

Ashton West End Primary School

William Street, Ashton-under-Lyne, Lancashire, OL7 0BJ

Inspection dates 27–28 November 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Achievement is good. The pupils make good progress across the school from their starting points. All pupils make good progress especially in Key Stage 2. This is particularly so, for those who have mastered the basics in their additional language.
- The large majority of pupils enter school with little or no English. All pupils get off to a very good start in the Early Years Foundation Stage.
- Good teaching promotes good learning in a wide range of subjects across the school.
- Disabled pupils and those with special educational needs are well supported and this ensures that they make good progress.
- Attendance has improved and pupils are punctual.
- Behaviour is good and pupils are respectful, polite and well mannered. Their attitudes to learning are good especially with their homework tasks.
- Pupils feel very safe in this friendly school. They learn about and are respectful of different cultures and beliefs. They want to be valuable citizens.
- The senior leaders and governors work effectively to secure improvements in teaching and pupils' achievement.
- The headteacher is effective in promoting the spiritual, moral, social and cultural aspects of learning.
- Leaders and managers hold teachers to account for the progress made by pupils in their classes.

It is not yet an outstanding school because

- Some pupils do not make the rapid progress of which they are capable, especially in writing. The most able pupils are not always challenged to achieve their very best
- The teaching in lower Key Stage 2 is not as strong as in the rest of the school.
- The outstanding practice in teaching is not shared effectively across the school.

Information about this inspection

- The inspectors observed teaching and learning in 21 lessons. They also made a number of short visits to lessons and listened to pupils read in Years 1 and 2. Observations were made of the teaching of letters and the sounds they make (phonics) in the Reception class, Year 1 and Year 2. Inspectors looked at the work in pupils' books.
- Inspectors held meetings with senior and subject leaders, teaching and support staff, two groups of pupils, members of the governing body and two representatives from the local authority.
- The inspectors observed the school's work and looked at a wide range of documentation, including national assessment data, school assessments, and the school's evaluation of its own effectiveness, the school development plan, local authority reports, curriculum information and safeguarding documents. They also looked at minutes of meetings of the governing body and the headteacher's reports to the governing body.
- There were not enough responses to the online questionnaire (Parent View) for inspectors to comment upon. Inspectors took account of questionnaires that the school had sent out to parents. They also spoke to parents before and after school on the playground.
- Questionnaires representing the views of 24 members of staff were analysed.

Inspection team

Jean Tarry, Lead inspector

Additional Inspector

Adrian Martin

Additional Inspector

Peter McKay

Additional Inspector

Full report

Information about this school

- Ashton West End Primary School is a much larger than average sized primary school.
- The proportion of pupils who are supported by pupil premium funding is above the national average. The pupil premium is additional government funding provided for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- The proportion of pupils supported through school action is lower than average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is much lower than average.
- The proportion of pupils who speak English as an additional language is significantly above the national average.
- The school met the government's current floor standards that set the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Raise pupils' attainment and accelerate the rate of progress, particularly in writing by:
 - ensuring grammar, punctuation, spelling and handwriting, have a higher priority in lessons in order to improve pupils' writing
 - ensuring the most able pupils are challenged to achieve their very best.
- Raise the quality of teaching to good or better by:
 - ensuring all teachers, especially in Years 3 and 4 plan activities that are well-matched to pupils' needs
 - making sure all pupils are given the time to evaluate and reflect on their own performance
 - ensuring teachers share their good or outstanding practice across the school.

Inspection judgements

The achievement of pupils is good

- Achievement is good because pupils make good progress from their individual starting points. Pupils' knowledge and understanding in English and mathematics is good. The vast majority of pupils make at least the expected progress expected of them. The proportion of pupils who make better than expected progress compares favourably to the proportion that do so nationally. As a result, standards at the end of Year 6 are in line with the national average. Current data indicates that this improvement is set to continue.
- Children join the Early Years Foundation Stage with skills that are well below those typically expected for their age. Many enter nursery with little or no spoken English. They get off to a good start with their learning and as a result make good progress. This is because teaching is well organised and teachers take full account of children's varying abilities when planning activities, such as when they learn about letters and the sounds they make (phonics).
- Between Year 1 and Year 6, achievement is good, which results in sustained progress for all pupils, including those who are most able. The proportion of pupils reaching the higher levels at the end of Year 2 and Year 6 is not as high as pupils nationally. Pupils' basic skills are below average at the end of Key Stage 1. However, they make good progress from their starting points.
- In 2012 and 2013, in a national check of pupils' skills in phonics at the end of Year 1, the same proportion of pupils as nationally reached the expected standard. The phonic skills of pupils currently in Years 1 and 2 are developing well, especially considering a large majority of pupils have English as an additional language.
- Pupils read widely and often enough to develop their reading skills at the expected rate and beyond. This is particularly strong in Year 6 where provision is excellent, resulting in outstanding progress and average attainment.
- In writing, pupils' achievement is not as good as in reading and mathematics. Pupils' handwriting is not always clear and well-formed and their grammar, spelling and punctuation lacks some accuracy.
- In English lessons, pupils have opportunities to talk before they write. They are asked to think about what they are going to write, to say it out loud, then to write it. Pupils are then asked to read what they have written. This does not happen when they are writing in other subjects and this means they do not always make the same amount of progress. Pupils also need time to evaluate their work and to reflect on their own performance so that they can improve its quality.
- Disabled pupils and those with special educational needs, the majority of whom are White British, make good progress because they are well supported by teaching assistants.
- Year 6 pupils supported through the pupil premium, including those known to be eligible for free school meals, achieve well and in 2013 achieved the same standards as their classmates in both English and mathematics. This along with the good progress made by other groups demonstrates the school's success in promoting equality of opportunity.

The quality of teaching is good

- Teaching is good over time and results in pupils making good progress. This is confirmed by the work in most pupils' books. Teachers generally have an accurate understanding of what pupils are able to do and plan work that is well matched to their needs, although this is not done as well in Years 3 and 4.
- The outstanding teaching in Year 6 in English and mathematics ensures that pupils make rapid progress. Often there is a high level of engagement in lessons and a good pace to pupils' new learning. Pupils are totally involved and motivated to learn more. In an outstanding lesson, in Year 6, pupils were totally engrossed in converting units of measurement in problem-solving activities. The teacher challenged and extended their numeracy knowledge, skills and

understanding, resulting in rapid progress. However, this outstanding practice is not yet consistently evident in all classes and is not shared effectively across the school.

- In Years 3 and 4, activities are not always challenging enough, especially for the most able pupils and tasks are often not sufficiently well matched to pupils' needs. The teachers' expectations of what pupils are capable of achieving are not high enough to raise standards.
- The quality of the teachers' marking is good. Teachers' comments in books ensure that pupils know what they need to do to next to improve their work. Sometimes these next steps are not addressed well by pupils because they are not given the time to do this.
- Pupils' skills in English and mathematics are developing well because the basic skills in reading and mathematics are systematically taught. This results in good progress and average attainment for pupils when they leave in Year 6.

The behaviour and safety of pupils are good

- Pupils' behaviour is good, they are friendly, polite and considerate. Pupils enjoy coming to school, they like learning and all try their best to do well. Their positive attitudes to learning contribute to their attainment.
- When teaching is weak, which is sometimes the case in lower Key Stage 2, tasks are often not well matched to pupils' needs and there is a lack of challenge. When this happens, some pupils become inattentive and restless in lessons.
- The pupils' behaviour around the school and outside in the playground is good. Pupils are well mannered, respectful and polite. The lunchtime monitors help to organise the outdoor provision and look after the younger pupils.
- One staff member says, 'I have worked at this school a long time and think this is a lovely place to work. The behaviour is fantastic and the staff friendly and great to work with'.
- Parents and staff believe that pupils' feel safe and happy in school. Pupils know about name-calling and physical bullying and say that it seldom occurs. However, they do know who to talk to if this happens. They know how to keep themselves safe. They talk sensibly about the dangers of inappropriate use of the internet.
- Effective checks contribute well to pupils' good punctuality and average attendance.

The leadership and management are good

- Leaders and managers demonstrate they have the ability to improve achievement for all pupils. Standards are continuing to rise in reading and mathematics because leaders' actions to improve the school are effective. Pupils' achievement in writing, however, is not improving as quickly.
- The headteacher has established a plan for raising standards. He drives forward the need to concentrate on the progress pupils are making from their starting points. Initiatives aimed at improving the school have been introduced effectively. The letters and sounds scheme, for example, is making a significant difference to the development of pupils' early reading skills.
- The monitoring of the quality of teaching by managers and subject leaders at all levels is in the main carried out well. This has led to improvements, with examples of good and outstanding practice. However, sharing this practice across the school is not as effective as it could be, because the routines for checking teachers' effectiveness have not yet resulted in better teaching in lower Key Stage 2.
- Leaders hold the staff to account for pupils' achievement, including the link between this and teachers' movement up the pay scale.
- The headteacher and teachers assess pupils' knowledge and skills well. This means that the school's data that tracks pupils' attainment and progress is reliable. As a result, leaders are able to establish an accurate view of how well the school is performing and ensure that achievement and teaching improves.
- Leaders regularly check how well additional funds are used. For example, pupil premium funding

is used to provide support from a specialised teacher of reading. The Primary School Sports funding is used to improve pupils' achievement, health and well-being through a wide range of high quality sporting opportunities. The impact of this funding can be seen in the good outcomes for pupils. The school has effective partnerships with external agencies and these are helping to ensure that disabled pupils and those with special educational needs make the same progress as their peers.

- The curriculum is good and meets the needs of most pupils effectively. There is a focus on reading, writing and mathematics. The leaders try to ensure that pupils' basic skills, are developed well. There is a positive impact on pupils' spiritual, moral, social and cultural development. Pupils are prepared for their transition to high school.
- The local authority has provided effective support. The school leadership values this as a means of professional development and school improvement. This support and help has resulted in improvement in teaching and pupils' achievement over time. The school also works with other schools and partnerships outside the area and this has had an impact on pupils' good progress.
- **The governance of the school:**
 - Governors have the knowledge and skills needed to hold leaders and managers to account for the school's performance. Governors have an accurate view of pupils' achievement and the quality of teaching. Governors have ensured that leaders have addressed identified weaknesses in teaching and checked that performance management systems are implemented effectively. There is still more work to be done in lower Key Stage 2 to ensure that the quality of teaching is consistently good or better.
 - The governing body ensures that the pupil premium funding is allocated to support the learning of those pupils for whom it is intended and has checked closely why this support has been effective in narrowing the gap in the attainment of these pupils compared with similar pupils nationally. Governors ensure that the school's arrangements for safeguarding are in place and that government requirements are met. The safety and welfare of the pupils is a high priority.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	106202
Local authority	Tameside
Inspection number	426107

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	349
Appropriate authority	The governing body
Chair	Stephanie Booth
Headteacher	Micah Cummings
Date of previous school inspection	23 January 2012
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