

# Adswood Primary School

## Inspection report

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<b>Unique Reference Number</b>	106024
<b>Local Authority</b>	Stockport
<b>Inspection number</b>	324319
<b>Inspection dates</b>	14–15 January 2009
<b>Reporting inspector</b>	Mark Williams HMI

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	182
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>	Dr K Fenwick
<b>Headteacher</b>	Ms K Conwell
<b>Date of previous school inspection</b>	16 January 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>	Garners Lane Adswood Stockport Cheshire SK3 8PQ
<b>Telephone number</b>	0161 483 5003
<b>Fax number</b>	0161 484 0532

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<b>Age group</b>	4–11
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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

The school is smaller than most other primary schools and serves an area of high social and economic disadvantage. Nearly all pupils are of White British heritage. The proportion of pupils eligible for free school meals is over three times the national average. Thirty eight per cent of pupils have learning difficulties and/or disabilities. This is nearly twice the national average. Early Years Foundation Stage (EYFS) includes one Reception class. The school holds National Healthy Schools status.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This school lies at the heart of the community. It enjoys excellent relationships with parents and has been successful in promoting the good personal development and well-being of its pupils. Approximately two-thirds of parents responded to the inspection questionnaire and nearly all were overwhelmingly positive.

Despite successes in nurturing pupils, outcomes in terms of standards attained in national tests and pupils' work over time have been very low compared to national averages, apart from at Key Stage 2 in 2008 when they rose to below average levels overall. From very low starting points pupils make satisfactory but variable progress overall in their learning. In some classes, and for pupils with learning difficulties and/or disabilities, progress is good because teaching and support levels are good and expectations high. In other classes, there is not enough consistently good teaching to make progress any better than satisfactory, and particularly so for the more able. In addition, it is only in the last year or so that the school has been secure in its assessments of what pupils can or cannot do. It is this adequate but variable progress that makes the overall effectiveness of the school satisfactory rather than good as the school evaluated it to be.

Nonetheless, the school has many strengths. Its level of care and support for pupils and families is impressive. All staff, regardless of role, are committed to the nurture of pupils and the development of skills and attitudes for learning. The success of this is seen in the good, positive outcomes displayed by pupils in their personal development and well-being from the Early Years Foundation Stage (EYFS) Reception class to Year 6. A stimulating curriculum has also been developed that has captured the imagination of the pupils. Leadership and management, because of its success in involving parents and the community and developing pupils' social and emotional skills, is good and led by an enthusiastic and dedicated headteacher.

Further successes have included recent improvements in standards. The school has worked well with the local authority which has provided good levels of support via the intensive support and 'making a difference' programmes. Standards at Key Stage 2 rose in 2008. After previously not reaching minimum government expectations in mathematics at Key Stage 2, it did so in 2008. Most pleasing has been the improvement in writing. A few years ago no pupil achieved the national expectation of Level 4 at the end of Key Stage 2; in 2008 72% of pupils did so. Such improvements, coupled with now secure assessments which leaders know they need to use to set challenging targets, demonstrate the school has good capacity to accelerate pupil progress and ensure they reach standards that are at least in line with national averages.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Children enter the EYFS with skills well below those typical for their age. They settle in quickly and adapt to the Reception class routines. This is because induction arrangements and contact with parents are good.

The EYFS is led well with adults working closely together to provide a good range of activities in a stimulating environment. The teaching of phonics is a strength and the school has benefited from good local authority support in this area. Adults question children skilfully and this extends thinking skills and promotes good communication skills. Good quality information is collected about each child ensuring adults know exactly where children are in their learning and

development. Teaching overall is good and leads to children making good progress. Further strong features are the support via twice daily nurture groups to address children's social and emotional needs and the emphasis on the development of the whole child.

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

- Accelerate rates of pupils' progress so that they reach at least average standards.
- Make use of accurate assessments to set challenging targets for pupils, particularly the more able.
- Increase the proportion of consistently good or better teaching throughout the school.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Overall, pupils make satisfactory progress in their learning from very low starting points. These rates of progress, however, are variable across the school. In some cases, Year 6 and for pupils with learning difficulties and/or disabilities for example, they are good; in some classes they are much less so, particularly for the more able pupils. Where progress is good, teaching and levels of support are good and expectations of what pupils can do are high. One of the major factors hindering pupils' progress in the past has been the lack of secure assessments of what pupils can and cannot do. This has meant that work has not always been well matched to pupils' needs. This is no longer the case. Teacher assessments are accurate and provide the school with the capability to build on previous learning and accelerate rates of pupils' progress.

The result of this overall satisfactory progress is that standards since the last inspection have been well below average. Nonetheless, improvements are evident. The proportion of pupils attaining the nationally expected Level 4 in English, mathematics and science rose in 2008, although overall they remain below average. Particularly pleasing was the increase of the percentage gaining Level 4 in writing. As a result of good local authority support and sheer determination on the part of the school, this figure rose from zero a few years back to 72% in 2008.

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

### **Grade: 2**

The pupils are a credit to the school and to themselves. Their social skills are developing well and they display a good understanding of other cultures. They understand the importance of healthy and safe lifestyles and could demonstrate this by sensible and enthusiastic play, and by older pupils talking knowledgeably about carbohydrates and diet. Their behaviour is good although there is sometimes low-level chatter in class that disrupts the flow of learning.

Nearly all pupils enjoy school and have positive attitudes to learning. Much work has been undertaken to improve attendance and this is about average. The pupils respond well to and value their awards for good attendance. They are developing skills for their future economic well-being satisfactorily and are looking forward to the setting up of the school fruit and tuck shop. Their contribution to the school and wider community is good. A number of pupils, after successful application and training, act as play leaders at lunchtime. The school council is active

and has contributed to the purchase of items of equipment. Support for various charities is commendable.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Positive relationships and consistently applied expectations of behaviour are key features in all lessons. Teachers know their pupils well and work successfully to create an inclusive environment where all are valued. The use of marking is consistent and pupils say how discussions about 'three stars and a wish' help them to improve their work.

Observations of lessons and work in pupils' books show that some teaching is good. However, there is not enough that is of this quality to ensure that pupils make better than satisfactory progress. Teachers sometimes miss opportunities to plug gaps in pupils' learning by not sufficiently expanding or explaining ideas introduced. This results in pupils being unclear what to do or being held up by misunderstandings or errors in their work. In addition, low-level chatter, although handled well, sometimes disrupts the flow of lessons making it difficult for other pupils to concentrate. Nonetheless there is good teaching in the school to act as the standard to attain. Such teaching is typified by a lively pace, well matched work and good use of questioning and the interactive whiteboard. In such lessons pupils are involved in their learning well.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is good and it focuses on developing key skills and meaningful links between subjects. This approach is increasingly successful in deepening pupils' understanding and promoting enjoyment. Personal, social, health and citizenship education is a strong feature of the curriculum.

Parents are encouraged to take an active part in their child's learning and do so through the half termly activity bags, working with their children to make, for example, pirate hats for the 'In a land far away' theme. Each theme is kick started by a visit or visitor enabling pupils to learn through first hand experience and to fire their imagination.

Leaders have skilfully reorganised the timings of the school week to release time on a Friday afternoon for 'Let's Go Clubbing Funky Fridays'. In this time, pupils thoroughly enjoy activities such as gardening, card making and 'a taste of modern foreign languages'. In addition there is a good range of extra-curricular activities. In Summer 2008, for example, a group of pupils spent several days in France. Further enrichment activities include the whole school attending a performance by Simon Webbe at the MEN arena.

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

#### **Grade: 2**

The level of care and support for pupils and their families is impressive and parents are appreciative of this. 'I love this school', 'the team of teachers have been a blessing for me' and 'the headteacher knows every single pupil by name' are typical comments from very positive parents who are aware it is not just the teachers who contribute to this. For example, the work of the Nurture Group and the learning mentor has been very positive in getting pupils to attend

school, improving behaviour and developing the social and emotional needs of pupils. Office staff and midday assistants also play their part in providing a safe environment for the pupils to develop. Government requirements for safeguarding are met. Pupils with learning difficulties and/or disabilities are identified early and good support and interventions put into place. These are delivered by a team of skilful teaching assistants. Now there is an accurate system for tracking pupils' progress, pupils are more knowledgeable about their targets and how to improve their work.

## **Leadership and management**

### **Grade: 2**

The headteacher, through her drive and enthusiasm, has created a team committed to improvement. All staff are valued and share her vision. She and her deputy are very positive role models. The school is supported by a strong governing body which is not afraid to ask difficult questions and expect answers.

Good work has been undertaken since the previous inspection to address weaknesses in writing. It has also been successful in involving pupils more in their learning, the 'three stars and a wish' being an example of this. The development of a secure and accurate system of tracking pupils' progress has been more difficult and has taken longer. However, such a system is now in place and the assessments undertaken over the last year represent an accurate picture of where pupils are in their learning. Leaders know they need to use this information to set pupils challenging targets to ensure they make more rapid progress in their learning.

Community cohesion is strong. The headteacher's commitment and openness has ensured relationships with parents are excellent. The school lies at the heart of the community. Leaders, working in partnership with this community and others, have been successful in building up in pupils the skills and attitudes for learning. This is most evident in the pupils' good levels of personal development. Leaders know these skills now need to be translated into higher standards.

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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?	3
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?	3
The standards <sup>1</sup> reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	3
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	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	3
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	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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

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

Inspection of Adswood Primary School, Stockport, SK3 8PQ

Mrs Ravey and I want to thank you for welcoming us into your school recently and to let you know our findings.

There are many good features about your school, not least the way you are developing into good citizens. Your attitudes are good as is your behaviour. That said some of the quiet chatter that goes on in lessons sometimes gets in the way of learning. We could see that you are taking responsibility in school, the play leaders for example, and how much you enjoy 'Let's Go Clubbing Funky Fridays'. All this, coupled with a good start in the Reception class, a curriculum that is firing your imagination, adults in the school who support and care for you really well, and good leaders means you are developing social and emotional skills plus the skills needed for learning well. We know you and your parents appreciate this.

In your learning, we have judged that you are making satisfactory progress and this means we have judged the school overall to be satisfactory. We liked the good teaching that we saw and have asked Ms Conwell and the governors to ensure more is like this so your progress increases to good or better. It's already like this in some classes and for those of you who need a bit extra help or support. When your progress does become good we believe the standards the school gets in English, mathematics and science will get higher just as they have done in writing this year. Well done! We certainly think that your continued involvement in your learning, through 'three stars and a wish' for example will help you in this. It's good to see you know your targets and we have asked the school to use the information it has about you to set you even more challenging ones, particularly so that those of you who are able to do so may achieve some of the higher levels.

We wish you all well and every success for the future. We will remember your Adswood smiles for a long time to come!