

Statham Community Primary School

Inspection report

Unique Reference Number	111005
Local Authority	Warrington
Inspection number	325268
Inspection date	17 September 2008
Reporting inspector	Diane Auton

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	187
Government funded early education provision for children aged 3 to the end of the EYFS	24
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Julian Field
Headteacher	Mrs Susan Hall
Date of previous school inspection	7 November 2005
Date of previous funded early education inspection	7 November 2005
Date of previous childcare inspection	Not previously inspected
School address	Warrington Road Statham Lymm Cheshire WA13 9BE

Age group	4–11
Inspection date	17 September 2008
Inspection number	325268

Telephone number
Fax number

01925 752142
01925 758773

Age group	4-11
Inspection date	17 September 2008
Inspection number	325268

© Crown copyright 2008

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

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.

Introduction

The inspection was carried out by one Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: the impact of teaching and curriculum initiatives currently being developed in the school on standards and achievement and the quality and impact of leadership and management at all levels in creating vibrant and stimulating learning opportunities for pupils. Evidence was gathered from the self-evaluation form (SEF) national published assessment data; assessment records, policies and minutes of meetings; observation of the school at work, including lessons; discussions with governors, members of staff and pupils; and the questionnaires returned by parents. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its SEF, were not justified, and these have been included where appropriate in this report.

Description of the school

The school serves a residential area which is socially and economically advantaged. The proportion of pupils entitled to free school meals is below average. Most pupils are White British, with a small number from other heritages. No pupils are at an early stage of learning English. The proportion of pupils with learning difficulties and/or disabilities is similar to that found in most schools, although the school includes an above average number of pupils with a statement of special educational need. The school holds the Healthy Schools Award, the Activemark, the Primary Quality Mark, the Information and Communication Technology (ICT) Mark and the Basic Artsmark.

Within the school grounds the externally managed Statham Little Foxes provides a pre-school and out-of-school club.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Pupils work and play together very harmoniously and achieve well in this good school, which has many outstanding features. The school's ethos of self-respect and respect for others is central to its happy and effective learning community. A typical parental comment is, 'Learning targets are met well, but the emphasis is on each child's personal development too.'

On entry to school, children's skills are broadly at expected levels for their age. Pupils make good progress across the school and consistently reach above average standards by the end of Key Stage 2. Standards at the end of Key Stage 1 in 2008 were broadly average, but showed an improvement on the previous year, with more pupils reaching the higher Level 3 in reading and mathematics. Pupils with learning difficulties and/or disabilities achieve well, in both key stages, in relation to their abilities and starting points. Pupils in all the year groups made good overall progress in mathematics and reading during the last school year. They made slower progress in writing, and standards in writing across the school are lower than those in the other subjects.

Pupils' good overall achievement is the result of teaching which is of good quality with some outstanding elements, a good and improving curriculum which engages their interest and excellent pastoral care that helps them to become confident and secure. Teachers give clear directions and use questioning well to support the development of thinking skills. They provide very effective guidance which points pupils to the next steps in their learning and shows them how to improve their work. Lessons are planned well to take into account individual learning styles and needs. The school's curriculum is currently being revised and subjects are being linked together in a thematic approach. This initiative aims to achieve greater vibrancy and relevance for pupils and also to provide rich opportunities for them to practise and develop their writing skills through work on a range of topics. Writing is a priority for improvement and a new approach to teaching writing was introduced during the last school year. These new developments in the curriculum are at an early stage, however, and it is too early to see their full impact on achievement and standards.

The professional partnership between class teachers and skilled teaching assistants is a key element of the school's excellent provision for its pupils who have learning difficulties and/or disabilities; they benefit from additional and very effective support. Part-time placements at this inclusive school are provided, in partnership with nearby special schools, for pupils with complex additional needs.

Pupils' personal development is outstanding. This is seen in their excellent behaviour and attendance. The school's strong emphasis on praise and on the valuing of each individual ensures that pupils grow in self-esteem and form excellent relationships with staff and each other. They feel they are listened to and cared for in school. Their spiritual, moral, social and cultural development is excellent. They enjoy taking responsibility, collaborate well with each other and are given good opportunities to make decisions and learn negotiation skills. These factors and their good basic skills all prepare them well for the future. They have excellent awareness of issues around personal safety and healthy lifestyles. They enjoy a good range of extra-curricular activities and many opportunities for residential visits. Excellent links with the high school help the school to provide modern foreign language teaching and to prepare pupils very well for transition.

The headteacher and senior management team provide good, effective leadership. Supportive, knowledgeable governors hold the school to account. Leaders know the school and its community very well; their self-evaluation is accurate and is underpinned by rigorous assessment and review. These enable them to set challenging targets and they choose appropriate strategies to reach them. The school, therefore, has good capacity for continued improvement. Staff at all levels share a well defined vision for school development and help to assure the quality of provision across the school. Effective systems are in place to evaluate the impact of provision in English, mathematics and science. Work has begun to extend these to embrace the other areas of the curriculum, but is not complete.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children enter the Reception class with skills that are broadly at expected levels for their age. Good links are in place with the on-site pre-school provision, which most children have attended, and with other local pre-school providers. Parents appreciate the carefully planned induction procedures which enable children to settle quickly and happily into their new surroundings. Beneficial home-school partnerships are forged at this point. Good leadership and management, effective teamwork and a good understanding of how young children learn help to create a stimulating environment in which children of all abilities make progress. Good use is made of the outdoor area to promote learning through investigation and discovery. The nurturing ethos enables children to feel safe and secure. Additional learning needs are identified promptly and supported extremely well. Careful observations of children's progress and achievements help staff to plan activities tailored to children's learning needs, with appropriate levels of challenge and interest. Above all, learning is fun and the children found this out during their first full-time session in school. They enthusiastically and successfully constructed a water-channel system, using floating corks to discover how to move them along the channels by pouring water in from different directions.

What the school should do to improve further

- Raise standards in writing in Key Stages 1 and 2 to match the standards in reading, mathematics and science.
- Develop systems, in line with those already in place for English, mathematics and science, to evaluate the impact of the school's new curriculum on pupils' standards and achievement.

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.

Annex A

Inspection judgements

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

Overall effectiveness

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

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

¹Grade 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.

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

Thank you for the lovely warm welcome you gave me when I visited your school. As you know, I came to see how well the school is doing and how you are all getting on with your learning. This is what I found.

- Statham Primary School is a good school with many outstanding features. It is led and managed well by the headteacher and the staff, and you are being given a good standard of education.
- It is also a very happy school and this shows in your excellent attendance and your outstanding behaviour. The staff look after you extremely well and this helps to ensure the excellent personal development of each child in school.
- You are taught well and this is helping you to make good progress in your learning. I was also very pleased to see that you all work hard and try your best in lessons. Keep up the good work!

I've asked your headteacher and the staff to continue to work with you to raise standards in your writing so that they match the standards you reach in reading, mathematics and science. The Big Write has already helped many of you to get off to a good start in improving your writing, so keep on enjoying it! I've also asked them to evaluate the impact your exciting new curriculum is having on your achievements and the progress you make.

You can help by continuing to be happy learners and by keeping up your very high standards of behaviour.

With my very best wishes for the future