



# Statham Community Primary School

Inspection Report

**Unique Reference Number** 111005  
**LEA** Warrington  
**Inspection number** 278565  
**Inspection dates** 7 November 2005 to 8 November 2005  
**Reporting inspector** Mrs Rosemary Rodger CfBT Lead Inspector

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	Warrington Road
<b>School category</b>	Community		Statham
<b>Age range of pupils</b>	4 to 11		Lymm, Cheshire WA13 9BE
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01925 752142
<b>Number on roll</b>	176	<b>Fax number</b>	01925 758773
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Max Grunblat
<b>Date of previous inspection</b>	17 January 2000	<b>Headteacher</b>	Mrs Susan Hall

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 7 November 2005 - 8 November 2005	<b>Inspection number</b> 278565
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## **Introduction**

The inspection was carried out by two additional inspectors.

## **Description of the school**

Pupils attend from a wide area which is socially and economically advantaged. A below average proportion of pupils has a free school meal. The number of pupils with learning difficulties and disabilities is average. Most pupils are White British with a very small number of mixed race pupils. The school received a Basic Skills Quality Mark in 2005. There is provision for a pre-school and after school club on the premises.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school with some outstanding features. It provides good value for money. The inspection team agrees with the school's judgement of its effectiveness. Pupils leaving the school in 2005 reached above average standards in English, mathematics and science. The overall above average standards have been maintained for the past five years. Standards in mathematics and science were exceptionally and consistently high. They were above average in English, although standards in writing in Key Stage 2 were below average in 2005. There is a high priority to improve the teaching of writing in Key Stage 2. All pupils make good progress.

Pupils' personal development, care, guidance and support are good. They enjoy learning, feel safe and adopt healthy lifestyles. On site, pre-school, links are very effective and contribute well to the children's smooth transition to Reception. The quality of education is good, with some outstanding teaching in Years 5 and 6. However, the presentation of pupils' work in some classes could be better. A good range of extra-curricular activities is provided. The curriculum is effectively enriched by some innovative teaching, residential visits and specialist artists and visitors. Teaching and learning in the Foundation Stage are good; children have a wide range of experiences. Leadership and management are outstanding. The headteacher has a clear vision for the school's development. The rigour with which the views of parents are sought and the quality of information they receive is excellent. Improvement since the last inspection has been good. The school maintains an excellent capacity to improve.

### What the school should do to improve further

- Continue to improve the standards in pupils' writing in Key Stage 2.
- Improve the presentation of pupils' work in all subjects.

## Achievement and standards

### Grade: 2

The inspection team agree with the school's judgement on this aspect of their work. All pupils, including those with learning difficulties and/or disabilities, make good progress. Children make good progress in the Foundation Stage, based on what they are capable of when they start school, and almost all attain the early learning goals by the time they enter Year 1. A few children are still working towards the goals in personal, social and emotional development, and communication, language and literacy. Pupils' progress in Key Stage 1 is good because of good teaching. Standards are above average in reading, writing and mathematics. In reading, standards have been maintained at a high level. In writing and mathematics, they have improved since the last inspection. Pupils continue to make good progress in Key Stage 2 as a result of good teaching. Standards in Year 6 are exceptionally and consistently high in mathematics and science and above average in English. Standards have risen in mathematics and been maintained in English since the last inspection. The school met its 2005 targets. However, standards in writing are lower than in reading. The content

of what pupils write does not reflect sufficiently well the mature thinking of which pupils are capable. Basic skills of speaking, listening, reading, mathematics and information and communications technology (ICT) are good.

## **Personal development and well-being**

### **Grade: 2**

The inspection team agree with the school's judgement that this aspect of the school's work is good. Pupils enjoy school, especially the creative and innovative ways they learn which result in good behaviour and attitudes. Pupils understand the new system of rewards and sanctions well; they love 'Golden Time'. Personal, social and health education (PSHE) lessons are used well to address sensitive areas and successfully encourage pupils to share. For example, a question on what makes them nervous led very well into a discussion about bullying. Attendance remains above average. Pupils learn about keeping healthy and fit and are pleased with the improvements to their meals. A helpful plan to ensure pupils come to school safely involves a group of pupils in the local community. Older pupils take their responsibilities seriously by looking out for children with no friends and using the 'buddy bench' to include them. All aspects of spiritual, moral, social and cultural development are good. The school council provides a good forum for pupils to take responsibility and make decisions about the well-being of other pupils. Cultural development is effectively fostered through the arts and visitors to school. Children in the Foundation Stage collaborate well and learn to take turns. Pupils know that if they work hard and succeed in their tests it will help them to get a good job.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The inspection team agree with the school's view that teaching and learning are good. There is some outstanding teaching in Years 5 and 6. Good teaching is brisk and purposeful and pupils know what they have to learn. Outstanding use of interactive whiteboard technology, especially with older pupils, holds their interest and attention very well. Pupils are well supported by the guidance provided on classroom displays. Relationships are consistently good and pupils generally behave well in lessons because they enjoy learning. Classroom assistants and volunteer helpers provide very good support for pupils with learning difficulties and/or disabilities. Teachers' expectations of presentation of work are not high enough in some classes which means that work is sometimes untidy and does not reflect the true capability of the pupils. Recent improvements to assessment procedures have been outstanding. Data showing how well pupils attained in national tests is used very well to target pupils for additional support and to track their progress term by term. This system is only recently in place with staff becoming more familiar with the program. Pupils understand their targets and what they need to do to improve their work.

## **Curriculum and other activities**

### **Grade: 2**

The inspection team agree with the school that this aspect of the school's work is good. The curriculum meets all requirements and the needs of all pupils. The Foundation Stage curriculum is good with a comprehensive range of adult led and free choice activities. Good coverage of literacy and numeracy means pupils develop good basic skills. There is a good emphasis on a safe and healthy lifestyle. Art and design and science are taught in weekly blocks. Links with the feeder high school are good and Year 6 pupils are taught weekly French and German. Changes to the organisation of afternoon classes in Key Stage 2 give pupils the opportunity to work in mixed age groups linking learning in several subjects. Teachers teach their specialist subject, for example, ICT. This aspect of the curriculum is at an early stage of development. The school is mindful that the time allocated to some subjects can be long and is monitoring this provision. There are good residential opportunities for older pupils and a variety of activities involving specialist coaches.

## **Care, guidance and support**

### **Grade: 2**

The inspection team agree with the school's judgement on this aspect of their work. Pupils are well cared for and there are good procedures for health and safety. Pupils are very happy, develop confidence and want to come to school. They are encouraged to take responsibility for learning and understand the system of rewards and sanctions. Child protection procedures are thorough; all staff have received recent training. The checking of pupils' personal and academic progress is excellent. Pupils receive very good support and guidance, irrespective of their differing needs or talents, in or out of school. Partnerships with outside agencies are good and benefit pupils. A good example is the link with the privately run after-school club. Good attention is given to the needs of the youngest children. Priority is given to ensuring their move to Year 1 provides them with similar activities so they quickly settle and feel confident in a new environment.

## **Leadership and management**

### **Grade: 1**

The inspection team disagree with the school's modest judgement on leadership and management. Leadership and management are outstanding. The school is poised to become an outstanding school, as a result of swift actions taken by the headteacher and senior managers to rectify weaknesses in writing throughout Key Stage 2. A rigorous evaluation of the national test results identified what aspects of teaching and learning needed to improve. Staff training has led to successful new methods evident in lessons. The school self-evaluation honestly records where the school is now and where it still needs to go to reach the high standards it expects. Opportunities to gather the views of parents are outstanding. Their views are canvassed on all their visits to school and they are provided with detailed information about their children's

work and targets for improvement. Senior managers have clearly defined responsibilities which they carry out very efficiently. Appraisal arrangements for staff are well linked to the progress pupils make class by class. Governors are supportive but challenging and understand the school's strengths and weaknesses. They are prudent in their financial management to ensure the school is able to keep single age classes.

This is an outstandingly inclusive school in which the needs of all pupils are consistently met. Pupils with learning difficulties and/or disabilities take a full part in lessons. The major area for improvement at the last inspection has been successfully tackled; results in writing have improved at the end of Key Stage 1. The school's capacity to improve is excellent.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for welcoming us to your school and for being so polite and friendly. We enjoyed watching you work and talking to you. The list below shows everything we liked about your school and what we have asked your teachers to do to make the school even better.

What we liked most about your school

- We are very happy that you work hard and get good results in the tests you take in most subjects.
- You behave very well and told us there is no bullying in your school.
- We like the interesting ways your teachers help you to learn in lessons.
- We like the exciting use of the interactive whiteboards to stimulate good ideas for writing.
- The headteacher and your teachers work hard to make school an enjoyable, safe and healthy place to be.
- The information your parents get and the ways in which they are invited to give their views about school events are very good.

We agree with you that your school is a good and happy place to be.

What we have asked your school to do to improve

- We have asked your school to continue to help some of you improve your writing.
- We have asked your teachers to ensure your work is always neat and well written.

We hope you will continue to work hard and to make sure your books are well presented and that you finish the work you are given to do.