

Partington Primary School

Inspection report

Unique Reference Number	106305
Local Authority	Trafford
Inspection number	336655
Inspection dates	26–27 November 2009
Reporting inspector	Carol Worthington

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	416
Appropriate authority	The governing body
Chair	Brenda Remond
Headteacher	Mrs Linda Pickwell
Date of previous school inspection	0 January 2007
School address	Central Road Partington Urmston M31 4FL
Telephone number	0161 7752937
Fax number	0161 7753582
Email address	Partington.primary.linda@traffordlearning.org

Age group	3–11
Inspection dates	26–27 November 2009
Inspection number	336655

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2009

Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 22 lessons and held meetings with governors, staff, groups of pupils, and parents and carers. They observed the school's work, and looked at the school's policies and procedures, including those for safeguarding and child protection, improvement planning, and the returns from a parents' and carers' questionnaire.

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

- pupils' progress and achievement, especially that of boys in reading, both girls and boys in science, and potentially higher-attaining pupils in English, mathematics and science
- strengths in pupils' personal development which were identified by the school in its self-evaluation
- how well the school prepares pupils for life in multicultural British society
- the impact of changes in management teams, both in the main school and in the Early Years Foundation Stage, on outcomes for pupils and pupils' academic achievement and personal development.

Information about the school

This is a larger than average school in a semi-rural setting. The majority of pupils are of White British heritage, but at times a small number of Roma Travellers are on the school's roll. Four were on roll at the time of the inspection. The proportion of pupils with special educational needs and/or disabilities is greater than in most schools, as is the proportion entitled to free school meals. Early Years Foundation Stage provision consists of morning and afternoon part-time Nursery classes and two full-time Reception classes. In Key Stages 1 and 2 teaching is shared across each year group by two teachers, with pupils organised to maximise learning opportunities in different subjects. This is called 'team teaching' by the school.

The school has spent much of the last two years in temporary accommodation on different sites after the building was destroyed by a freak wind at the beginning of 2007, but most of the school has now been rebuilt. The Early Years Foundation Stage rebuilding is due to start early next year.

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?

2

The school's capacity for sustained improvement

2

Main findings

Partington Primary is a good school. This is due to the outstanding leadership of the headteacher who provides inspiration to the whole school community. Parents and carers, and staff alike spoke positively about the way she has led the school back to normality following the extreme adversity caused by the storm in 2007. The rapid rate of improvement since the last inspection and the accuracy of the school's own evaluation of its effectiveness indicate that it is in a good position to improve further. This is underlined by all staff's clear ambition for the school to succeed. Morale is very high. A strong sense of teamwork prevails, aided by successful team teaching and joint curricular planning.

The school is a buoyant and highly cohesive community where everyone is valued. The culture of its Roma Traveller pupils is particularly celebrated, demonstrating the school's outstanding commitment to promoting equality of opportunity. Pupils are happy and keen to learn. Their behaviour is excellent. The reasons for this lie in the exceptional care and guidance that staff give to all pupils, including those who are most vulnerable. Pupils express their feelings particularly well in the arts and music, shown by the vibrant displays around the school. Many of these are the result of the outstanding curricular enrichment which provides many opportunities for pupils to follow their own interests, for example, in photography. Visits, such as the recent one to Jodrell Bank, open up new horizons and inspire some pupils to aspire to previously unimagined careers, such as becoming an astronomer. The school's hard work with families has gained the confidence of parents and carers, who strongly support its provision.

Children in the Early Years Foundation Stage make good progress and achieve well from their below, and sometimes well below, average attainment on entry to the school. Pupils who remain in the school from Years 1 to Year 6 make good progress. While standards in Key Stage 2 have fluctuated over the last two years, particularly following the disruption caused by the 2007 storm, they are currently average overall and sometimes above average. Overall, pupils achieve well academically and very well personally.

Teaching is good. The school's well-established system of teachers working together ensures that pupils in parallel year classes receive equal opportunity to achieve well. Joint planning by teachers also ensures that work is mostly well matched to the needs of pupils. Although the needs of the more able are largely addressed in planning, with higher-level tasks that challenge them fully, this is not always the case in all classes. The recently introduced system for tracking pupils' progress, together with regular progress meetings, is starting to have a positive effect in addressing this but its impact is not yet consistently evident throughout the school. The development of skills in literacy, and

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

particularly the use of writing targets, is not consistently evident in all curriculum themes, so wider opportunities to develop writing skills are sometimes missed.

Pupils with special educational needs and/or disabilities are very well supported by the school and make good progress because of the effective learning programmes they use. Teaching assistants are used very effectively and efficiently to take charge of these programmes and this contributes to the good value for money the school provides.

Many aspects of pupils' personal development are outstanding. This is because leaders and managers do their best to build up pupils' confidence and self-esteem and give them a wealth of memorable experiences. Pupils show very good knowledge of how to adopt healthy lifestyles. Their spiritual, moral, social and cultural development is excellent. Not only is the culture of the Roma Traveller pupils celebrated, all members of the school community were delighted by visitors from the Ugandan Jinja school. The school also enjoys good relationships with other local schools with a more multicultural mix. Pupils' preparation for future life has many strengths, but its effectiveness is restricted by the irregular attendance and lack of punctuality of a small minority.

What does the school need to do to improve further?

- Improve standards further in English, mathematics and science by:
 - ensuring that the level of challenge seen in many classes for more-able pupils is achieved consistently across the school
 - ensuring that information from the new assessment and progress tracking establishes reliable data about pupils' attainment on entry and is used to ensure that all pupils make the best possible progress.
- Develop pupils' literacy skills by making sure that writing targets are used in all areas of the curriculum and improvements in boys' reading are further built upon.
- Improve attendance and punctuality by providing further support and challenge as appropriate for persistent absentees and latecomers, and their families.

Outcomes for individuals and groups of pupils

2

Pupils were observed to enjoy their lessons and, overall, made good progress in the lessons seen. In some lessons, their progress was outstanding. For example, in a lesson in which older more-able pupils were finding the perimeters of simple and more complex shapes, they were very well focused on their individual tasks, which were increasingly challenging and reinforced different calculations found in real-life situations. Pupils all reached higher levels of attainment. They also made outstanding progress in learning about skeletons because of an excellent demonstration.

There is much evidence from lessons and assessments to suggest that standards are now picking up again to prior to 2007 levels, following the fluctuations that followed that time. In 2008 attainment shown by national tests for 11-year-olds was slightly above average for English and overall, but this fell in 2009 to below average. This cohort had been those most affected by the storm in 2007, having lost all their work and having

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

longer in disruptive circumstances. Attainment in the current Year 6 has returned to the 2008 levels. There is evidence of more pupils attaining higher levels, but still work to be done on this. Pupils make good progress in Key Stage 1. In Year 3 progress slows a little due to changes in the cohort for that year group. This particularly affects the development of skills in literacy. The school puts many procedures in place to help new pupils catch up and for others to consolidate their learning. By the time pupils reach Years 5 and 6 progress has quickened considerably. The school's imaginative use of resources has been very successful in improving reading, particularly that of boys, who like the wide choice of adventure stories and non-fiction books.

Pupils have an excellent knowledge of how to live a healthy lifestyle. They eat healthy food, sometimes from their own garden, and enjoy lots of sport. They enthusiastically start the day with 'wake and shake' activities. Pupils say that they feel safe in school. They and their parents and carers agree that instances of bullying and harassment are very rare and quickly and effectively dealt with. Older pupils develop confidence and self-esteem by being prefects, whose duties sometimes extend to helping to resolve minor playground disputes. All have the opportunity to be elected to the school council or to another committee, for example that organising links with the Jinja community in Uganda.

Attendance is still on the lower side of average and there are several persistent absentees. Older pupils who can get themselves to school generally have better attendance than younger ones. The school is making a strong effort to raise attendance levels, but this remains a priority for improvement.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
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

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

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	
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹	3 3
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Pupils are well known to both teachers of the paired-year classes and to the teaching assistants, who provide well-targeted specific intervention and support. Relationships are good. Teachers have good subject knowledge and explain things clearly, often making good use of interactive whiteboards to support pupils' learning. The mix of pupils in the teaching groups changes regularly and this allows pupils of all attainment to be the focus. The learning needs of all pupils can be met because teachers know pupils' starting points well and largely build on previous learning effectively, but on occasions more-able pupils are not sufficiently challenged. Teachers very largely have high expectations and lessons generally proceed at a good pace. Assessment is thorough; there is some good use of marking to show pupils how to improve their work, but this is not consistently evident. Targets are used in English to develop writing skills, but these are not consistently used to help pupils develop their writing skills in other subjects.

The curriculum is developing from a good subject-based provision to a more themed approach. Provision is regularly reviewed through improvement planning and the school is currently implementing a more innovative, practical science curriculum, which is much enjoyed by boys and girls. Good attempts are being made to engage boys more in reading, with some success, by providing more boy-friendly reading material and use of computers. Curriculum enrichment is outstanding. Staff lose no opportunities to provide memorable experiences, such as visits to theatres, concerts, themed days and weeks, and sporting links with a local college. The curriculum is very strong in provision for the arts.

The care, guidance and support given to pupils and their families is an outstanding feature of the school's work, a view endorsed by pupils, and parents and carers. This support is very well targeted to enable pupils to make the best of the many opportunities provided by the school. Pupils are given good advice and support as they move from one key stage to another. For example, Year 1 pupils spend some afternoon sessions in Reception, so that they can continue to learn through play. The school's work with families facing challenging circumstances is much valued. It works hard with families to promote good attendance and this is resulting in improvement, although the school recognises that there is more to be done in this respect.

These are the grades for the quality of provision

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	
---	--

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

How effective are leadership and management?

Senior and middle leaders share the headteacher's high expectations of the school's performance. Improvement planning is appropriately focused on raising standards and improving achievement. Targets for pupils' attainment are challenging. Staff form a highly effective team who value each other's individual talents. Team teaching enables staff to share expertise, which is of great benefit to pupils. The leadership of teaching and learning is good. The headteacher monitors teaching and learning every day and, as a result, has a good knowledge of strengths and areas for development.

The governing body is well led and knows the school's strengths and weaknesses. All statutory requirements are met and provision for child protection and safeguarding is excellent. Pupils say they feel safe and very well cared for in school and this is endorsed by parents' and carers' views. New parent governors are gaining good knowledge of the school curriculum. The school maintains an excellent partnership with parents and carers, who are very happy with the education their children receive. The school has highly effective partnerships with local schools, musicians and artists, which widens pupils' experiences and enables them to follow their own interests, such as photography. The school is a highly cohesive community where everyone is valued. School records show no instances of discrimination of any sort. The very opposite is true, shown by the way pupils celebrate the Roma Traveller culture and the strong links with the ethnic minorities in local schools and a school in Uganda. These significant strengths show the outstanding effectiveness of the school's commitment to promoting equality of opportunity and tackling discrimination.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning	2
	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

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	
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	2

Early Years Foundation Stage

Children start in the Nursery with skills that are below those typical for their age. Some aspects of their early language, communication, personal and social skills are particularly weak. The school is trying several different methods of establishing attainment on entry more securely but has not yet been entirely successful. Children make good progress in their learning because of good teaching and a varied range of activities that engage their interest and stimulate their curiosity. At times, however, there is too much adult direction, which limits children's opportunities to 'have a go' for themselves. Resources are good and used well to support learning. They are effectively stored so that they are accessible for children to organise their own activities. The outdoor area is used continuously during the day but is limited in the opportunities it provides because it is not covered.

Children settle quickly and happily into school routines because the systems to welcome them into this friendly and caring environment are good. They are well cared for, relationships are very good and welfare requirements are in place. Children feel safe and secure in this setting and behave well at all times. They quickly gain in confidence and independence as they check themselves into class. They willingly share resources, taking turns with their friends. Leadership and management are good. Staff work well together as a team and their planning is good. Assessment information is used well to plan the next steps of learning to meet children's individual needs. Links with parents and carers are outstanding. These links effectively ensure that children's learning is supported well at school and at home.

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

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

The vast majority of parents and carers returned the questionnaires or spoke to inspectors expressed their complete satisfaction with the school. Words such as 'excellent' and 'fantastic' were used by many. They were especially warm in their comments about the headteacher, whom many could not praise enough for the way she coped with the consequences of the storm in 2007 and the way she has led the school to its present standard. Parents and carers of children in the Nursery were particularly pleased with the way the school involves them in their children's learning by lending books and games to use at home. A very small number expressed negative views, but inspectors agree with the views expressed by the vast majority.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Partington 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 112 completed questionnaires by the end of the on-site inspection. In total, there are 416 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	90	78	25	22	1	1	0	0
The school keeps my child safe	98	84	18	16	0	0	0	0
The school informs me about my child's progress	80	69	32	28	3	3	1	1
My child is making enough progress at this school	83	72	32	28	1	1	0	0
The teaching is good at this school	95	82	21	18	0	0	0	0
The school helps me to support my child's learning	88	76	28	24	0	0	0	0
The school helps my child to have a healthy lifestyle	87	75	29	25	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)	84	72	30	26	1	1	0	0
The school meets my child's particular needs	90	78	26	22	0	0	0	0
The school deals effectively with unacceptable behaviour	87	75	27	23	2	2	0	0
The school takes account of my suggestions and concerns	78	67	35	30	1	1	0	0
The school is led and managed effectively	93	80	21	18	1	1	0	0
Overall, I am happy with my child's experience at this school	103	89	12	10	0	0	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.



29 November 2009

Dear Pupils

Inspection of Partington Primary School, Manchester, M31 4FL

Thank you for being so friendly, well mannered and helpful when inspectors visited your school recently. We very much enjoyed the time we spent with you, seeing you enjoying your lessons and working hard. We agree with you and your parents and carers that yours is a good school, and we think that it also has some excellent features.

These are some of the things we found to be really good in your school.

- Your headteacher does an excellent job.
- Your teachers and other adults give you excellent care; you are very well looked after and you always have somebody to talk to if you are troubled.
- You are very keen to learn and do well. Your behaviour is excellent and you all get on well with each other.
- You make very good choices to keep healthy.
- You take on lots of responsibility in the school and help each other to settle disagreements.

All the adults in your school want it to be even better. To make this happen I have asked them to:

- help you to improve your English, mathematics and science standards further by making sure that you always get the challenging work you need to make the best progress possible and checking even more closely that you do so
- help you to develop your writing skills in all subjects
- make sure that you all come to school regularly and on time.

We are sure you want to be better too, so please make sure you come to school on time and do not stay away unless you are really ill. Work hard and always do your best.

Yours sincerely

Mrs Carol Worthington

Lead Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.