by the headteacher, staff, governors and local authority, the school has made considerable improvement. It has raised standards and has raised pupils' self-esteem and expectations of success. Arundale is now a good school. Visitors are greeted by the breathtaking quality of pupils' art and craft work. Displays are situated in prominent positions in shared areas and are used well to inspire and motivate pupils as well as to reinforce the school's core values and ethos.

Pupils enjoy coming to school and attendance is higher than the national average. Pupils' attitudes reflect the statement painted on the school fence: 'We yearn to learn.' Their enjoyment is enhanced by the exciting range of enrichment activities which the school provides and also to the excellent care, guidance and support the pupils receive. Staff at all levels are relentlessly focused on removing barriers to pupils' learning and are determined that every pupil should succeed. Children get off to a good start in the Foundation Stage (Nursery and Reception). They enter school with skills that are well below average, but they make good progress so that by the time they leave Reception, most children reach the goals expected of them for their age. This is because the teaching and the curriculum in the Foundation Stage is organised, managed and monitored effectively to meet the needs of all children.

Standards have been too low for a number of years. In 2005 and 2006, pupils' results in English in national tests at the end of Key Stage 2 were well below average. However, the school has made great headway to eradicate underachievement and a culture of low expectations. Standards are now in line with national expectations in each key stage. However, pupils' writing skills lag behind their reading skills, and tasks which they complete in the different subjects often do not extend or consolidate their writing skills. Overall, considering their starting points, pupils make good progress because of the very careful support and attention they receive.

The curriculum meets pupils' needs and is monitored and evaluated thoroughly by the subject leaders. However, some topics and tasks are not always engaging enough or relevant. Teaching and learning are good overall. In some lessons, however, resources such as interactive whiteboards and other information and communication technology (ICT) are not used to their full effect so pupils' learning and progress is not always as fast as it could be.

Pupils are warm and friendly to others. They express their thanks and feelings towards their friends publicly on a friendship wall display. They are cheerful, polite and keen to express their views and opinions. They feel safe and secure knowing that they can approach a number of adults, including learning mentors, if they are feeling worried or harassed. Pupils lead a healthy lifestyle by being active at breaktimes, choosing fruit at lunchtime and for their lunch boxes. They take the opportunity to drink water during the day. Pupils make good contributions to the local community. They raise funds, perform for community groups and represent the school at local events such as Remembrance Day commemorations and turning on the Christmas lights. Pupils also contribute to the school community through the newly formed school council and by taking up responsibilities such as being corridor monitors, buddy readers and peer pals. Pupils develop good workplace skills such as communication, cooperation and collaboration. In Year 6, for a week, they learn through an alternative curriculum which involves work experience acting as a teaching assistant. They also learn life and work skills such as calculating

household bills and finances, and develop cookery skills with the headteacher, making dishes such as chicken casserole and sausage pasties.

The headteacher provides outstanding leadership and management. She has a clear vision which is shared by everyone in the school. The school knows itself well. This is because self-evaluation and professional development lie at the heart of what the school does. There is a track history of rapid improvement being brought about as a result of the actions taken by senior leaders, and this makes the capacity to make further improvements outstanding.

### **What the school should do to improve further**

- Raise standards in writing across the curriculum
- Improve the use of resources to maximise pupils' learning
- Develop the curriculum further so that it is engaging and relevant.

## **Achievement and standards**

### **Grade: 2**

Children enter school with skills that are well below those expected for their age, particularly in creative and mathematical development and communication, language and literacy. The school realises that low attainment on entry acts a barrier to children's achievement. To counter this, teachers alter the curriculum and their teaching to meet children's needs and interests, for example by devising more opportunities to teach extra art, mathematics and language skills. The school gives parents the opportunity to take a full-day Nursery place and offers to take children from their third birthday. This means that some children are taught in the Foundation Stage unit for over two years. As a result of this and the good inside and outside provision, children make good progress and most reach the goals expected of them for their age.

In Key Stage 1, pupils achieve the expected Level 2 in reading and a large proportion attain the higher level, particularly boys. In writing and mathematics, standards are in line with national expectations but a smaller proportion reach the higher level. Results of the Key Stage 2 national tests show that pupils do not reach high enough standards in English. However, current standards in English are in line with national expectations. Mathematics results improved significantly in 2006 and standards are now broadly average. Standards and progress in art and craft are outstanding. In relation to their starting points in the school, pupils make good progress overall.

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

### **Grade: 2**

Pupils' spiritual, moral, social and cultural development is good and this is shown in their positive attitudes and their understanding of what is right and wrong. Pupils show concern and consideration for people less fortunate than themselves, for example by raising funds for a range of charities, including a local hospice, and by supporting others who are having difficulties. The majority of pupils behave, cooperate and collaborate well. However, pupils' progress is slower in some lessons because of some disruptive behaviour, which the school is tackling successfully. Exclusions have reduced significantly and the school operates a 'seclusion' system. A learning mentor takes the pupil who is being disruptive from class and teaches that pupil separately. This system is proving very effective. Pupils' attendance is good because they enjoy coming to school. They respond to the various incentives to promote attendance, which include a termly draw for those pupils with 100% attendance to win a bicycle.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching and learning is typically good and makes a positive impact on raising standards, particularly in reading. The teaching of writing, however, is not as effective because pupils in some classes have limited opportunities to practise and extend their writing skills. Staff have positive relationships with pupils. They teach with enthusiasm, and this inspires and motivates pupils to learn. Teachers' subject knowledge is generally good. They adapt and amend their plans to take account of the needs of pupils and to take account of their prior learning. Teaching assistants work closely with teachers to support and guide individual pupils and groups when they are working on their tasks. In some lessons the interactive whiteboard, ICT and other resources are used effectively to enhance pupils' progress and understanding. However, in some lessons, resources, including support staff, are not used to their full potential, and this makes pupils' progress slower. Assessment procedures are good although the marking of work is not always consistent in moving pupils onto their next steps of learning.

### Curriculum and other activities

#### Grade: 2

The curriculum meets the requirements and needs of all pupils. The school is innovative in deploying specialist teachers and an artist in residence. In Year 6 a scheme of work for life skills enlivens and enriches what is taught to pupils. Pupils from Year 2 through to Year 6 learn a modern foreign language, but as yet opportunities to undertake physical education for two hours a week, or to play a musical instrument, are limited. In some subjects, the tasks which pupils are expected to complete are heavily reliant on commercial schemes of work, which means the curriculum has not been adapted enough to meet the interest of pupils. The school is now considering a different approach where links between subjects are made stronger and subjects are adapted to make the curriculum more interesting and stimulating for pupils. There is a very good range of out-of-hours clubs and activities which pupils in Key Stages 1 and 2 can participate in, including sports clubs, art clubs, music clubs and a Spanish club. Theme days and weeks enliven the curriculum, such as a day devoted to St Patrick's Day, and 'brain awareness' week.

### Care, guidance and support

#### Grade: 1

The majority of parents praise the school for the support it gives to their children. The school identifies pupils' needs early and then acts immediately to put an intervention programme in place. The outstanding support from learning mentors is used to remove the barriers to pupils' learning. Induction procedures for pupils starting in Nursery and at other times during the school are good. Pupils are supported well when they transfer from one key stage to another to ensure that they continue to make progress. Academic guidance is good and pupils are aware of what they need to do to improve and how to meet their targets. These targets are frequently reviewed and updated. There are very good systems in place for ensuring pupils' safety and security and these are reviewed and updated constantly.

## Leadership and management

### Grade: 2

Under the clear direction of the headteacher and senior managers, the school has made tremendous strides to address the shortcomings in the previous inspections. This has put the school on a secure footing from which it continues to improve. This achievement is the result of teamwork between all staff as well as parents, outside agencies, pupils and governors. The governing body is well informed, and challenges and supports senior managers. There is a good quality improvement plan based on the school's rigorous self-evaluation and the plan is linked directly to teachers' performance management objectives. Subject leaders and senior managers monitor and support the work of teachers continuously. Teachers reflect on their effectiveness and are keen to develop and improve. There is a strong sense that everyone in the school coaches, advises, and guides each other and that leaders at all levels promote high quality care and education. The school lies at the heart of this rapidly changing community. There are excellent links with parents and outside agencies to help support and care for pupils: for example, adult learning courses are run at the school to enable parents to gain qualifications and to help them support their children with their homework. In holidays, the school provides a comprehensive range of good quality activities which parents and pupils can access, including a sports day, a bike ride and a self-esteem day. The school provides good value for money.

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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>	<b>School Overall</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>	2
How well does the school work in partnership with others to promote learners' well-being?	1
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	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	3
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

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	3
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	2
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

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	1

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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

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**Annex B****Text from letter to pupils explaining the findings of the inspection**

Inspection of Arundale Primary School, Lowry Grove, Mottram, Hyde, Cheshire, SK14 6PW

Thank you for being so welcoming to us when we inspected your school recently and for talking to us so openly. We agreed with you that Arundale is a good school. We were impressed with the quality of the art and craft work you produced working alongside Tommy, the artist. Very few schools have such excellent displays and very few have their own Ancient Greek temple even if it is made from modroc. There are a lot of things that your school does well. Teachers help you to make good progress while you are at Arundale and learning mentors, teaching assistants and teachers give you good support with your work. Your headteacher provides outstanding leadership and management and she has worked hard with everyone in the school to improve the standards that you reach in reading, mathematics and science. It is clear that you enjoy your time at school and attend regularly - it was particularly good to see someone win the bicycle for his 100% attendance.

We have asked the school to work to improve some things over the next few years. We think that you should be able to reach better standards in your writing in all subjects. We have asked the teachers to think of ways in which they can use all the resources available to them to increase the speed of your learning. We have also asked the headteacher to consider ways to make the curriculum even better so that the work you do is even more interesting and stimulating.