

Adlington Primary School

Inspection report

Unique Reference Number	111018
Local authority	Cheshire East
Inspection number	378217
Inspection dates	18–19 October 2011
Reporting inspector	Lynne Read

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	102
Appropriate authority	The governing body
Chair	Nancy Tennant
Headteacher	Polly Broadhurst
Date of previous school inspection	28 September 2006
School address	Brookledge Lane Adlington Macclesfield SK10 4JX
Telephone number	01625 573201
Fax number	01625 576601
Email address	head@adlington.cheshire.sch.uk

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 0300 123 4234, or email enquiries@ofsted.gov.uk

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

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



Introduction

This inspection was carried out by two additional inspectors. The inspectors observed teaching and learning in 10 lessons, taught by seven teachers. They held meetings with governors, managers, staff and groups of pupils. In observing the school's work, they looked at pupils' workbooks, assessment records, school policies, safeguarding procedures and school development plans. In total, 64 questionnaires from parents and carers were received, analysed and considered, alongside 52 questionnaires completed by the pupils and 13 completed by staff.

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

- Whether the high standards seen over recent years are sustained for the current cohorts of pupils.
- Whether teaching and the curriculum promote the best possible progress, especially for some groups of pupils.
- How effectively the systems for care, guidance and support promote high standards of personal development and support individual needs.
- How effective are the improvements made to the Early Years Foundation Stage.

Information about the school

This school is smaller than most primary schools and pupils are taught in mixed-age classes except for the Reception children. It is situated in a rural area and some pupils attend from outside the immediate locality. Most pupils are of White British heritage and a few pupils have other backgrounds. The proportion of pupils known to be eligible for free school meals is below average and a below-average proportion of pupils have special educational needs and/or disabilities.

The school has Healthy Schools status and holds the Activemark and Inclusion Quality Mark awards.

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?

1

The school's capacity for sustained improvement

1

Main findings

Adlington Primary is an outstanding school. It offers a high standard of care alongside excellence in learning. Under the energetic and visionary leadership of the headteacher this school has gone from strength to strength. Progress in Key Stage 2 is significantly and consistently better than the national average and many improvements have been made to younger pupils' learning. Children make good progress in the Early Years Foundation Stage, attainment is above average by Year 2 and it is high by Year 6. Managers and governors have rigorous processes for monitoring performance and use the information wisely to plan developments. This is a successful strategy that, for example, has recently led to improvements in learning for the more-able. Self-evaluation is excellent. The capacity for sustained improvement is outstanding.

Teaching is outstanding and lessons are challenging. Teachers know their pupils very well and relationships are excellent. Progress is tracked closely. Personalised programmes of work and very effective intervention ensure that individual needs are met and pupils reach their challenging targets. Those who are more-able rise to their teachers' high expectations and relish the challenges presented to them. The curriculum is outstanding and includes a rich emphasis on the arts and sport. Pupils' interests are fired by stimulating topic work that links subjects together in an imaginative way and includes a rich variety of visits and extra-curricular clubs. Consequently, pupils have excellent opportunities to practise their basic skills, research, investigate and learn independently.

Behaviour is excellent; harmonious relationships exist between pupils of different ages and backgrounds and attendance is high. However, pupils' understanding of different cultures and world faiths is not as strong as it could be. Pupils relish the opportunities provided for them to experience responsibility. For example, the school council plays a significant role in decision making. The pupils' welfare is at the heart of the school's work. Exhaustive measures are taken to provide help or resources to meet pupils' needs, including extensive links with outside services. Pupils are very confident that school is a safe place.

There is a continuous cycle of improvement at the school with a current focus on the Early Years Foundation Stage. However, because the provision and resources are not always organised to best effect, children do not have full access to all their activities throughout the day; some learning opportunities in the outdoor classroom are lost

and there are a few times when learning is slower because children are taught as a whole class group.

What does the school need to do to improve further?

- Improve provision and learning further so that it is consistently good or better in the Early Years Foundation Stage by:
 - organising the learning areas and resources more efficiently to provide continuous access to all activities throughout the day and maximise opportunities for learning outdoors
 - ensuring that children are taught more frequently in small groups.

- Place a greater emphasis on pupils' cultural development by providing more opportunities for them to learn about and, where possible, engage with different ethnic and faith groups, beyond the locality.

Outcomes for individuals and groups of pupils

1

Pupils thoroughly enjoy their learning and are keen to succeed. For example, pupils in Years 5 and 6 researched life during the Second World War and displayed great empathy with the evacuated children of that time, through high standards of drama and writing. Pupils of all ages sing beautifully and learn to play at least one musical instrument. All age groups look forward to their French lessons and the older ones had great fun presenting weather forecasts in the language.

When children enter the Reception class, their development is in line with that expected for the age group. They make good progress and attainment on entry to Year 1 is above average, which marks an improvement on previous years. Observations in lessons showed that an increased emphasis on learning about sounds and letters is boosting early reading and writing skills for this age group and in Key Stage 1. Progress in Key Stage 2 is consistently good or better, particularly in reading, and inspectors observed exceptionally rapid learning in Years 5 and 6. Attainment is high; a high proportion of the pupils who left school last year were working at the higher level in both English and mathematics. Scrutiny of work and observations confirm the school's assessment that the current Year 6 cohort is on track to exceed their very challenging targets and maintain this impressive record. In one lesson, for instance, Year 6 pupils used geometric language accurately when solving problems related to the angles in two-dimensional shapes. Achievement for boys and girls is equally outstanding. Pupils who have special educational needs and/or disabilities make exceptional progress and, because of specialist support, many of these pupils achieve or exceed the national average.

Pupils have an excellent understanding of healthy living and fitness. They enjoy plenty of exercise and represent their school proudly in competitive sport. Behaviour is outstanding; pupils think for themselves and, by Year 6, they display mature, responsible attitudes. Pupils of all ages report that bullying is not tolerated and they are confident that adults are always on hand should they have any problems. With high academic standards and excellent habits of attendance and punctuality, pupils

are extremely well prepared for their future education. Pupils are thoughtful and polite and reflect on the less tangible aspects of life. They are keen to help people who are less fortunate and engage enthusiastically in fund-raising events. Spiritual, moral and social development is a major strength. However, pupils' cultural awareness is less well developed because they have few opportunities to engage with others from different backgrounds in order to consolidate their understanding of world faiths and diversity.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils' attainment ¹	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
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
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

This school promotes independent skills of learning extremely well. For example, pupils evaluate their own work, which allows them to recognise their strengths and help them identify their own learning targets. Homework is used well, for example, some pupils had accessed a computer program in order to practise their next piece on the clarinet, ahead of the lesson. Teachers have a detailed view of pupils' progress and lessons take account of interests and dispositions. Work is well matched to different ages and abilities. Teachers often include short, focused tasks and a good amount of collaborative and practical work to maintain pace and motivation. For example, Years 3 and 4 pupils played with language and rehearsed some descriptive sentences in preparation for their writing work. Teaching assistants have an excellent range of expertise and are well deployed to provide additional support and one-to-one tuition.

The curriculum includes excellent opportunities for creative, physical and practical work and is extremely well enhanced through partnerships. For example, pupils experience exciting dance and drama work through links with the high school. Pupils especially enjoy their topic work where they are able to consolidate their developing skills. While working on their gardening project, for instance, Years 1 and 2 pupils applied their learning in science, mathematics, writing, art and information and communication technology. A major strength of the curriculum lies in the tailoring of tasks and support to meet specific needs. For example, pupils who experience

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

difficulty with reading and writing are taught a range of strategies that enable them to keep up with the fast pace of learning. Pupils take full advantage of an interesting programme of extra-curricular clubs that include tri-golf, 'mad science' and cheerleading.

Teachers and governors are highly committed to the principle of inclusion and provide an outstanding quality of care, support and guidance for pupils. Responses to questionnaires from pupils, parents and carers overwhelmingly agree that children are safe. A comprehensive provision map records pupils' needs and shows how these are addressed, for example, through extra support in class or strategies, such as counselling. The able, gifted and talented pupils have additional workshops and tuition to extend their abilities. Excellent care is taken to ensure a smooth transition between classes and as pupils move on to their high schools.

These are the grades for the quality of provision

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

How effective are leadership and management?

Leadership and management are outstanding and the school provides excellent value for money. The headteacher works in close collaboration with the senior teacher, and has a thorough overview of provision and learning. Her clear vision of excellence is shared among staff and governors. There is a great sense of pride in this school and a relentless insistence among adults that, 'only the best will do'. The learning environment is bright and stimulating and the listed building has mainly been adapted to suit learning in the 21st century. Some issues with accommodation and resources for the Early Years Foundation Stage are currently being addressed.

The attention to safeguarding is good and child-protection procedures are exemplary. Staff have regular updates in their child-protection training and are well equipped to deal with concerns. The school's equality policy is rigorously followed in practice and regularly evaluated to ensure that all pupils have full access to the wide range of activities on offer. Discrimination in any form is not tolerated. Governors achieve a good balance in holding managers to account while providing support and drive for the school. They have an accurate view of performance and carry out their statutory duties diligently. Their recording systems, however, do not do justice to the good amount of work covered. For example, school policies and procedures undergo a regular, thorough review, and safety matters are monitored closely. However, minutes of the discussions and outcomes do not provide a useful point of reference for future use. Community cohesion is developing. Pupils learn about life in other countries and partnerships with schools abroad are beginning to provide them with an insight into diversity. The excellent relationship with parents and carers ensures their involvement in their children's education. The parents association is a valuable asset, providing additional funds for school and social activities for families.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
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	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

On entry to the Reception class, children’s development matches that expected of the age group. Staff make visits to pre-school providers to ensure that children’s needs are accurately assessed and they take great care to integrate them smoothly into school life. As a result, children thoroughly enjoy their work; their behaviour and attitudes to learning are excellent.

Teaching is good. Lessons take account of children’s interests in order to keep them well motivated and they include varied opportunities for children to choose their own activities and develop independence. During the inspection, activities were based around a *Peter Pan* theme and included an investigation into floating and sinking, making treasure maps, ‘walking the plank’ and ‘constructing’ a boat. Adults are skilful at questioning and in encouraging children to explore their world, both indoors and out. They make play and learning fun as well as purposeful. Children make good progress so they are working at above expected levels by the time they enter Year 1. There are a few occasions, however, when staffing allocations mean that children are taught together in a large group and learning is slower in these instances. The organisation of, and the resources for, the indoor learning area do not always make best use of the available space to provide continuous activities. This means that some time is lost in re-organising resources during the day. Part of the outdoor area has dual use which means that permanent structures, such as climbing equipment, cannot be erected and resources have to be cleared away before the end of lessons. Leadership and management are good, ensuring good standards of welfare, as well as excellent partnerships with parents. The new leader of this phase has a clear vision for the future and improvements to the provision and the learning environment have already begun, resulting in better progress.

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 in the Early Years Foundation Stage	2

Views of parents and carers

Parents have exceptionally positive views of the school. All of those who replied to the questionnaire agreed that their child enjoys school and is safe. They especially praise the support and commitment of the staff and the overwhelming majority agree that the school meets their child's particular needs. There is commendation for the quality of leadership and management and the high quality of teaching. Quotes include, 'an excellent school where my child's needs always come first', 'a fantastic school with supportive staff and an open-door policy' and 'it's like a big, happy family.' The inspection findings endorse these views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Adlington 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 inspector received 64 completed questionnaires by the end of the on-site inspection. In total, there are 102 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	51	80	13	20	0	0	0	0
The school keeps my child safe	52	81	12	19	0	0	0	0
The school informs me about my child's progress	48	75	15	23	1	2	0	0
My child is making enough progress at this school	50	78	11	17	2	3	0	0
The teaching is good at this school	50	78	12	19	0	0	0	0
The school helps me to support my child's learning	48	75	15	23	0	0	0	0
The school helps my child to have a healthy lifestyle	39	61	21	33	2	3	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)	48	75	15	23	1	2	0	0
The school meets my child's particular needs	50	78	13	20	1	2	0	0
The school deals effectively with unacceptable behaviour	41	64	14	22	5	8	0	0
The school takes account of my suggestions and concerns	48	75	13	20	3	5	0	0
The school is led and managed effectively	52	81	10	16	1	2	1	2
Overall, I am happy with my child's experience at this school	54	84	9	14	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 all 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



20 October 2011

Dear Pupils

Inspection of Adlington Primary School, Macclesfield SK10 4JX

Thank you for the very warm welcome you gave my colleague and I when we visited your school. We thoroughly enjoyed our time with you and appreciated all the help and smiles you gave us. In return, I would like to tell you what we found out.

Adlington Primary is an outstanding school. You get on extremely well together and take great care of each other. You are a credit to your families and your teachers. I think your class councillors, 'phys-kids' and buddies do a wonderful job in helping to run the school.

Thank you to the pupils who filled in their questionnaire and those who chatted with us. We know you are delighted with your school because of comments such as, 'teachers and pupils respect each other', 'we have fun lessons and learn a lot' and 'it's good that we can have our say.'

You are keen to learn, work hard and are making outstanding progress. Your personal skills are excellent but, to enrich your learning further, we have asked your teachers to help you make contact with pupils from different backgrounds. There have been many improvements in Key Stages 1 and 2 and you have a bright learning environment. Some work has been completed on improving learning and resources in the Reception class but there is more to do. We have asked your teachers to find better ways of organising that classroom and the outdoor area and to make sure that children always work in small groups, because that is when they learn best.

You can help to keep your school to remain an outstanding one by maintaining your excellent attendance record and keeping up the hard work. Thank you once again for the interesting conversations we had and for letting us share your work and play. Please accept my best wishes for the future. I hope you continue to enjoy your exciting school.

Yours sincerely

Lynne Read
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 **0300 123 4234**, or email enquiries@ofsted.gov.uk.