



Denton West End Primary School

Inspection Report

Unique Reference Number 106215
Local Authority Tameside
Inspection number 300620
Inspection dates 21–22 February 2007
Reporting inspector Mark Madeley

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

The inspection of the day care was carried out under Children Act 1989: Part XA (as introduced by the Care Standards Act 2000) and, where (funded) nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

Type of school	Primary	School address	Balmoral Drive
School category	Community		Denton, Manchester
Age range of pupils	3–11		Lancashire M34 2JX
Gender of pupils	Mixed	Telephone number	0161 3363409
Number on roll (school)	470	Fax number	0161 3201029
Number on roll (day care)	24	Chair	Mr P Reeves
Appropriate authority	The governing body	Headteacher	Mrs L Pennington
Date of previous school inspection	15 January 1999		
Date of previous day care inspection	1 January 1900		

Age group	Inspection dates	Inspection number
3–11	21–22 February 2007	300620

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Introduction

The inspection was carried out by four Additional Inspectors.

Description of the school

This is an oversubscribed school which is much larger than average. Its children come mostly from the immediate area of mainly owner-occupied housing and they are mainly of White British heritage. The main home languages of the very few children who have English as an additional language are Cantonese and Gujarati. The percentage of children eligible for free school meals is very low. There are few children with learning difficulties and/or disabilities. The majority of children in the Reception class transfer from the school's nursery classes but about 20% come from other settings.

The school provides out-of-school day care for 24 children from 3 years to under 5. This provision was inspected as part of a pilot project for Single Inspection Events.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school. It is particularly well led by an inspirational headteacher who is successful in demanding of herself and her staff that every child should achieve his or her full potential. Managers have improved teaching through rigorous checking and effective use of training. The progress of individual children is also checked regularly but systems do not give managers a useful overview of the progress made each year against the child's annual target. Outstanding management knows the school's strengths very well but is not complacent. It has improved on the high standards of the last inspection and addressed all the issues fully. Excellent governance has provided the school with ample support as well as challenging managers to justify their decisions. These factors show that the school both gives outstanding value for money and has outstanding capacity to improve further. Parents are fully supportive of the school and feel that their children are in excellent hands. Good partnerships with agencies and high schools also benefit children's progress.

Children join the nursery class with broadly average standards. They make very good progress through the Foundation Stage because provision is of high quality. By the end of Year 6, test results in English, mathematics and science are very high and have been for the last three years. Children's outstanding achievement is due to the consistently good, and often outstanding, teaching through the school. Staff share the headteacher's high expectations and work hard to help children fulfil their potential. What will be learned during the lesson is always shared with the children and reviewed at the end. This helps both teachers and children know how well lessons are going. Staff expect quality answers from the children and use partner discussion very effectively to this end. Children regularly mark each other's writing quite accurately and very responsibly, and this consolidates children's understanding and builds their confidence very effectively.

The good curriculum promotes children's academic and personal development well. However, children have relatively few opportunities to exercise and have roughly one educational visit per year. They are very well cared for and working parents greatly appreciate the service offered by the before and after-school club facility. Children have an excellent understanding of how to improve their work further. Their personal development is of a very high quality. Their behaviour is exemplary at all times and they have a real desire to learn which is fostered well in all classes, but particularly in the Foundation Stage where children are really curious about the world around them. Children say that they feel very safe in school and free from any oppressive behaviour. Electing school councillors and passing on their views for consideration at meetings gives them a good understanding of how democracy works.

What the school should do to improve further

- Broaden the curriculum further so as to offer more first-hand experiences to children and additional regular opportunities for them to exercise.
- Refine tracking systems so that children's progress in each year group can be more easily evaluated.

Achievement and standards

Grade: 1

Most children join the Reception class knowing how to play sensibly, share toys and follow the daily routines. Children from other settings are quickly integrated and they all make very good progress because provision is of high quality. Most children reach the standards expected for their age in all six areas of learning and have particular strengths in number and their understanding of the world around them. The 2006 test results for Year 2 were above average and this represents good progress for these children. The school has identified that scores in reading and writing have been relatively higher than those for mathematics and has successfully implemented actions to improve children's mathematics still further. The 2006 test results for children in Year 6 were very high and an exceptionally large proportion of children reached the higher level Level 5. These results represented outstanding progress for all children. Children exceeded their targets for the higher level by a long way, suggesting that the targets might have been more challenging. Current standards in children's books are similar to those reached in tests.

Personal development and well-being

Grade: 1

Children say, "we work together, and play together" and this exemplifies the feeling of well-being created by their outstanding commitment to their school. They show great enjoyment in all they do, form excellent relationships and behave in an exemplary manner. Their spiritual, moral, social and cultural development is outstanding. The strong emphasis placed in the Foundation Stage on personal development means that from a very early age children are self-reliant while at the same time well aware of how to share a concern. Older children choose to care for and play with younger ones, taking on the role of peer mediators, thus supporting them in their social development. Children consider that school is a happy, friendly place where staff help them and make lessons interesting and fun. School council members are proud to be chosen to represent their peers and play an active part in managing the school, for example developing the playground facilities. Children show great respect for, and readily include, all members of the school community and are generous fund-raisers. Attendance levels are outstanding. Children have a good sense of how to live healthily but do not have sufficient opportunities to exercise regularly.

Quality of provision

Teaching and learning

Grade: 1

The quality of teaching and learning is outstanding. Children want to learn, and staff build on this desire by making lessons interesting and praising children frequently. In discussion, children said that one of the things they liked about their school was the

lessons. All staff have very high expectations of the children. For example, in a Year 6 science lesson children were told the difference between a Level 4 and a Level 5 answer on shadows and were expected to aim for the higher grade. A strength of teaching is that its quality does not dip in any age group. There is a consistency of approach, too; for example, all staff encourage children to talk with partners before answering, giving them time to form a quality response. Learning is reviewed at the end of each lesson and children are very confident to share their answers and methods, often using new technology as an aid. Children's behaviour is managed effectively in a very positive way. For example, children in Reception classes respond immediately to the instruction 'freeze'. Staff very successfully teach classes in slightly different ways so as to meet the children's needs, particularly when there are significantly more of one gender than the other. Staff give children challenging tasks that are highly appropriate to their needs because they make very good use of assessment information.

Curriculum and other activities

Grade: 2

The school judged this aspect to be outstanding but the inspection found it to be good. This is because children do not experience enough enrichment activities and there are insufficient clubs, particularly sports clubs, to provide all children with regular opportunities to exercise. The curriculum meets the needs of most children, including those in the Foundation Stage and those with learning difficulties and/or disabilities well. The strong emphasis on literacy and numeracy helps children achieve exceptionally well in these subjects. In the Foundation Stage children enjoy the exciting and stimulating activities, which help them learn and grow in self-confidence. The satisfactory sporting and creative clubs provided are popular with the children and go some way to promoting their fitness, health and enjoyment.

Care, guidance and support

Grade: 1

The motto 'Only our best is good enough' sums up the school's commitment to and success in caring for, guiding and supporting all children. Children feel safe and are confident that there is someone to turn to if required. A wonderful example of this is the playground peer mediators, who help younger children. Very careful attention is paid to all health and safety issues. Procedures for safeguarding children, including those for child protection, are in place. The school works very well with outside agencies to ensure that all children are fully supported. Children know how to improve their work because teachers' marking is very good, especially in English. They are told what the target for the lesson is and everyone works hard to achieve it. Parents feel they are very well informed about the progress their children are making and appreciate that the views of parents and children are regularly sought and often acted upon. For example, the Little Lions care club has been started in response to their views.

Leadership and management

Grade: 1

The headteacher's inspirational leadership gives the school a strong sense of direction. Managers consult widely and value everyone's contribution. Subject leaders provide very good support for colleagues through the sharing of planning files and reviews of children's work. Governors are very well organised, knowledgeable and extremely supportive but always prepared to challenge managers. They imaginatively enhance their already good knowledge of the school by holding each meeting in a different classroom, thus getting to know the school even better. The school runs smoothly because financial management is effective and very good use is made of resources. The school knows itself well and is far from complacent. During a recent period of staffing difficulties, highly effective management has ensured that children's learning did not suffer. Regular and robust monitoring of teaching and learning enables managers to form a clear view of the quality of education provided and to improve it. Children's progress is checked annually but currently systems do not easily provide information on their progress from year to year.

Effectiveness of registered day care

Grade: 2

The Little Lions day care effectively meets the needs of the community and provides good day care for children of nursery age. Parents are appreciative of the care given to their children. Even though the setting only opened in September 2006, it is managed well and there is good teamwork among the staff and good liaison with both the nursery and parents. Consequently, daily routines are well ordered and organised so that children feel secure and happy. Children are taught effectively. Behaviour is exceptionally good and the children listen and respond very well to instructions. As a result, they make good progress towards the nationally expected learning goals. Children know what is expected of them and clearly enjoy the challenges presented in their well planned activities. The children are developing well their understanding of how to stay safe and healthy because good hygiene and health is promoted well by the staff. There is generally a wide range of interesting and motivating things to do both indoors and outdoors. However, the lack of large equipment outdoors, such as a climbing frame, limits the development of children's skills such as coordination and confidence in balancing and climbing. Parents are kept fully informed and mandatory policies and procedures are in place.

Since its registration there have been no complaints about the registered day care that required Ofsted or the school to take action so that the day care continued to meet the National Standards. The school is required to keep a record of complaints about the registered day care made by parents, which they can see on request. The complaints record may contain complaints about the registered day care other than those made to Ofsted.

Recommendations or actions to improve the registered day care

- Extend the resources and opportunities to promote the development of children's skills such as climbing and balancing.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

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

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	1
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

The effectiveness of the registered day care

The quality and standards of the registered day care	2
How effective is the day care in helping children to be healthy?	2
How effective is the day care in protecting children and helping them to stay safe?	2
How effective is the day care in helping children to achieve and enjoy their learning?	2
How effective is the day care in helping children to make a positive contribution?	2
How effectively is the day care organised?	2
Does the day care meet the needs of the range of children for whom it provides?	Yes
Has the day care improved since the last inspection?	NA
Does the day care require enforcement action?	No
Does the day care require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Your school lives its motto of 'Only our best is good enough' to the full and this makes it an outstanding place in which you can learn and grow. All staff work very hard to help you learn and you respond very well. Through the school you make outstanding progress and by Year 6 standards are very high in English, mathematics and science. Your headteacher is an inspirational person who, along with all the staff, cares passionately about all of you and wants you to achieve your full potential. We think that you all get an excellent start to school in the Foundation Stage. Your work is of high quality and so is your personal development. You showed us that you are well mannered and very confident. It is clear that you thoroughly enjoy school. We saw you talking with partners in lessons and feel that this is very effective in helping you learn. You told us that you liked the visitors, especially those who helped you with writing, but that you were disappointed that you didn't go on more visits. You also said that you liked the clubs but were sorry that there were not more of them and a few games against other schools. We agree with your views on these two aspects of the school's work.

One of the reasons your school is so good is that it is always looking to improve further. We have asked your headteacher to do two things which will make it a better place in which to learn:

- give you more first-hand experiences and more opportunities to exercise regularly
- make it easier for your teachers to judge how much progress you make each year.

You can help your school to improve by continuing to be such wonderful young people who work hard and play together so well. We hope that you are all proud of what you, the staff, governors and parents have achieved and we wish you and the school all the best for the future.