

# East Ward Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	105315
<b>Local Authority</b>	Bury
<b>Inspection number</b>	323127
<b>Inspection dates</b>	10–11 November 2008
<b>Reporting inspector</b>	Linda Murphy

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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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>	
School (total)	232
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Steve Morton
<b>Headteacher</b>	Mr Ross McMurdo
<b>Date of previous school inspection</b>	26 September 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Willow Street Bury Lancashire BL9 7QZ

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<b>Age group</b>	3–11
<b>Inspection dates</b>	10–11 November 2008
<b>Inspection number</b>	323127

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## Introduction

When the school was inspected in September 2006, it was judged to require special measures. Subsequently, Ofsted inspectors have made five visits to monitor the school's progress. This inspection was carried out by two Additional Inspectors.

## Description of the school

This large primary school serves an urban area with significant disadvantage. The number of pupils eligible for free school meals is more than twice the national average. The majority of pupils are White British, although almost a third are from minority ethnic groups, mostly of Asian heritage. Just over one fifth are at an early stage of learning English as an additional language. More pupils join and leave the school during the year than is found nationally. The proportion of pupils with learning difficulties and/or disabilities is above average. The school provides education for children in the Early Years Foundation Stage (EYFS) through its Nursery and Reception classes. The new headteacher appointed in January 2008 was absent due to illness at this inspection. A new deputy headteacher took up post in September 2008.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

East Ward Community School now provides a good education for its pupils. This is a school that lives up to its aims 'to help pupils to appreciate personal achievements and aspirations and to understand the potential they have to offer'. The good strides made since the last inspection include improvements that have resulted in pupils' good personal development. This is as a result of the good quality of care and guidance the school provides. Staff are successful in their attention to pupils' academic, personal and emotional needs. Adults have great respect for pupils and ensure that all are included. As a result, pupils are happy at school, enjoy lessons and other activities and behave well. Pupils understand very well the importance of a healthy lifestyle and this reflects the school's achievement of the Healthy Schools Award.

Pupils enter the EYFS with low standards. A concerted and successful effort by staff to address the legacy of inadequate progress means that pupils achieve well at each stage of their education. By the time they leave at the end of Year 6 standards are average in English, mathematics and science. Even so, pupils' skills at speaking and listening are a weaker element of their work. Pupils often do not speak clearly or confidently when addressing their class. In smaller groups pupils are at times inhibited by their knowledge of subject specific vocabulary.

The quality of teaching and learning is good. Lessons are purposeful and enjoyable. The good curriculum has basic skills at its core. Much energy has ensured that the planning and delivery of English, mathematics and science has a good impact on pupils' achievement. A pilot programme in Years 5 and 6 is moving towards a more vibrant thematic curriculum designed to promote creativity. Although this is at an early stage, extra enjoyment and learning is already stemming from it. Pupils add much to their school community but their contribution to the local and global communities is only satisfactory.

Staff, including teaching assistants provide additional teaching for pupils who need extra help with their learning. This supports pupils with learning difficulties and/or disabilities and other vulnerabilities well. As a result, these pupils make good progress towards their targets. Provision for pupils who are gifted and talented, although satisfactory, is not yet as effective as it could be outside the core subjects of English, mathematics and science. Pupils learning English as an additional language receive good help and this ensures their progress in spoken English so that the development of writing and reading has a firm foundation.

A key strength of the school is the good leadership and management. Good support is given by administrative staff to ensure the smooth day-to-day organisation of the school. Very effective team work helps to sustain change. Governance strikes a good balance of support and challenge. As a result of the substantial improvements since the last inspection, the school is well placed to continue to improve. A parent summing up the views of many commented, 'The school just gets better and better.' It gives good value for money.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Children have a good start to their education in the EYFS. From mostly low starting points, particularly in communication, language and literacy, children achieve well. They make fast progress in aspects of their personal and social development. This is because staff have high

expectations of children and provide very effective care and guidance to underpin progress. Even so, by the time children enter Year 1 very few attain the national expectations for their age. The quality of teaching and learning is good and is sensitive to pupils' needs. There are many focused activities followed by plentiful opportunities for independent tasks. These include good opportunities to learn outside in all weathers. A parent commented that children 'can't wait to tell their parents what they have been doing'. Curricular planning is good yet has still to build fully on children's particular interests. The EYFS is well led and makes good use of assessment, monitoring and evaluation to promote children's good achievement.

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

- Improve pupils' speaking and listening across the school.
- Ensure that the needs of the pupils with special gifts and talents are met well across the curriculum.
- Redesign the curriculum so that it enhances further pupils' creativity and their contribution to wider communities.

## **Achievement and standards**

### **Grade: 2**

The school's results in the national tests in 2007 were significantly below the national average. Inspection evidence shows that in 2008 standards were average at both key stages and in all assessed subjects. Pupils' achievement has accelerated well over the last year because improved arrangements for assessment and tracking pupils' progress are used well to inform the teaching and learning. Standards in the present Year 2 and Year 6 are slightly lower than in 2008 reflecting lower starting points. Importantly, the school's data shows all groups, including those with learning difficulties and/or disabilities, achieve well from when they joined the school. Any previous gaps in learning are being addressed quickly. Pupils who join mid-year, including those at an early stage of learning English as an additional language, soon make the same progress as their classmates. This is because of the good system for tracking pupils' progress. Standards in speaking and listening, low on entry, remain relatively weaker throughout school, for example pupils' vocabulary is somewhat limited and their articulation often unclear. Pupils with special gifts and talents make good progress in lessons in English, mathematics and science. In relation to their other talents, however, their achievement is satisfactory.

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

### **Grade: 2**

Pupils enjoy school and experience positive relationships with each other and with the adults who care for them. Pupils say that they have lots of people to turn to for help. All groups of pupils have ever increasing enjoyment and pride in their school and this is reflected in improved attendance rates. Older pupils gain great pleasure by being buddies to others. The school council takes its role seriously, for example councillors are involved in the interview process for new staff. Through these and other initiatives pupils' self-esteem is very effectively enhanced. However, pupils' contribution to the school community is much stronger than their contribution to wider communities. Pupils thrive on the good opportunities for spiritual, moral, social and cultural development. For example, in assembly on Remembrance Day pupils were able to reflect with maturity and sensitivity on the issue of children in war zones. Pupils understand how to live a healthy lifestyle. They get on well with each other and the behaviour of the great majority is good. There are a very small number of exclusions. The school makes it very clear to families

that it will not tolerate poor behaviour from pupils. Preparation for pupils' next stage of education is effective because pupils make good progress in literacy and numeracy and have positive attitudes to learning and working together.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

There is a good pace to pupils' learning. This is because school policies are adhered to. As a result, good lesson planning underpins the teaching and expectations are clear. Pupils' behaviour is managed well so that learning is seamless. Teachers have good subject knowledge. They make their expectations clear by telling pupils exactly what they are expected to learn in each lesson. Tasks are planned sensitively to meet pupils' needs and have just the right balance of challenge and consolidation. Teachers often set tasks that promote pupils' pleasure in learning. For example, in Year 5 pupils explored rocks and ice to create imaginative poetry. Pupils are enthusiastic learners and enjoy their work. Teaching assistants add much to pupils' learning. The quality of questioning to probe pupils' understanding and to extend the opportunities pupils have for discussion is variable. On occasion, resources for learning are not used sufficiently well to provide pupils with concrete experiences to help their learning.

### **Curriculum and other activities**

#### **Grade: 2**

School leaders keenly monitor the school day so that as one pupil commented, 'Never a minute is lost in learning.' The school's very appropriate emphasis on English, mathematics and science includes catch-up lessons for some groups. This has had a positive effect on pupils' attainment in reading and calculation in particular. Overall, the impact is seen in pupils' positive rate of progress. Arrangements for pupils with special gifts and talents are less well developed. An early start to broaden pupils' horizons and enjoyment is seen, for example, in music where Year 6 pupils are looking forward immensely to the 'Big Sing' and the exciting opportunity to perform in front of a large audience. Enrichment of this nature leads to added enjoyment and raises the school's profile in the local community. Together with the new themed approach in Year 5 and 6 the school is beginning to develop a more creative curriculum but this is not fully established across the school.

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

#### **Grade: 2**

A strength of the school is its great sensitivity towards the backgrounds of its pupils and the way in which pupils' personal and emotional well-being are nurtured as part of the pathway to academic success. Arrangements for safeguarding pupils meet requirements and pupils say that they feel safe. They are confident that their concerns are listened to. Staff know pupils and their families well because they work together increasingly effectively to remove any barriers to pupils' achievement. Pupils' progress is monitored extremely well. The information from this is used to set targets for individuals and classes which are regularly reviewed. Pupils understand their targets and the need to improve. This has a positive impact upon their progress. Marking is good in English and satisfactory in mathematics. Pupils with learning difficulties and/or disabilities receive good support and consequently they make good progress in line with their classmates. Individual educational plans are carefully evaluated, although parents and carers

have limited involvement. Pupils who are gifted and talented are well guided in their academic development.

## **Leadership and management**

### **Grade: 2**

The headteacher and the deputy headteacher are a driving force in raising standards. They receive good support from key stage leaders and from subject leaders for English, mathematics and science. Leadership in other subjects and aspects is not as well developed. Arrangements for monitoring teaching and learning are good. They result in improved teaching and staff being held to account for the progress pupils make. Morale is high and those connected to the school are proud of its success. Governors are critical partners and have a high level of commitment to the school. The school improvement committee purposefully and astutely monitors and evaluates the school's work. This results in appropriate priorities being set and progress towards them being checked regularly. Good support from the local authority has helped the school come to the position where it is able to sustain improvement through its own efforts. The school is a racially harmonious community although the policy for its community work is only at draft stage. It has yet to impact fully on pupils' deeper understanding of international communities in particular.



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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	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/or disabilities make progress	2

<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	3
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 learners' needs?</b>	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

## 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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
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

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

Inspection of East Ward Community Primary School, Bury, BL9 7QZ

When your school was inspected two years ago it needed a lot of help to make sure it improved. Since then I have visited East Ward regularly to check your progress. This is no longer necessary because East Ward is doing so well it gives you a good education: the headteacher, governors and other staff know just what to do to help you learn.

I have seen good changes during my visits to the school and you have helped by behaving well and working hard. As a result, you make good progress and by Year 6 attain standards similar to pupils in many other primary schools. Well done!

The school is well led and provides you with good teaching and good care. This helps you immensely. It means that you behave well, are kind and respectful to others and gain a good understanding about how to live a healthy lifestyle. Children in the EYFS get a good start to their education and this is built upon well in Key Stages 1 and 2.

To help you improve even further the school needs to make the activities it offers you even more exciting and to help those of you who are very good at particular things to do extra well. You know a lot about your school but have more to learn about other countries and the people who live there. The school needs to help you more to improve how well you can speak and listen. You can help by listening carefully to others and taking turns to speak out clearly and sensibly.

Well done everyone – keep up the good work!