

Delph Primary School

Inspection report

Unique Reference Number	105669
Local Authority	Oldham
Inspection number	336535
Inspection dates	14–15 September 2009
Reporting inspector	Geoffrey Yates

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

Type of school	Primary
School category	Community
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	188
Appropriate authority	The governing body
Chair	Mr Mark Hopkins
Headteacher	Mrs A Leigh
Date of previous school inspection	2 May 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 11 lessons and held meetings with the headteacher, governors, staff, groups of pupils, parents and the School Improvement Partner. They observed the school's work, and looked at the school improvement plan, minutes of meetings of the governing body, pupils' current work and assessment data. They analysed the questionnaires returned by pupils, parents and staff.

- the quality of provision in the Early Years Foundation Stage
- the challenge given to pupils to use their basic skills well across the curriculum
- the effectiveness of community cohesion
- the impact of a new programme of study for pupils' personal development

Information about the school

This is a smaller than average village primary school. The proportion of pupils eligible for a free schools meal is below average, as is the proportion of those with special educational needs and/or disabilities. A very large majority of the pupils are of White British heritage. The school has received many awards including Healthy School's and Eco Green Flag. The week of the inspection was the first full-time week for the children in the Reception Year. On the school site there is childcare provision, including a breakfast club, that is not managed by the governing body. This was the subject of a separate inspection whose report can be found on the Ofsted website.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

2

Main findings

This is an outstanding school. It provides a very secure, inclusive and welcoming environment, with all required safeguarding and child protection measures firmly in place. The high level of care, support and guidance provided by the staff are major contributors to the success of the school. A very well planned curriculum ensures pupils' needs are met exceptionally well. As a result, pupils develop their basic skills to a high degree and are given plenty of opportunities to use them in other subjects. The curriculum for arts and sport is very strong. Parents overwhelmingly recognise how well the staff challenge and support their children to achieve to their capabilities. The outcomes for pupils are outstanding because good teaching year-on-year, together with an excellent curriculum promotes pupils' achievement very well.

Pupils attain high standards in English, mathematics and science by the end of Year 6. They make excellent progress in their learning and their achievement is outstanding. This includes pupils with special educational needs and/or disabilities, because the teaching is consistently good. Pupils' personal development and well-being are also promoted extremely well so that they transfer to high school very well equipped for the next stage of their lives. Their spiritual, moral, social and cultural development is also of a very high standard. Outstanding partnerships such as the links established with local, national and international groups support pupils' learning and their understanding of the community. Pupils show in their acceptance of responsibility and their friendliness and care for each other that they know how to contribute well as members of the community.

Teaching assistants contribute effectively to pupils' learning and progress. The use of visiting staff, including a sports coach enhances provision and learning further. Teachers and pupils form very good relationships and this ensures that pupils quickly feel at home in their new classes and are ready to learn. Classrooms are organised very well with good use made of information and communication technology. The school tracks pupils' progress and sets challenging targets to improve performance, but pupils are not involved sufficiently in setting targets of how they might improve their own work. A number of pupils commented that they would like to be more involved in knowing what their individual targets might be. In the Early Years Foundation Stage the good quality learning experiences found in the classroom are not matched by the outside activities. This is because of difficulties in accessing the area which makes it very difficult to fully incorporate into the provision.

The school's self evaluation is accurate and very effective and as a result the school knows what it needs to do next to improve and takes decisive action to improve outcomes for all groups of pupils. Issues from the previous inspection have been

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addressed successfully. The headteacher with the support of the deputy headteacher provides very strong leadership and ensures the needs of all children are met and that they become very good citizens. The school's capacity for sustained improvement is good as demonstrated by pupils improved achievement and attainment since the last inspection. Partnerships with parents are excellent as are the school's partnerships with the local community and other schools. The governors provide good support and challenge for the school.

What does the school need to do to improve further?

- Ensure that pupils are clear about what steps they need to take to improve their work by:
 - helping them understand the levels to be attained in English and mathematics
 - arranging regular opportunities for pupils to talk about what targets are best for them
 - ensuring that targets are set, monitored and achieved during the year.
- Improve the outdoor provision for children in the Early Years Foundation Stage so that it matches the good quality of learning indoors.

Outcomes for individuals and groups of pupils**1**

High standards in English, mathematics and science at the end of Year 6 are the norm. The work of the present Year 6 shows this is set to continue. There is no noticeable variation in the performance of different groups of pupils. Pupils' progress, achievement, learning and enjoyment are outstanding. This is because the work they are asked to do is interesting, pupils concentrate very well and quickly settle to the tasks. Pupils' behaviour is excellent, as is their attitude to work. They thoroughly enjoy their studies and are keen to take part and to offer suggestions. A very good example was seen in a Year 2 literacy lesson where all groups of pupils responded enthusiastically when asked to demonstrate their knowledge of full stops, capital letters and exclamation marks. The quality of learning dips very occasionally when teachers take insufficient time to ensure all pupils fully understand an aspect of what is being taught. Pupils with special educational needs and/or disabilities, including those with a statement of special educational need, respond very successfully to well-targeted intervention and support in lessons. Their progress is tracked very well and the information used to ensure they make outstanding progress. Pupils have an excellent understanding of how to live healthily and of the importance of regular exercise. There is a very good uptake by pupils of the wide range of sport related extra-curricular activities. Pupils say that they feel very safe in school. Pupils undertake many roles to contribute to the school's work, including looking after younger pupils, through involvement in the school council or as a member of the Eco group. They have very good moral and social awareness and understanding of beliefs, customs and cultures different from their own. Pupils are very aware of the importance of respecting others and this message is a key part of the

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school's code of conduct. Pupils arrive punctually and attendance is above average.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Teaching is of a good quality. Despite the inspection taking place very early in the term all members of staff have already established very good relationships with the pupils and good classroom routines. Where teaching is at its best teachers are not afraid to change the course of their lessons if things are not going as well as they might. Teachers plan interesting lessons, but occasionally opportunities are missed to use questions well. As a result, they are not always alert to pupils' lack of understanding. There are good assessment systems in place to support learning, with feedback given to pupils about how well they are doing. However, there is a lack of consistency across the school in providing pupils with information about what they can do themselves to improve their work.

The curriculum provides many opportunities for pupils to use and apply their basic skills in other subjects. There are significant strengths in provision for the arts, a modern foreign language and music which impact very well on pupils' enjoyment of school.

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Through activities such as being involved in business challenges to cost, produce and sell greeting cards to raise funds for a chosen charity, the pupils are really challenged to use and develop their skills. Pupils' understanding of cultural diversity is promoted strongly by links with other schools. There are rigorous systems to keep pupils safe and excellent programmes to promote their personal, social and emotional development. All groups of pupils benefit from the exceptional level of personal attention and care. The school is extremely effective at providing whatever is needed, for example, through the adaptations to the building being carried out to enable the needs of pupils with physical disabilities to be met. Links with parents are strong, and parents whose children have special educational needs and/or disabilities are fully involved in the actions taken to support them.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher and the senior leadership team have a clear and accurate understanding of the school's main strengths and weaknesses. They are highly successful in promoting care and respect for others and the needs of the individual resulting in any forms of discrimination being eradicated and equality of opportunity being fully embedded in school practice. Leaders make effective use of a range of monitoring activities to secure improvements in provision and outcomes for pupils. This has ensured that pupils achieve exceedingly well and strongly enjoy their learning. In this respect the contribution of the headteacher is outstanding. The effectiveness of leaders and managers at all levels to embed ambition, drive improvement and to lead teaching and learning is good. Recent staff changes have meant that middle leaders have not yet had time to become fully effective leaders but they are being supported well in developing their roles. Safeguarding procedures are of high quality, contributing significantly to the confidence that both pupils and parents have in the quality of the school's care. Despite the school being in a rural area numerous partnerships are firmly in place with other schools, local churches and community groups and businesses. These help to promote pupils' excellent personal development and enjoyment of school. Partnerships with parents are outstanding. For example, governors have undertaken their own surveys of parental views and taken action to tackle issues that arose. The school makes a good contribution to community cohesion and has strong links with the local community and further afield. For example, there are links with two schools each in totally different areas and with a school in Africa. Governors use their expertise well and

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are very aware of the school's effectiveness. Improvements to the school's tracking system have helped staff to gain a secure understanding of the rates of progress of individual pupils, although not enough use is made of this information to inform pupils of the steps they need to take to improve their work further.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children start school with levels of skill that are typical for children of this age. By the time they enter Year 1 they exceed the expectations for their age in all areas of learning and achieve well. The very caring and nurturing ethos within the class, with children's safety and welfare paramount, ensures children settle quickly, feel safe and begin to develop confidence in learning. They get on well with each other and begin to form friendships. For example, they willingly share toy medical equipment in role play in the 'medical centre'. The quality of provision within the classroom is good and as a result pupils become fully engrossed in a range of meaningful activities and make good progress. Teaching and learning are of good quality and teaching support is effective. Children's learning is most effective when extra help is available. The children have many opportunities to follow their interests in self-chosen activities. For example, they develop their counting skills by adding up the number of sand castles they make. Children's more formal learning is well planned and purposeful. Teacher led sessions to develop children's knowledge of letter sounds are enjoyable because of the very effective use of eye-catching resources. The outside area - directly accessible from the classroom for children to learn in the fresh air - is insufficient in its extent and quality.

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This reduces the overall quality of provision to good. The Early Years Foundation Stage is well led and managed. The leader has a good knowledge of the Early Years curriculum and is well aware of the limitations of the outside area. Very good assessment procedures are in place. For example, records show identification has already been made of a child who is potentially gifted and talented. There are very good relationships with parents and the pre-school group from which children transfer.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The school undertakes its own review of parental opinions, which may explain the low return of questionnaires. Parents who did reply are overwhelmingly positive about aspects of school life, including the way in which the school cares for and educates their children. Praise from parents of pupils with individual needs is immensely positive and came across strongly during a meeting with parents held during the inspection. Some parents took time to add comments to the questionnaires they returned to reinforce the strength of their positive views, which are endorsed by inspection evidence. Almost no concerns were raised, but the very few that were made were not found to be significant by the inspectors.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Delph Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 42 completed questionnaires by the end of the on-site inspection. In total, there are 188 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	60	71	24	29	0	0	0	0
The school keeps my child safe	67	80	17	20	0	0	0	0
The school informs me about my child's progress	46	55	36	43	2	2	0	0
My child is making enough progress at this school	38	45	40	48	6	7	0	0
The teaching is good at this school	54	64	30	36	0	0	0	0
The school helps me to support my child's learning	50	60	32	38	2	2	0	0
The school helps my child to have a healthy lifestyle	56	67	26	31	2	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	50	60	33	39	1	1	0	0
The school meets my child's particular needs	39	47	40	48	4	5	0	0
The school deals effectively with unacceptable behaviour	37	45	39	47	4	5	3	4
The school takes account of my suggestions and concerns	31	38	44	54	5	6	0	0
The school is led and managed effectively	53	64	28	34	2	2	0	0
Overall, I am happy with my child's experience at this school	62	76	19	23	1	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



Inspection of Delph Primary School, Delph, OL3 5HN

Thank you for the very friendly welcome you all gave the inspectors when we visited your school. We really enjoyed our time with you and seeing you in lessons. I am pleased to tell you that the inspectors judge that you receive an outstanding standard of education. My only regret is not hearing the school band and school choir perform because I had found out how good music is in the school. It was wonderful to see how well children in the Early Years Foundation Stage coped with their first full day in school – well done everybody!

I agree with you that all the adults working in your school make lessons interesting and that if you need help you get it. You make excellent progress in your work. By Year 6 you attain standards that are high for your age. You work very hard in lessons and behave exceedingly well; you are very polite. You told me that you feel safe in school and that if a problem occurs an adult will sort it out quickly when you tell them about it. Staff certainly take excellent care of you. The school council is busy on your behalf and does a good job.

I have asked your school to involve you more in knowing how to improve your work. A number of you commented in the questionnaires you filled in for me that this is something you want to do. The other thing I have asked your school to do is to improve the opportunities for children in the Early Years Foundation Stage to play and work outside.

Keep on working hard so you can continue to play a big part in ensuring that your school continues to be so successful.

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