

Outwood Primary School

Inspection report

Unique Reference Number	106094
Local Authority	Stockport
Inspection number	355885
Inspection dates	21–22 July 2010
Reporting inspector	Judith Straw

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	160
Appropriate authority	The governing body
Chair	Mr Malcolm Graves
Headteacher	Mr Paul Cunningham
Date of previous school inspection	18 June 2008
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Introduction

This inspection was carried out by three additional inspectors. They visited 10 lessons and observed eight teachers. They held meetings with groups of pupils, governors and members of staff. They observed the school's work, and looked at a range of documentation including the school development plan, teachers' lesson plans, assessment and tracking evidence and a sample of pupils' workbooks. In addition, 58 questionnaire responses from parents and carers were scrutinised, as well as responses from staff and pupils.

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

- the progress of all pupils, particularly in mathematics and science
- how well teaching supports the progress of higher attaining pupils
- the effectiveness of leadership and management in bringing about improvement since the last inspection and the accuracy of self-evaluation.

Information about the school

This is a much smaller than average size school, although numbers are steadily increasing. The proportion of pupils known to be eligible for a free school meal is average. The proportions of pupils from ethnic minority groups, and who speak English as an additional language, are just below average. The percentage of pupils with special educational needs and/or disabilities is average. More pupils than is usual join or leave school other than at the normal times. The school has gained Healthy School status, the Activemark, full International School status and the Green Flag ECO award. The school works in partnership with a local special school and takes pupils from the special school to help them to return to mainstream education.

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

Outwood is a good school in which all groups of pupils achieve well. Pupils feel exceptionally safe; their commitment to healthy lifestyles is excellent and they make an outstanding contribution to their local and wider communities.

A striking feature is the commitment to being an international school. The walls are ablaze with information, displays and photographs of places across the world with which the school has close links. Pupils are at ease discussing the 'worry dolls' of Guatemala, playground games in Italy and their recent visit to Iceland. Their understanding of so many cultures, as well as their own, is impressive. Pupils speak knowledgably about Spanish flamenco and English Morris dancing. They have a well developed sense of social responsibility, which is seen particularly in their commitment to the environment and their work with the local housing association. Pupils regularly visit the local churches and mosque. In this happy and harmonious community, pupils' spiritual, social, moral and cultural development is excellent.

Pupils enjoy coming to school and most attend regularly. However, some pupils take holidays in term-time and there are a few who are persistently absent. Attendance overall is average because of these factors.

Pupils make a good start to their education in the Early Years Foundation Stage from starting points that are just below expectations for their age. They make good progress across the school. Standards in mathematics and science are average and above average in English. Standards are rising across the school. Rigorous tracking data shows that the school is accelerating the progress of all pupils, particularly in mathematics and science, which were previously weaker subjects.

Teaching is good. In most lessons, pupils make good progress and achieve well. Just occasionally the pace is slower. In judging the quality of teaching, managers have tended to look too much at what the teacher is doing and not focused enough on the actual learning and progress of pupils. There are effective systems to identify pupils who might be falling behind so that extra support can be provided. The good curriculum supports well pupils' learning and enjoyment and the school takes excellent care of all its pupils. This inclusive school has a proven track record of helping pupils at a nearby special school to return to mainstream education.

Outstanding leadership of the headteacher has been key to the school's success. A strong sense of purpose drives things forward with middle managers taking an active role in evaluating the work of the school and designing improvements. The governors are fully supportive of the school, contribute to accurate self-evaluation and hold the school to account. These strengths in leadership and management demonstrate good,

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sustainable capacity to move the school on even further.

What does the school need to do to improve further?

- Further improve the quality of teaching and learning so that a higher proportion is good, by:
 - ensuring the pace of all lessons is suitably brisk and challenging
 - sharing the good practice that exists across the school
 - ensuring that the monitoring of teaching focuses more sharply on how well pupils are learning.
- Consolidate and build on recent improvements in attendance, by:
 - reducing authorised absence for holidays during term-time
 - keeping pupils involved in deciding how good attendance should be promoted.

Outcomes for individuals and groups of pupils

2

All groups of pupils make good progress. Pupils are attentive in lessons, keen to learn and their good behaviour makes a strong contribution to the progress they make. They listen to adults and to each other and work well individually, in pairs or in groups. Pupils persevere when faced with challenging questions and enjoy their learning. For example, in a Year 6 mathematics lesson, which used scientific investigation to find the probability of bread landing 'butter-side' down, there was laughter as well as learning. They respond well to advice given when teachers mark their books and repeat or improve their work. Classroom routines are well established and overall pupils respond positively to the high expectations of their teachers. Pupils achieve well in a range of subjects.

The contribution pupils make to the school is outstanding. Pupils feel very safe and say that there is no bullying, but if it should occur it would be dealt with swiftly by staff. Pupils have a thorough understanding of the importance of healthy living. They regularly plan, prepare and cook healthy food with the 'adopt a chef' initiative. The entrepreneurial group make and sell fruit smoothies and kebabs. All pupils regularly engage in exercise and physical activity and some regularly cycle to school. In addition to the main school council, there is an international school council and an ECO council. All three councils cooperate and work with each other in projects, such as improving the environment for residents and participating in the local community festival. Attendance is improving slowly as a result of effective strategies used by the school. Pupils' rising standards, good interpersonal skills and their ability to relate well with adults stand them in good stead as they move on to the next stage of education.

These are the grades for pupils' outcomes

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

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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	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Teachers know their pupils well and relationships are good. Lessons are well-planned to provide a range of stimulating activities. Teachers use questions effectively to check pupils' understanding. Teaching assistants are well prepared and skilled in ensuring that different groups of pupils, including those who speak English as an additional language, make similar good progress. Just occasionally, teachers allow too much time for an activity which slows progress and they miss an opportunity to extend pupils' thinking. Marking is constructive and helpful so that pupils know how to improve their work.

The curriculum is broad and balanced. The school has plans to further develop the cross-curricular approach to enable pupils to see the links between subjects and reinforce key skills. The international dimension with partner schools in Africa, Spain, Italy, Ireland and Iceland gives pupils a good understanding of communities in other parts of the world. Spanish is incorporated into the timetable, as well as global citizenship and human rights. The curriculum is further enriched by many extra clubs, such as young entrepreneurs, skipping, lego, cookery, film making and numerous sports.

Outstanding care for vulnerable pupils is a hallmark of the school. An excellent range of partnerships with other agencies has been forged to support pupils and their families. Safeguarding arrangements result in pupils' excellent sense of safety and well-being. Transition arrangements ensure pupils move easily and happily into and out of school and between classes. Personal learning programmes ensure that pupils with special educational needs and/or disabilities, or who speak English as a second language, make good progress.

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These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher has a very clear vision for Outwood, which is shared by all the adults who work there. Leaders and managers at all levels are effective in promoting equality of opportunity, tackling discrimination and giving every pupil the opportunity to be successful. The leadership and management of teaching and learning is good, but observations focus too much on what the teacher is doing and not enough on what the pupils are learning and how much progress they make. A rigorous tracking system ensures that teachers are aware of the rate of progress of every individual and that steps are taken quickly to support those pupils in danger of falling behind.

Governors are knowledgeable about the school's work. They support the school well and are fully involved in monitoring its performance. Measures to safeguard pupils and staff are outstanding. There is an excellent understanding at all levels and the school's approach is a model of good practice. Pupils are confident that they are safe in school and their parents and carers agree. The school's measures to promote community cohesion are good in all respects. The school is a hub of the community and pupils participate in numerous local events. There are successful links with other schools, including many overseas. However, the school does not formally evaluate the effectiveness of its provision in this area.

These are the grades for leadership and management

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

Early Years Foundation Stage

Children in the Early Years Foundation Stage make good progress because of effective leadership and management, enhanced provision and very effective assessment and tracking of each child's progress. Children enter with skills a little below that expected for their age and make good progress so that by the time they enter Year 1, the majority are working at the expected levels and some are working above.

With the help of adults, children settle quickly into the friendly and exciting learning environment. There is a good balance of activities led by adults and occasions when children can make their own choices of activity in the well resourced classrooms or the well developed outside learning areas. Adults manage the children well so that all enjoy activities such as learning letters and sounds and regularly sing and recite rhymes to reinforce their learning. Adults offer plenty of praise and encouragement and know the children well. Adults observe and record activities in each child's 'Learning Journey', which is often illustrated with photographs and available for parents and carers to see at any time. The accuracy of these assessments means that children who need extra help are identified early.

Staff have a clear understanding of how children learn and are meticulous in taking care of them. Children are open and happy to talk about what they are doing. They agree that they like 'working with numbers', writing, watering the garden and 'dressing up'. They know why it is better to eat fruit and milk and not crisps at breaktime. Links with parents and carers are strong.

These are the grades for the Early Years Foundation Stage

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

Views of parents and carers

The overwhelming majority of parents and carers who responded to the inspection questionnaire were highly appreciative of the school. There was particular praise from many about the leadership of the headteacher. Parents and carers of children with special educational needs and/or disabilities spoke of the 'stimulating caring

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environment' and many commended the staff 'who always have time for individual children'. The inspection team agrees with these very positive views. There were no negative comments. Inspectors investigated the very small number of individual concerns raised in the questionnaire. These are reported in the relevant sections of the report.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Outwood 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 58 completed questionnaires by the end of the on-site inspection. In total, there are 160 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	49	84	9	16	0	0	0	0
The school keeps my child safe	49	84	8	14	0	0	1	2
The school informs me about my child's progress	41	71	16	28	1	2	0	0
My child is making enough progress at this school	34	59	22	38	2	3	0	0
The teaching is good at this school	41	71	17	29	0	0	0	0
The school helps me to support my child's learning	33	57	24	41	1	2	0	0
The school helps my child to have a healthy lifestyle	39	67	17	29	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	59	18	31	0	0	0	0
The school meets my child's particular needs	37	64	17	29	2	3	0	0
The school deals effectively with unacceptable behaviour	30	52	27	47	0	0	1	2
The school takes account of my suggestions and concerns	31	53	26	45	0	0	1	2
The school is led and managed effectively	47	81	10	17	1	2	0	0
Overall, I am happy with my child's experience at this school	44	76	13	22	1	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



23 July 2010

Dear Pupils,

Inspection of Outwood Primary School, Cheadle, SK8 3ND

Thank you for your very warm welcome to my colleagues and me when we visited you for the inspection. It was a pleasure to see you in class and to talk to you about your work and interests. I am writing to tell you what we found out.

Yours is a good school where you make good progress and achieve well. Your awareness of healthy living, contribution to your local community and understanding of people's lives in other parts of the world is excellent. You told us that you feel totally safe and we saw how well the adults in school look after you exceptionally well. You are becoming thoughtful, considerate young people. Your parents and carers agree.

You make good progress because teachers give you interesting things to do and you usually try your best. We enjoyed looking at the many displays in school telling us about our visits abroad and the contacts with schools that you have in Africa, Italy, Iceland and other places. You have a window on the world at Outwood.

We found that adults in the school know what needs to be done to improve the school even more and have good plans in place. We have suggested two ways that will help. Firstly, we think that some lessons could move your learning on a bit faster. Secondly, even though you do such enjoyable activities in school some of you don't attend as regularly as you could. We have suggested that the school council might help in trying to improve attendance so that it becomes better than average. You can help by attending every day.

We wish you all success in the future.

Yours sincerely,

Judith Straw

Lead Inspector

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