

# Wardley CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	105940
<b>Local Authority</b>	Salford
<b>Inspection number</b>	336589
<b>Inspection dates</b>	19–20 January 2010
<b>Reporting inspector</b>	David Scott

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>	Voluntary controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	210
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr A Johns
<b>Headteacher</b>	Mrs Carol Farrimond
<b>Date of previous school inspection</b>	9 July 2007
<b>School address</b>	Moss Bank Road Wardley Swinton M27 9XB
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors spent eight hours looking at learning; visited 14 part-lessons; observed all eight class teachers; and had meetings with a governor, staff and groups of pupils. They observed the school's work, and looked at the school's self-evaluation documentation, monitoring and assessment information, lesson plans, school policies and 58 parental questionnaires. The school's safeguarding procedures were also evaluated.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the impact of the quality of learning in lessons on pupils' attainment
- how well the school is using assessment data to secure improvement for all groups of pupils
- the provision for more able pupils and those with special educational needs and/or disabilities
- the impact of leaders and managers, at all levels, on driving improvements across all key stages.

## Information about the school

Wardley CofE Primary is an average sized school. Almost a fifth of all pupils are eligible for a free school meal, which is just above the national average. The vast majority of pupils are of White British heritage with only a few from minority ethnic backgrounds. The proportion of pupils who are at the early stages of learning English as an additional language, is well below average. Just under a fifth of pupils, a slightly lower proportion than the national average, have special educational needs and/or disabilities, the largest group being those with moderate learning difficulties.

Since the last inspection the school has gained a number of awards including the Activemark and Sports Partnership.

The Early Years Foundation Stage provision has one Nursery group and one Reception class. Children join Reception from a wide variety of pre-school settings.

**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

The school provides a satisfactory education for its pupils. 'The school is a happy and friendly place where my children have come on in leaps and bounds. The pupils are a credit to the headteacher and her staff.' This statement reflects the positive views expressed by pupils and the overwhelming majority of parents. In this welcoming, harmonious community, pupils are happy and safe and make sound academic progress. They behave well and respect the views of others. They have a well developed sense of what it means to live a healthy lifestyle. This was demonstrated, for example, in the discussion with pupils who spoke with maturity about the various dangers to health, such as smoking and the benefits of healthy eating and participation in sporting activities. Good pastoral support and guidance, especially for the pupils and their families who are experiencing difficulties, make a strong contribution to the school's improving relationships with parents.

Pupils make satisfactory progress and achieve average standards by the end of Year 6. Staff work hard to eradicate any differences in the achievement of groups of pupils. For example, the school has been very successful in helping some pupils with previously challenging behaviour to again enjoy learning and make expected progress. Despite this strong focus, the school has not yet managed to ensure that more able pupils achieve consistently well, particularly in science. Girls perform less well than boys, especially in writing.

Teaching and learning are satisfactory. There are examples of good and outstanding practice, but the quality across the school is variable. This is because activities are not always closely matched to pupils' varied needs and ways to improve their work are not consistently 'signposted'. Despite sound teaching, a stimulating curriculum and good care and support, not all pupils attend regularly. The school has done much to improve attendance, which is now average, but not all parents and pupils have clearly understood that extended holidays in term time affect learning.

Information is used regularly to identify what the school does well and to plan for improvement and a new system for tracking pupils' progress has been recently introduced. Nevertheless, analysis is not always sufficiently robust to ensure that this information is used most effectively to help all pupils make the progress of which they are capable. Criteria against which to judge the impact of any changes are insufficiently measurable. Some leaders are new to their responsibilities and the school recognises that further coaching will be needed to help all staff become more effective in raising standards. Self-evaluation is honest and broadly accurate. Since the last inspection, the school has successfully improved the provision in the Early Years Foundation Stage, reduced exclusions and improved overall attendance. These demonstrate that the school

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has the necessary capacity to make the further improvements that are needed.

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

- Over the next term improve the quality of teaching and the progress pupils make, so that they are consistently good, by:
  - ensuring teachers use day-to-day assessments to provide activities that are challenging and are carefully matched to the varied needs of all pupils
  - asking probing questions in lessons which give pupils opportunities to develop and explain their ideas fully, especially for more able pupils
  - setting and reviewing targets more systematically with pupils so they clearly understand how to improve.
- By the end of the academic year, raise standards in writing and science, particularly for girls by:
  - ensuring that tracking and monitoring information is analysed robustly by setting quantifiable measures against which to evaluate success.
  - distributing the leadership of the school more widely by extending the capacity of leaders and governors to manage their areas of responsibility through coaching and training.
  - working more closely with families to improve attendance to ensure that they appreciate the impact of poor attendance on their children's learning and progress.
- About 40% of the school's whose overall 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**

The quality of learning and progress in lessons are satisfactory. Pupils behave well, and mature into polite, thoughtful and considerate young people. The overwhelming majority of pupils are enthusiastic about their tasks and respond appropriately to teachers' requests. Year 1, for example, thoroughly enjoyed their numeracy lesson where they made good progress using real money to buy objects and practise their addition skills on wipe boards. In Year 6, pupils responded well in a literacy lesson, where they made a model of a frog using play-dough in order to reflect a mood to provide a stimulus for their diary entries.

Standards in national tests, by the end of Year 6, were average in 2009. However, standards are variable; girls underperformed in writing and higher attainers did less well in writing and science than they did in mathematics. Able pupils, in Key Stage 1, however, did better in writing than in reading and mathematics. Overall, pupils achieve satisfactorily. Pupils who have special educational needs and/or disabilities do as well as their peers because of the effective support they receive, as do those who join the

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school with little or no English.

Pupils get on well together and are keen to engage in the many opportunities to take on responsibilities. They are proud to be school council members as they were elected following 'real-life' election procedures. Pupils are aware of the world of work and most are soundly prepared for their futures. Pupils gain first-hand experience of growing flowers, fruit and vegetables, as well as of recycling. The school has worked hard with both pupils and parents to emphasise the importance of good attendance. These efforts have had a fair measure of success and have succeeded in raising the pupils' attendance to broadly average.

Pupils say that they feel safe in school. Through the work associated with the national awards, they understand the importance of a healthy lifestyle and of participating in sporting and other physical pursuits. The school instils in its pupils a sense of purpose and self-belief that underpins their good spiritual, moral, cultural and social development. Above all, they enjoy learning; as one pupil said, 'I really like my class. All staff are very friendly and they care for us so well.'

*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>	3
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?

<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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The quality of teaching throughout the school is satisfactory overall, with some being good or better. Pupils who have particular learning needs are well supported in lessons because teaching assistants are generally well deployed. On occasions, introductions are over long and inhibit opportunities for pupils to learn on their own. As a result, more-able children do not always have their skills and understanding fully extended. The way in which teachers check on pupils' understanding of the work in lessons also varies. Questions are sometimes not targeted well enough for teachers to be sure that all pupils really grasp the meaning of the work. Although there are pockets of good practice, marking and teachers' explanations do not always signpost clearly how the pupils can improve their work.

The recently reorganised curriculum is tailored more closely to meet pupils' individual needs, interests and enthusiasms. It is enriched by after school clubs, visits to places of interest, such as the Eden Camp in York and Clifton Country Park. Concerts, contemporary dance festivals and visits to sporting events provide further opportunities for pupils to broaden their personal and academic skills. Senior staff acknowledge the need to extend the provision of popular extra-curricular activities.

The school is rightly proud of its good care, guidance and support. The most vulnerable pupils benefit greatly from the school's good links with external agencies. Staff can point to real successes in helping pupils overcome difficult histories and challenging episodes in their lives. The inclusion team provides a wide range of support for vulnerable pupils and is increasingly successful at engaging with hard to reach families.

*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?**

Despite the many changes of staff in the recent past that have interrupted progress, the determination of the headteacher to improve the school is unwavering. This has been effectively shared with all staff. Weaker teaching has been tackled and there is a clear ambition to make sure that all lessons are good and that pupils achieve well. At present, the quality of teaching is satisfactory or better and pupils' progress and learning are beginning to accelerate. Nevertheless, due to staffing changes, leaders have undertaken additional management roles and although 'green shoots' are beginning to emerge, it is still too early to assess their full impact.

The headteacher and deputy headteacher complement each other well, and work together to guide and support staff. They recognise that, in order to raise standards,

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leadership roles across the school need to be more sharply focused on accelerating the rate of pupils' progress in all classes.

The school has a strong commitment to ensuring that every student has an equal chance to learn. Senior leaders guide staff so that equality of opportunity and inclusion are sound, but recognise that occasionally the most able pupils and girls do not do as well as other groups of learners. Governors support the school and fulfil their statutory duties, but are not sufficiently involved in evaluating the school's performance. They challenge it well over such matters as improving site security and financial management, but governance is not yet robust enough to secure more rapid improvement in the quality of teaching and learning. The school has comprehensive procedures for safeguarding and risk assessment. Systems to keep pupils safe meet all government guidelines and requirements. The school has good links with the local community, particularly with its partner secondary school and the local church. The school has evaluated its contribution to community cohesion, which is good. This has been achieved by developing and promoting a detailed understanding of its own community and the different faiths, ethnicities and cultures that exist within it. The school's international links promote good awareness of global issues, for example, through partnership with two schools in Zambia.

*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>2</b>
<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 get off to a good start in the Reception classes. They settle in quickly and are keen to learn. Children play together well and are very well behaved. They enjoy learning in this busy environment. Data show that children's attainment when they enter



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the Early Years Foundation Stage is below that expected for their age, particularly in communication, language and thinking skills. By the end of Reception, their attainment is broadly in line with that expected for their age. They make most gains in their language development because of the greater focus on linking letters and sounds and the use of role play. This was demonstrated when a group of children took the opportunity to use their improved language skills to act out the story of 'Goldilocks and the Three Bears' to good effect.

Children enjoy a wide range of stimulating activities, particularly indoors, carefully chosen to meet their needs and interests. Children are given the opportunity to select their own learning activities and respond well to encouragement and praise to explore and widen their choices. Teaching is consistently good, with interesting activities moving at a good pace in a friendly and safe atmosphere. The new and attractive outdoor area for Nursery and Reception children permits free movement between indoors and out. However, this has been resourced mainly for physical development and is not designed to extend progress in all six areas of learning.

The Early Years Foundation Stage leader has a clear vision of how to develop provision and how to make it outstanding. She has ensured that all the welfare requirements are met and that children's progress is closely monitored which contributes to the high quality care children receive.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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 enjoys the support of the overwhelming majority of parents who returned questionnaires. Almost all respondents were very positive about the school and felt that it keeps pupils safe and helps them maintain a healthy life style. Inspectors agree with these views.

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

Ofsted invited all the registered parents and carers of pupils registered at Wardley CofE 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 56 completed questionnaires by the end of the on-site inspection. In total, there are 210 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	41	73	15	27	0	0	0	0
The school keeps my child safe	41	73	15	27	0	0	0	0
The school informs me about my child's progress	39	70	17	30	0	0	0	0
My child is making enough progress at this school	40	71	14	25	2	4	0	0
The teaching is good at this school	40	71	16	29	0	0	0	0
The school helps me to support my child's learning	34	61	20	36	2	4	0	0
The school helps my child to have a healthy lifestyle	36	64	19	34	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)	34	61	20	36	1	2	0	0
The school meets my child's particular needs	38	68	16	29	2	4	0	0
The school deals effectively with unacceptable behaviour	30	54	23	41	3	5	0	0
The school takes account of my suggestions and concerns	28	50	24	43	3	5	0	0
The school is led and managed effectively	39	70	15	27	1	2	1	2
Overall, I am happy with my child's experience at this school	41	73	12	21	3	5	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"><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.**



21 January 2010

Dear Pupils

Inspection of Wardley CofE Primary School, Salford M27 9XB

This letter is to thank you for welcoming us to Wardley Primary and for taking the time from your breaks to talk to the inspectors. We really enjoyed meeting you and seeing you work and play. We judge your school to be satisfactory, meaning that it does some things well whilst other things could be better.

We came to find out as much as we could about your school and now we would like to tell you what we said in the report we have written. Your headteacher and teachers make your school a welcoming place. You and your parents told us that you like school and that it is a caring and happy place where you feel safe. You are respectful, polite and considerate towards each other. We especially enjoyed your singing in assembly.

Your headteacher and teachers are determined to help you succeed, as are your parents. So we have asked them to:

- plan work that will challenge and engage you in all lessons, showing you ways to learn by yourselves, and particularly for the more able amongst you
- give you clearer advice on how to improve your work so that you can achieve your very best, especially the girls, in your writing
- help you do better in science
- make sure that you all attend as well as possible. You and your families can help by not taking holidays in term time.

Once again, it was very good to meet you all. We wish you and the school all the best for the future.

Yours sincerely

David Scott

Lead Inspector

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