

# Wharton Primary School

## Inspection report

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<b>Unique Reference Number</b>	105897
<b>Local Authority</b>	Salford
<b>Inspection number</b>	336575
<b>Inspection dates</b>	25–26 January 2010
<b>Reporting inspector</b>	Terry McDermott

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

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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 of pupils on the school roll</b>	215
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Eric Burgoyne
<b>Headteacher</b>	Mrs Helen Watson
<b>Date of previous school inspection</b>	1 November 2006
<b>School address</b>	Rothwell Lane Little Hulton Worsley M38 9XA
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors saw nine teachers teach nine lessons and held meetings with governors, staff, and groups of pupils. They observed the school's work and looked at the school's assessment and tracking system for evidence of pupils' progress. They scrutinised a large sample of work in pupils' books. In all, about 60% of inspectors' time was spent looking at the quality of pupils' learning. School documents, including governing body minutes, monitoring records and development plans, and reports from the school improvement partner, were evaluated. Responses from 51 parents and carers to Ofsted's questionnaire were analysed, along with the responses of staff. Pupils' views, in Years 3, 4, 5 and 6, were taken into account.

- the quality of teaching and learning in the school
- the progress being made by pupils in each class in the school
- how well the regulations for safeguarding pupils' well being, and the requirements for promoting community cohesion, are met.

## Information about the school

This is an average size school that includes an Early Years Foundation Stage with Nursery and Reception classes. The proportion of pupils eligible for free school meals is well above average. The proportion of pupils from minority ethnic groups is broadly average, and almost all speak English at home. The proportion of pupils with special educational needs and/or disabilities, including those with statements of special educational needs is above average. A new headteacher has been in post since April 2009. The school has been involved in the local authority's Improving Schools Programme (ISP) since the summer of 2008. The school has had recent and long lasting staffing issues.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

This is a satisfactory and improving school. Though most of the staffing issues have been largely overcome, the school knows that some still remain. Staff morale is positive and there is a clear desire to improve. The main strengths of the school are in its good curriculum and the good care, guidance and support it gives to pupils and their families. These strengths successfully encourage pupils to respect and celebrate diversity and equality; adopt healthy lifestyles; be tolerant and considerate; and enjoy learning. These ensure that pupils' spiritual, moral, social and cultural development is good. A large majority of parents and carers acknowledges the effectiveness of the school's efforts in meeting their children's needs.

There is reliable evidence that many pupils are now making good academic progress. However, this is not always the case, for all pupils, because information from assessment is not used well enough to stimulate new learning. Moreover, some lessons slow down when teachers talk for too long and children lack time to investigate ideas for themselves. Attainment at the end of Year 2 is significantly below average overall. However, standards are improving. By the end of Year 6 in 2009, pupils' attainment in English, mathematics and science was below average. Moreover, progress to reach these levels was satisfactory. Older pupils in particular have a large legacy of low attainment and earlier underachievement to overcome. Nevertheless, they are progressing soundly in closing the gap.

The school is a calm and welcoming place to learn, with lots of space for the display of pupils' written work and very impressive artwork. Pupils say they feel happy and safe here. This is reflected in their very good attitudes to learning in lessons, positive behaviour, and in the care they take of their immediate environment.

The curriculum is good. It meets all requirements and provides many additional opportunities for pupils to imagine themselves in different situations. Importantly, this begins in the Early Years Foundation Stage, as typified by children conducting a conversation between two of the teacher's glove puppets, replaying a familiar story to a small audience. Pupils say they particularly like trying to apply what they already know in new or different circumstances when subjects are linked together in themes such as 'Turrets and Tiaras'.

The school's capacity for sustained improvement is satisfactory. Self-evaluation is accurate, if a little modest in some areas, and is based upon objective and realistic analysis of the accurate information provided by the school's good assessment system. Staff new to leadership positions are beginning to make well founded changes to bring about improvements. They have not, however, had time yet to check fully on the quality

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of teaching, or on the attainment and progress of pupils.

## What does the school need to do to improve further?

- Accelerate progress and raise attainment in English, mathematics and science by:
  - - making more effective use of assessment information in the planning of lessons to ensure that work set enables pupils to make more consistent progress
  - - ensuring that more lessons challenge pupils to work independently and think things through for themselves
  - - ensuring leaders at all levels focusing more tightly on checking how well all aspects of the school's work help pupils to learn.
- About 40% of schools whose effectiveness is judged satisfactory may receive a monitoring visit from an Ofsted inspector before their next section 5 inspection.

## Outcomes for individuals and groups of pupils

**3**

Pupils make satisfactory progress as they move through the school. Some lessons move along at pace, and pupils become engrossed in a range of interesting work which sparks their imagination. Progress in some other lessons slows as pupils are held back, listening politely to overly detailed instructions. The school's monitoring records, and inspection observations of lessons and pupils' work in their books, show that whilst some pupils make good progress, the remainder make satisfactory progress.

When children join the Nursery, the large majority have lower than expected levels of skill than are normally seen in children of their age. Through Key Stage 1 and into Key Stage 2, progress remains inconsistent. In Year 6 in 2009, though attainment was below average, results in the national tests showed that progress was satisfactory when considering these pupils' starting points. No group of pupils, including those with special educational needs and/or disabilities, underachieves.

Pupils' personal development is good. From an early age, pupils quickly adopt the strong values the school holds. They are considerate, polite and well mannered, and get on well together. They wear their uniforms with pride, and are certain that, 'Wharton is the happiest school around'. They say that they feel safe, 'because the teachers are always there for us', and are confident that they could get help should the need arise. Their behaviour is consistently good, especially in lessons where they listen carefully and show very positive attitudes to learning. They speak knowledgeably about the effects of exercise and diet on the body, and confidently about avoiding the dangers they may encounter. Their willingness to take on responsibility, and their awareness of the needs of the wider community, was typified by the promptness of their response to the Haitian earthquake. Within one week, the elected school council organised an appeal and raised close to £250 to support the victims of that disaster. Though attainment is below average, the strongly positive personal attributes of reliability, honesty and tolerance indicate that pupils are satisfactorily prepared for the next stage of their education. Attendance is average.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Teaching is satisfactory because the rate at which pupils learn is inconsistent. Features common to good teaching are: the excellent relationships between pupils and adults; pupils' very good attitudes to learning; and the active involvement of classroom support assistants. The better lessons are well planned, move along at pace, and encourage pupils to solve their own problems. Some teachers spend too long explaining what pupils are going to do.

The curriculum is good because it inspires pupils to widen their horizons, become good citizens, and to celebrate diversity. This is exemplified spectacularly in the wide range of high quality art work of the pupils, amongst which the huge Japanese Noh-Shimaki mask is particularly fearsome. Enrichment activities are many and varied, and include sport, performances, visitors, and residential visits, including the annual Year 5 and 6 visit to Lledr Hall in Wales.

Adults in the school, pupils and their families know each other well. The school is a growing focus of the community, and is trusted by parents and carers who appreciate the personal contacts with staff at the start and finish of each working day. Formal

<sup>1</sup> 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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systems and informal knowledge are used sensitively and confidentially to identify and resolve any pastoral problems which arise. The school is quick to prepare effective interventions to support pupils as required, and is not afraid to seek the help of outside professional agencies when circumstances go beyond its own resources or expertise.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The recently appointed headteacher has gained, very promptly, an accurate understanding of the school's strengths and weaknesses. She has quickly won the confidence of the staff and has generated a 'can-do' spirit with a clear focus on improving learning. Leaders are now taking appropriate steps to sustain the strengths whilst addressing those areas requiring improvement. Middle managers are willingly taking up responsibility for their areas, but have not yet had the time to see the cumulative effects of their work. Governance is satisfactory. Governors are keen to support the school and are learning how to challenge the school about its performance. Provision for community cohesion is good. It begins with the good links the school has with parents and carers, and is sustained and extended through the curriculum to include a national and global perspective. The school works with persistence to ensure that all types of inequality are addressed. Its success is shown in the calm and harmonious atmosphere in the school. There is no discrimination here.

The school's procedures for safeguarding pupils' welfare are good. The protection of the pupils' interests is central to school's work. Government safeguarding requirements are met. The school gives satisfactory value for money.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>

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<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children settle very quickly into the colourful and attractive learning environment, both indoors and outdoors, presented by the spacious Nursery and Reception classes. The strong partnerships with parents and carers established here, provide the basis for continuing links as children progress through the whole school. Adults promote children's welfare effectively by providing good role models for the children. In consequence, they rapidly develop good social and emotional skills. They share toys, listen patiently to each other, take turns, and work and play together happily. They are happy and safe.

There is a good balance between teacher-led and child-initiated activities, and children have many opportunities to take advantage of all spaces, indoor and outdoor, to stimulate their interests. However, though many activities are exciting and very interesting, such as playing and counting in real beans and sausages, children make only satisfactory progress overall. This is because lesson planning does not always identify with sufficient precision what learning outcomes are intended from each activity or lesson. Assessments of what children are learning are accurate but not used well enough to reshape children's thinking. In reality, though children are very happy and enjoying all the experiences provided, the uneven balance between play and learning is not helping them to make the best possible progress.

Leadership and management are satisfactory. Despite Nursery and Reception staff beginning to work together as a unit, their planning is not yet coordinated well enough to ensure a seamless continuity and progression. However, the school is already taking action in tackling these issues.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3



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## **Views of parents and carers**

Fifty one parents and carers returned the Ofsted questionnaire. The overwhelming majority indicated a great deal of confidence in the work of the school. Parents and carers agreed unanimously that the school helps their child to have a healthy lifestyle, and that the school is effectively led and managed. A very small number of parents and carers raised concerns about the school keeping their child safe. Inspectors followed up these concerns rigorously and could find no evidence during the inspection that would uphold them.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wharton 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 51 completed questionnaires by the end of the on-site inspection. In total, there are 215 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	65	11	24	1	2	4	9
The school keeps my child safe	28	61	16	35	1	2	1	2
The school informs me about my child's progress	15	33	27	59	4	9	0	0
My child is making enough progress at this school	20	43	22	48	4	9	0	0
The teaching is good at this school	26	57	19	41	1	2	0	0
The school helps me to support my child's learning	24	52	19	41	2	4	0	0
The school helps my child to have a healthy lifestyle	23	50	22	48	0	0	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)	17	37	23	50	4	9	0	0
The school meets my child's particular needs	24	52	19	41	2	4	1	2
The school deals effectively with unacceptable behaviour	15	33	23	50	4	9	3	7
The school takes account of my suggestions and concerns	17	37	22	48	6	13	0	0
The school is led and managed effectively	28	61	18	39	0	0	0	0
Overall, I am happy with my child's experience at this school	30	65	11	24	2	4	2	4

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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



27 January 2010

Dear Pupils

Inspection of Wharton Primary School, Salford, M38 9XA

Thank you for making us so welcome when we inspected your school recently. You really impressed us with how well you get on with each other, how calm and happy the school is and with your good behaviour and attitudes to learning in lessons. We were also very impressed with your very colourful artwork, especially the Japanese Shimaki mask! Lots of you told us how much you enjoy being in school, and I personally was surprised and pleased at the depth of knowledge older pupils have about the effects of exercise on their bodies.

We found that Wharton provides you with a satisfactory and improving education. The school has two particularly strong parts. First, the good quality of care and support all the adults provide to make sure you stay safe. Second, the good curriculum (all the things you do and learn about) which helps you to recognise that different people all have the same rights.

To make Wharton an even better school, I have identified some other things which also need to be good:

- teachers must make sure that the work they set for you in lessons is closely matched to what you need to learn next
- teachers should encourage you to work things out for yourselves more often
- all those adults who lead the school should check more often that you are all learning things quickly enough.

You can help in making your school even better by continuing to be the happy and hard working young people you already are. Good luck to you all for the future.

Yours sincerely

Mr Terry McDermott

Lead inspector

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