

# Etchells Primary School

## Inspection report

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<b>Unique Reference Number</b>	106045
<b>Local Authority</b>	Stockport
<b>Inspection number</b>	324320
<b>Inspection dates</b>	18–19 March 2009
<b>Reporting inspector</b>	Alison Thomson

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)	350
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>	Mrs P Edwards
<b>Headteacher</b>	Mrs L Holebrook
<b>Date of previous school inspection</b>	19 June 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>	East Avenue Heald Green Cheadle Cheshire SK8 3DL
<b>Telephone number</b>	0161 4371792
<b>Fax number</b>	0161 4371792

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a larger than average primary school. There is Early Years Foundation Stage provision in a Nursery class and in two Reception classes. The proportion of pupils eligible for free school meals is below average. The number of pupils from minority ethnic groups, including those who speak English as an additional language, is higher than average. The proportion of pupils with learning difficulties and/or disabilities is much higher than average. There is also a higher than average number of pupils with a statement of special education need. This is because the school is a designated 'Resource' school for pupils who have severe learning difficulties, and profound and multiple learning difficulties. The school has many awards, including the Activemark 2009 accreditation for the promotion of physical activity and the International Award 2008 for developing international learning.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Etchells is a very effective, truly inclusive school where careful attention to meeting the needs and interests of each pupil results in their personal development being outstanding and their academic achievement being good. Most parents are very positive about the school. Typical of their views are, 'I am thrilled with the level of care and education provided by Etchells and Etchells is a wonderful school ȃ the teachers are great with the pupils.'

The school's strong emphasis on promoting respect for others ensures that pupils are polite, courteous and look after each other particularly well. Pupils say that they feel very safe and secure in the school environment. This is due to the good care, guidance and support they receive. One pupil said, 'The teachers support you and look after you well.' Pupils understand very clearly what it means to have a healthy lifestyle. They also welcome the opportunities of taking on responsibilities, such as being squaddies, where they look after and organise play for younger children at lunchtimes. Pupils feel that the school listens to them and they are proud of organising events such as Etchells's Got Talent'. Pupils' spiritual, moral, social and cultural development is outstanding. They have a particularly keen awareness of cultures other than their own through celebrations and projects, and say they really enjoy learning about 'the ways of other people'. Pupils accurately rate behaviour in school as excellent and say that if someone is unhappy, the school deals with this quickly and effectively. When asked to describe their school, one pupil said, 'It's a very friendly place where they push you to do your best, but have fun with you.'

From starting points that are just below average, pupils make good progress overall and leave at the end of Year 6 with standards that are in line with those seen nationally. This is due to good teaching and learning, and well targeted support by all staff. Specialised small-group teaching ensures that careful attention is given to the needs of pupils with learning difficulties and/or disabilities and those who speak English as an additional language. The achievement of the higher-attaining pupils, however, is not as strong as that of other groups. This is because in some lessons they are not challenged as much as they could be. The curriculum is good, very creative and meets the needs of pupils well. Many take advantage of the numerous clubs on offer during and after school, ranging from lacrosse to philosophy. Pupils say that they know how to improve their work, especially in areas such as English, where they now have clear targets.

The headteacher has established good teamwork within school and excellent partnerships outside school, such as the collaborative work with a group of local schools. Subject leaders monitor their areas well and there is a shared vision for raising pupils' achievement. Effective monitoring and evaluation of teaching and learning has led to improvements. Leaders and managers have a sound understanding of the school's strengths and areas for improvement and there is an appropriate plan for future developments. Some areas of relative underachievement, such as boys' performance in English, have been successfully tackled. However, while pupils' performance data is collected, its analysis and evaluation is not sharp enough to identify how to raise pupils' achievement more quickly. Because of this, the school's capacity to build further on its recent improvements is satisfactory. Governors know the school well and are increasingly holding it to account appropriately. The school provides good value for money.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Children enter the Nursery with skills below those typical for their age, especially in the aspects of communication, personal and social skills. They make good progress and achieve well in the Nursery and Reception, and enter Year 1 with skills that are just below average. Teaching is good throughout the Early Years Foundation Stage. Strong induction procedures that involve parents in their children's initial assessment ensure that children settle happily into school routines. There is a good focus on developing independence in children's learning. An example of this was seen as children planned their decoration for their Mother's Day biscuits. They are well cared for in a rich, vibrant learning environment, where they behave exceptionally well and demonstrate extremely positive attitudes to learning. There is a good and consistent emphasis on the development of children's speaking and listening skills and many opportunities are available for children to develop an early understanding of writing and number work. Children enjoy varied practical activities that are structured well to cater for their widely differing needs, both in the buildings and in the Foundation Stage well developed outdoor areas, though Reception classes have no continuous access to this area. However, the Reception classes have a discrete small outdoor area where activities are appropriately planned. The leadership of the Early Years Foundation Stage unit is good. Planning systems are thorough and assessment systems are straightforward and of good quality. The management is developing well as the new Early Years Foundation Stage systems are becoming established.

### What the school should do to improve further

- Raise the achievement of higher-attaining pupils through more effective challenge in lessons.
- Analyse and evaluate data more incisively at whole-school level to ensure more rapid progress of all pupils.

## Achievement and standards

### Grade: 2

From starting points that are just below average most pupils make good progress and attain average standards by the end of Year 6. Although standards have declined recently, owing to pupils having lower starting points than previous groups, progress is good throughout the school. In the 2008 statutory assessments standards at the end of Key Stage 1 were broadly average and particularly strong in mathematics. This was due to an increased focus on solving problems, an issue raised from the previous inspection. In Key Stage 2 progress in English is particularly strong, as a result of the curriculum being more creative. The percentage of pupils reaching higher levels is lower than estimated because they are not being sufficiently challenged in lessons. Throughout the school, pupils with learning difficulties and/or disabilities, those who speak English as an additional language and those who are vulnerable are supported very well. This helps them to overcome possible barriers to learning and achieve well in relation to their individual targets.

## Personal development and well-being

### Grade: 1

In the school there is an exceptionally strong feeling of well-being helped by pupils' outstanding commitment to their school. Most show great enjoyment in all they do and form excellent relationships. This helps to prepare them well for their future lives. Pupils consider that school

is a happy, friendly and safe place where staff care for them, and make lessons interesting and fun. Their spiritual, moral, social and cultural development is outstanding. The many visits and visitors to the school develop pupils' keen interest in other cultures and traditions which children eagerly describe and discuss. Older pupils willingly take on responsibilities for looking after younger children, for example in promoting 'positive play'. They enjoy serving on the school council and they are pleased that the school took on board their ideas for new playground equipment. Pupils show great respect for and readily include all members of their school community in all activities. Pupils' behaviour is outstanding, ensuring that lessons and other activities run smoothly. They very actively take on the school's messages about living healthy lifestyles, and eagerly take part in the many sporting activities available to them. The school has worked tirelessly to improve attendance, which remains average, in the main due to a small number of pupils not attending regularly.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Relationships between staff and pupils are excellent and, as a result, pupils are keen to work hard. Lessons have good pace, and the imaginative use of whiteboard technology promotes good learning. Teaching assistants understand the learning needs of their pupils and help them to be involved successfully in lessons. The work is often well matched to pupils' abilities, although the higher-attaining pupils are not always challenged enough. There are good opportunities for sharing ideas and pupils do so with lively confidence. Teachers usually explain to pupils what they should be achieving during the lesson. Sometimes the expected outcomes of lessons are not detailed enough or graduated enough in difficulty. This limits the opportunities for pupils to be effectively involved in assessing their own learning. However, in a good Year 6 lesson where pupils had to design their own houses, they were actively engaged in assessing their own learning and that of others. Marking is carried out regularly, generally informs pupils how well they are progressing and identifies the next steps to improve their work.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is rich and inclusive and contributes very well to pupils' enjoyment and achievement. It is adapted well to meet the needs of pupils. For example, the well-being of those with learning difficulties and/or disabilities is enhanced through the provision of specialist equipment and support, including therapy programmes. Very good links have been made with other organisations that help to promote all areas of pupils' development. For example, work with a local network of schools is helping to promote the use of drama throughout different areas of the curriculum and to promote good levels of information and communication technology capabilities. Sporting organisations are used well to extend the range of enrichment activities offered including lacrosse, where the school team is currently enjoying success. Visits to places such as science and industry-related museums, as well as work with visiting artists and specialists, have helped to extend and motivate further pupils' learning in the classroom. Links with local and international groups, visitors to school, as well as events such as Chinese New Year and International Day, give good opportunities to help pupils to develop an excellent understanding of others from different cultural and religious backgrounds. The school is developing a creative themed approach to establish more meaningful links between subjects.

## Care, guidance and support

### Grade: 2

The care and welfare of pupils are real strengths of the school. There are secure arrangements to ensure the safety of pupils, including robust systems for child protection. The school pays good attention to health and safety through regular risk assessments. Pupils feel behaviour has improved greatly as a result of highly valued reward systems. All staff are fully aware of the potential needs of vulnerable pupils. Early identification of pupils with learning difficulties and/or disabilities leads to prompt and well focused support. High quality guidance and support for these pupils ensures that they are able to overcome barriers to learning; consequently, they feel a sense of belonging and make good progress. Pupils who speak English as an additional language also receive good support. Academic guidance is good overall, but there are inconsistencies in its use across subjects, resulting in pupils not always knowing how to improve their work. The good practice seen in English is just beginning to be shared. Links with local secondary schools are strong, helping to prepare pupils for the next stage in their education.

## Leadership and management

### Grade: 2

The headteacher is passionate about the school and its pupils. She has brought together a strong team and instilled a clear, shared vision for raising achievement and personal development. Staff feel their ideas are welcomed and valued. Subject leaders work together effectively and enjoy their increased responsibilities, such as monitoring and tracking pupils' progress in their areas. Although many of these procedures are in their infancy, there are signs that they are having a positive effect in some areas, particularly in the progress of pupils in English. There are very effective partnerships with others, including specialist support for those pupils with profound and multiple learning difficulties. Links with parents to involve them more in their children's education are good. Parents are welcomed into the school and appreciate the 'lovely atmosphere'. Community cohesion and the promotion of equality are good with strong local and international links. Pupils were awarded 'Young Volunteers of the Year' by a local hospice. However, links with schools of different characteristics in the UK are yet to be established. The school has a wealth of data on individual achievement, but the analysis and evaluation of this data is not used effectively enough across the whole school to help bring about rapid improvement. Governors know the school well and are providing appropriate challenge and guidance for securing improvement.

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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?	1
The capacity to make any necessary improvements	3

### 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?	1
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>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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

<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	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	3
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 Etchells Primary School, Cheadle, SK8 3DL

Thank you for making us feel very welcome when we inspected your school recently. We enjoyed talking to you and seeing all the interesting work that you do.

We agree with your teachers that your school is a good one. Here are some of the things we judged to be strong features of your school.

- You behave exceptionally well and you are most polite.
- You look after each other well, in roles such as being squaddies.
- You like coming to school and you are very keen to learn.
- Your teachers make your lessons exciting and listen carefully to your ideas.
- The adults in school make sure that you are very safe and well cared for.
- You enjoy the many opportunities that the school offers, both in lessons and the interesting visits and clubs.

Here are two things that we have asked the school to improve.

- Your teachers should give harder work to those of you who find learning easy.
- Your senior leaders should use the information better about how well you are doing to help improve your learning more quickly.

We would like to wish you all the very best for the future. Good luck to the lacrosse team in the area finals, we hope you make it to London!