

# Arundale Primary School

## Inspection report

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<b>Unique Reference Number</b>	106184
<b>Local Authority</b>	Tameside
<b>Inspection number</b>	336628
<b>Inspection dates</b>	29–30 September 2009
<b>Reporting inspector</b>	Liam Trippier HMI

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>	162
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Ruth Dolan
<b>Headteacher</b>	Mrs Janet Connor
<b>Date of previous school inspection</b>	1 May 2007
<b>School address</b>	Lowry Grove Mottram Hyde SK14 6PW
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors visited 12 lessons and held meetings with governors, staff and groups of pupils. They observed the school's work and looked at a range of documentation, including pupils' workbooks, and policies and procedures for safeguarding. The content of 78 questionnaires received from pupils, 72 questionnaires from parents and carers, and 32 questionnaires from staff was considered.

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

- the effectiveness of leadership and management in tackling the areas for improvement from the last inspection and in improving achievement and other outcomes for pupils
- the effectiveness of teaching and assessment and their impact on learning, progress and attainment
- the school's assertion that there are strengths in the quality of its provision for care, guidance and support; and in outcomes relating to pupils' personal development.

## Information about the school

This is a smaller than average primary school located on the outskirts of Hyde. The number of pupils eligible for free school meals is well above average. Nearly all pupils come from White British backgrounds and virtually all pupils speak English as their first language. The proportion of pupils who have special educational needs and/or disabilities is slightly higher than average. The school runs breakfast and after-school clubs which were visited as part of this inspection. The school has been awarded Healthy Schools status.

**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 school. It has a good Early Years Foundation Stage. All staff work effectively to ensure that pupils are provided with outstanding care, guidance and support, which is reflected in pupils' positive attitudes and good behaviour in and around school. Parents and carers who made their views known to the inspection team think very highly of the school and appreciate the school's work with their families. A typical view is, 'The teachers are very easy to approach and to talk to if you have a problem.' Pupils' achievement is satisfactory overall. Many start school with skills and knowledge well below those typical for their age and make good progress in the Nursery and Reception classes. Pupils make satisfactory progress through Key Stages 1 and 2 to reach broadly average standards in English, mathematics and science. The school recognises that attainment in mathematics is too low and inspectors found that pupils were not able to apply their basic numeracy skills in real-life situations. In some lessons teaching is good but the quality of teaching overall is satisfactory. Learning and progress slow in lessons where teachers' questioning does not elicit quality answers from pupils or when assessment data is not used accurately to set activities that meet all pupils' needs. Feedback to pupils is sometimes clear and explicit but at other times pupils are unclear about how to improve their work. Learning and progress are outstanding in art and design.

Pupils' attendance is above average and this reflects the school's effective procedures to ensure that pupils are punctual and attend regularly. Pupils' spiritual, moral, social and cultural development is good. They develop a good understanding of the qualities needed to get on well with each other and respect other pupils' points of view. Pupils say they feel safe in school. They know about the importance of healthy eating and taking regular exercise and are well aware of potential dangers to their health. Pupils are very proud of their school and work very effectively to raise money to support a range of local and national charities.

Leaders and managers at all levels have a generally accurate view of the school's strengths and weaknesses. They have identified appropriate priorities through evaluation of the school's work. However, strategic planning sometimes lacks sharpness to ensure that actions taken have a positive impact upon outcomes for pupils, particularly their learning and progress. The school's analysis and use of information about its performance is developing but does not yet secure a strong and improving trend. Consequently, the school's capacity for sustained improvement is satisfactory rather than good.

The school has developed on-site childcare in its after-school and breakfast clubs which

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look after pupils from across all year groups well. Pupils are busy and enjoy playing sensibly with a variety of age-appropriate games directed by adults or through pupils' own choice. They have opportunities to relax, play games and complete homework if they choose. Healthy snacks and drinks are available and pupils say they enjoy these. Older and younger pupils mix happily together. Staff are appropriately trained and effective systems for registration, supervision, collection of pupils, and health and safety matters are in place. Pupils are dealt with sensitively and any important issues or messages from home or school are clearly communicated to ensure that pupils' needs are met.

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

- Improve teaching so that the quality of learning is good and better through:
  - regular and better use of assessment information in all lessons to meet all pupils' needs
  - improving the quality and consistency of feedback and marking so pupils know exactly how to improve their work
  - involving pupils more in their lessons
  - better questioning techniques to develop quality responses from pupils and deeper learning.
- Improve the use of assessment data through:
  - regular tracking, monitoring and analysis of the progress made by different groups of pupils throughout the school
  - providing teachers with useful data to plan activities effectively to meet all pupils' needs.
- Raise attainment in mathematics by:
  - implementing a coherent plan based on a detailed analysis of mathematics throughout the school to ensure that pupils use and apply the basic mathematical skills they are taught
  - monitoring the outcomes for pupils regularly to inform future provision.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

Pupils' learning and progress, observed in lessons and workbooks, are satisfactory overall. In lessons where progress is good, pupils enjoy the activities and are motivated to try hard. For example, in a good English lesson, pupils took an active role discussing answers to problems in stories in pairs to help their writing. All pupils took part in the discussions and listened attentively to each other's ideas which were then used effectively in their writing. In some lessons progress is slower because pupils are not

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fully involved in activities, especially when the teacher is teaching the whole class together. Consequently, pupils' response to teachers' questioning is limited to simple answers or they do not attempt to share their ideas.

Standards reached by pupils are broadly average, although attainment in mathematics is relatively low. There are no significant differences between the performance of different groups of pupils, including those with special educational needs and/or disabilities.

Pupils understand the need to follow the school's code of conduct and accept responsibility for their own behaviour. They demonstrate consideration towards each other. A typical view expressed in the survey of pupils is: 'My school is very important to me. My school is helping me to improve my behaviour.' If pupils do have any concerns regarding their safety, they know that adults in school will take these seriously and their problem will be dealt with sensitively.

Pupils enjoy playing an active role in their school and local community. The recently formed school council successfully organised a 'walk to school day' which most pupils participated in to reduce car use and promote healthy lifestyles. Older pupils take good care of younger ones and they undertake their responsibilities with enthusiasm. Pupils throughout the school are interviewed regularly as part of 'pupils' voice' to check their satisfaction and effectively capture their views on the curriculum or issues that matter to them, such as healthy eating. Involvement in the local community is part of a planned programme of events to help others. For example, older people who live nearby regularly attend and enjoy pupils' concerts and assemblies throughout the school year. Pupils attend school regularly and on time, because they understand the importance of this.

Pupils have a good understanding of world religions and know it is important to respect other people's beliefs. In assemblies pupils are provided with good opportunities to reflect and think deeply about everyday, personal matters such as why we smile. Pupils demonstrate positive values in and out of lessons and have a good understanding of moral issues and fair play. They are interested in matters that affect their families, such as the appearance of the local environment.

*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

<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.

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<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> Taking into account: Pupils' attendance <sup>1</sup>	<b>2</b>
	<b>2</b>
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

The quality of teaching is satisfactory. Teaching is effective when activities are interesting and tasks are conducted at a brisk pace. For example, in a geography lesson, pupils were motivated to find out about different places when interviewing a visitor from Wales. Pupils generated key questions to ask, and the answers provided to these were successfully checked with another adult on a loudspeaker telephone, who spoke with the children live from Cardiff. When teaching is less effective, pupils' learning slows as teachers do not provide clear feedback to pupils during lessons, or through marking, so they are unsure how to improve their work. In some lessons questioning techniques are not used effectively.

Arrangements for tracking and monitoring pupils' performance are satisfactory and developing. Individuals are identified if they are underachieving so support can be provided. However, data is limited to individual pupils' assessment results and the school does not monitor and check different groups of pupils' progress effectively. Consequently, it is difficult for teachers to use this information to plan appropriate activities for all groups of pupils they teach. Marking is generally positive and regular, and there are some good examples that provide pupils with clear feedback, but this is not consistent throughout the school.

The good curriculum is enhanced by many interesting themed weeks and activities such as international week, lifestyle lessons and an artist in residence. Consequently, pupils have a good understanding of different countries, faiths and cultures. The needs of pupils with special educational needs and/or disabilities are met effectively through enhanced provision provided by a team of teaching assistants and teachers. After-school activities are provided for pupils at both key stages and the school monitors attendance at these to ensure that pupils from all different groups have access. Pupils say they enjoy these clubs. Pupils in Key Stage 2 receive extra mathematics teaching in response to the school's identification of weaknesses in this subject although it is too early to see the impact of this work. The curriculum is regularly reviewed and modified to meet the interests of pupils.

Transition arrangements between classes and key stages are well developed and

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prepare pupils well for the next stages of their education. Procedures for ensuring good attendance are effective and links with families and outside agencies are strong to provide high-quality support to pupils.

*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>1</b>

**How effective are leadership and management?**

High expectations for pupils' personal development and their well-being are a priority for all leaders and managers. They have shown a satisfactory capacity to bring about improvement in pupils' progress and in teaching but some weaknesses remain. Leaders at all levels monitor the provision and this informs future planning with appropriate priorities identified for future development. Leaders and managers know the strengths and weaknesses within their areas of responsibility. However, due to lack of progress data for different groups, analysis of pupils' achievement lacks precision.

The school promotes equality of opportunity satisfactorily. Safeguarding procedures are good and all risk assessments are considered carefully. Community cohesion is promoted well with a clear plan that is reviewed and evaluated to ensure that pupils understand and learn about people from different backgrounds from their own. Governors discharge their statutory responsibilities satisfactorily. They know the main strengths and weaknesses of the school and are provided with relevant information to challenge and support the school.

Partnerships are promoted well and links to the local community, welfare and educational facilities have made a significant contribution to the well-being of pupils. The school has good links with the National College of School Leadership and a local special school to ensure that staff receive appropriate training. Good communication with families is enhanced with the new website and eye-catching newsletters. Annual reports to parents and carers meet statutory requirements and provide clear targets for pupils so parents and carers can help their children at home.

*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



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<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 enter the Early Years Foundation Stage with personal skills, attributes and abilities well below those typically expected for children of this age. They make good progress because of the good teaching they receive by all staff in the Nursery and Reception classes. Children appear happy and confident and try new activities, expressing excitement when, for example, malleable materials were enhanced with glitter. Children were keen to experience this and worked with sustained concentration rolling and cutting the material, and applying their language skills well while working together. Children have a good understanding of safe practices while playing on the bikes outside and know the importance of riding the correct way around the track.

The learning environment is good but some equipment and areas are underused by children because they do not fully reflect children's interests or needs. For example, opportunities for children to use information and communication technology independently, as observed during the inspection, were limited. Health and safety is paramount with a thorough check of the learning environment before each session by a member of staff. Children understand basic hygiene requirements and know why they must wash their hands before eating their playtime snack. Assessment of learning is good and is also incorporated into pupils' learning journey files which are shared with parents and carers so they are fully informed about their children's progress. The quality of leadership and management of the Early Years Foundation Stage is good as the leader has a clear view of the strengths and areas to develop and ensures that all staff work together effectively.

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*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**

A very large majority of parents and carers who made their views known to inspectors in the parents' and carers' questionnaires are happy with their children's experience at this school. Any concerns raised from the questionnaires were taken into consideration during the inspection. A very small minority of parents and carers felt that the school did not keep them informed about their children's progress and that the school did not meet their children's particular needs. Inspectors found that information for parents and carers was good and that the school met pupils' personal development needs well.

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

Ofsted invited all the registered parents and carers of pupils registered at Arundale 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 72 completed questionnaires by the end of the on-site inspection. In total, there are 162 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	94	72	32	24	4	3	0	0
The school keeps my child safe	96	73	33	25	3	2	0	0
The school informs me about my child's progress	89	68	33	25	8	6	1	1
My child is making enough progress at this school	81	62	45	35	3	2	0	0
The teaching is good at this school	87	66	42	32	0	0	0	0
The school helps me to support my child's learning	83	63	46	35	2	2	0	0
The school helps my child to have a healthy lifestyle	84	64	46	35	1	1	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)	84	64	42	32	3	2	0	0
The school meets my child's particular needs	91	69	36	27	5	4	0	0
The school deals effectively with unacceptable behaviour	91	69	38	29	1	1	2	2
The school takes account of my suggestions and concerns	73	55	53	40	4	3	2	2
The school is led and managed effectively	85	65	44	34	2	2	0	0
Overall, I am happy with my child's experience at this school	91	69	39	30	2	2	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.**



Inspection of Arundale Primary School, Hyde, SK14 6PW

Thank you for making the inspectors so welcome when we visited your school recently. We very much appreciated your support and help. The report is now complete and I would like to tell you what it contains.

Here are some of the things we found.

- Arundale Primary is a satisfactory school.
- The Nursery and Reception classes provide a good education for the younger children.
- The staff take outstanding care of you.
- You behave well.
- You work hard.
- You feel safe and happy in school.
- You enjoy your work with the artist in residence and produce some excellent art work.

I have asked the staff to make sure that you are more involved in your lessons. I have also asked them to help you improve your mathematics skills, and for the information from tests and assessments you do to be used to help plan work that makes you think more.

You can play your part too, by continuing to work hard and by attending regularly.

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