



# Wild Bank Community School

## Inspection Report

**Unique Reference Number** 106194  
**Local Authority** Tameside  
**Inspection number** 287439  
**Inspection dates** 20–21 September 2006  
**Reporting inspector** Stephen Wall

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

<b>Type of school</b>	Primary	<b>School address</b>	Demesne Road
<b>School category</b>	Community		Stalybridge
<b>Age range of pupils</b>	3–11		Cheshire SK15 2PG
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0161 3037404
<b>Number on roll (school)</b>	146	<b>Fax number</b>	0161 3047699
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr A Derry
		<b>Headteacher</b>	Mr S Lees
<b>Date of previous school inspection</b>	4 March 2002		

<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
3–11	20–21 September 2006	287439

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## **Introduction**

The inspection was carried out by one Additional Inspector.

## **Description of the school**

Wild Bank Community School is a smaller than average primary school serving an area of below average socio-economic circumstances. Almost all pupils are of White British heritage. A higher than average proportion of pupils have learning difficulties and/or disabilities and high numbers of pupils are eligible for free school meals. Pupil numbers have been falling for some time because of demographic changes in the area served by the school.

## **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 with outstanding features. Overall the school is accurate in its own self-assessment but is modest in judging personal development and well-being and care, guidance and support as good; both these aspects are outstanding. The school offers good value for money.

Pupils get off to a good start in the Foundation Stage because of good teaching. As a result, they progress well although limited outdoor facilities restrict the range of activities available to them for play and mixing with other pupils. This restricts their progress in social development. Good teaching ensures that pupils continue to make good progress and achieve well in Key Stages 1 and 2. Standards vary from year to year but are broadly average by the time pupils leave Year 6. This represents good achievement given the below average standards with which pupils start school.

Pupils' personal development and well-being are real strengths of the school. Pupils love coming to school and enjoy their lessons. Their behaviour is very good. The teachers and support staff work hard to raise pupils' self-esteem and by the time they leave the school nearly all pupils have developed into confident, polite and mature young people who are well prepared to take advantage of the next stage in their education.

Teaching is consistently good. Lessons are well prepared and teachers make good use of information and communication technology (ICT) to add variety and interest. Teachers know their pupils well as individuals and this helps to forge the excellent relationships that form a strong foundation for learning. They are particularly adept at meeting the needs of the large number of lower attaining pupils. As a result, these pupils achieve particularly well. The curriculum is good and flexible enough to meet the needs of all the pupils and a good range of enrichment activities at lunchtime and after school adds to pupils' enjoyment and encourages healthy lifestyles.

The high quality of care, guidance and support ensures that pupils thrive within the school's strongly supportive community. Strong and improving partnerships with parents and a wide range of outside agencies enhance the overall quality of the provision very well. The hard work of the school's learning mentor in promoting parental support and caring for pupils and families with problems is exemplary.

Leadership and management are good and provide the school with good capacity for further improvement. There is a strong sense of teamwork and the recently appointed headteacher is providing good leadership, giving the school a real sense of purpose and direction. Subject managers carry out their responsibilities well and are keen to innovate to improve perceived weaknesses. However, school development planning does not identify clearly enough the priorities that will really help to raise standards and achievement even further.

## What the school should do to improve further

- Improve the outside play area for Foundation Stage pupils in order to develop their social skills further.
- Improve the quality of school development planning so it identifies more clearly the most important things to do to raise standards further.

## Achievement and standards

### Grade: 2

Pupils start school with levels of skill that are below, and sometimes well below, national expectations. Language skills are particularly low. During their time in the Foundation Stage they make good progress and achieve well to reach standards which are close to, although still below, nationally expected levels by the time they enter Key Stage 1.

All groups of pupils keep up their good progress and continue to achieve well during Key Stages 1 and 2. Standards are broadly average but vary from year to year depending on the numbers of pupils, the standards of individual pupils within particular year groups and the number of pupils who have joined the school at times other than the start of the school year. In 2005, for example, results were not as high as in 2004 because of the large proportion of lower-attaining pupils in a small cohort. However, the school generally meets its targets. Key Stage 2 results in English, although broadly average, are not as strong as in mathematics or science, reflecting the low level of skill many pupils have in language and communication when they start school. However, the school's effective strategies for developing pupils' skills in English are now starting to show through in improved test results.

## Personal development and well-being

### Grade: 1

Relationships are excellent throughout the school. Pupils and adults treat everyone with courtesy and respect. Pupils behave very well in lessons and around school. Their spiritual, moral, social and cultural development is excellent. They have a firm grasp of right and wrong and respect for other cultures and religions.

Pupils love coming to school. 'I'd rather be here than on holiday', said one pupil with verbal support from several others. Attendance rates have improved considerably because of the school's innovative approaches to encouraging attendance such as the 'walking bus' around the local estate before school in the mornings.

Pupils have an excellent appreciation of the importance of staying healthy. They take advantage of many opportunities for exercise during and after the school day, eat healthily and show good table manners. As they get older, pupils take on increasing responsibilities. Year 6 pupils, for example, act as peer mentors and play leaders and assist in the dining hall. The pupil and 'eco' councils have led to significant improvements in playground facilities. The confidence pupils gain, their politeness

and their grasp of basic skills in literacy, numeracy and ICT equip them very well for adult life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good in the Foundation Stage, where lessons are very well prepared and designed to engage the pupils fully in their learning. In Key Stages 1 and 2, teachers also plan their lessons well to provide pupils with a range of activities to keep them interested and motivated. Teachers use their good subject knowledge effectively to challenge and question pupils. Relationships in lessons are very good and pupils feel confident and encouraged to take an active part. Teachers make particularly good use of electronic whiteboards to add interest and variety. Behaviour in lessons is very good even on the few occasions when the pace of teaching drops or the task set is not particularly engaging. Teaching assistants successfully support lower-attaining pupils. The reading support scheme in Years 1 and 2 is very successful in boosting pupils' performance.

Good assessment procedures and the regular monitoring of pupils' progress ensure, for example, that pupils with learning difficulties and/or disabilities are identified early on so that targeted support can be provided. Teachers mark work regularly and their written comments are consistent in informing pupils what they need to do to improve.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum meets the needs of all groups of learners. There is particularly strong emphasis on the basic skills of literacy and numeracy to underpin pupils' learning and the well established use of topic-based work gives pupils the opportunity to develop these skills in different subjects. Provision for ICT is good and helps pupils to become competent and confident in using computers by the time they leave the school.

Personal, social and health education is given a high priority by the school and is much valued by pupils. The school offers a good range of activities to enrich the curriculum, especially in sport. Older pupils really appreciate the chance to learn French and join in enthusiastically. Good liaison with the local high school ensures that pupils are well prepared for the next stage of education.

### **Care, guidance and support**

#### **Grade: 1**

Parents are very supportive of the school and appreciate what it does to help their children develop and mature. Pupils work in a safe environment where all procedures for their protection are firmly in place, including checks on adults working in the school. Pupils are confident about approaching adults and know that any problems will be dealt with promptly. Staff are very patient with pupils who find it difficult to behave

well and this pays off as they gradually learn to act with respect for themselves and others. Effective teamwork with a wide range of outside agencies makes sure that those pupils with specific needs are well supported. Very good support is provided for pupils' ongoing academic progress.

## **Leadership and management**

### **Grade: 2**

Leadership and management focus successfully on making sure that pupils develop well personally and academically. The headteacher, ably supported by other managers, provides a clear view of the way the school can continue to improve. However, greater clarity is needed in school development planning on the priorities which are going to help achieve this.

Self-evaluation is thorough and involves all the staff. The quality of teaching and learning is monitored regularly. The Foundation Stage coordinator and subject managers carry out their duties conscientiously and make sure that all pupils can get the best out of their education. Well established rules and routines provide pupils with a firm but fair framework in which to work and play harmoniously.

Leadership and management are successful in engaging parents actively in the life of the school and their children's education. Leaders and managers have set up adult courses in literacy and numeracy, for example, and encourage parents to come into the school and assist where possible. Parents praise these initiatives and value the opportunities they present. The governing body performs its duties well. It is very supportive of the school and knows the school's strengths and weaknesses well. It is not afraid to take difficult decisions and to challenge when necessary.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Inspection judgements

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

### 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	2
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>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
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.

## 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

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

Thank you for making me so welcome when I came to inspect your school. I really enjoyed talking to you and to your teachers. I was pleased with the enthusiasm you showed and how proud you are of your school. You attend a good school and you behave well and are polite and courteous. I was particularly impressed with the way all the adults in the school care for you and help you to grow into confident young people by the time you reach Year 6. Your teachers also work very hard to make sure your lessons are interesting so that you make good progress in your learning during your time at Wild Bank.

In order to make your school even better I am asking for two things to happen.

- Make the outdoor area for the Nursery and Reception pupils much more interesting and attractive to learn in.
- Make planning for the future of the school much clearer in concentrating on what is really important to make it even better than it is.

I am sure you will continue to work hard with your teachers and do your best in lessons to make sure that Wild Bank goes from strength to strength.