

# Denton West End Primary School

## Inspection report

---

<b>Unique Reference Number</b>	106215
<b>Local Authority</b>	Tameside
<b>Inspection number</b>	354354
<b>Inspection dates</b>	12–13 July 2010
<b>Reporting inspector</b>	Keith Bardon

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	470
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr P Reeves
<b>Headteacher</b>	Mrs L Pennington
<b>Date of previous school inspection</b>	21 February 2007
<b>School address</b>	Balmoral Drive Denton Manchester M34 2JX
<b>Telephone number</b>	0161 336 3409
<b>Fax number</b>	0161 320 1029
<b>Email address</b>	head@dentonwestend.tameside.sch.uk

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	12–13 July 2010
<b>Inspection number</b>	354354

---

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 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

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

Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 22 lessons and observed 18 teachers; held meetings with staff, members of the governing body, and pupils; and talked informally with parents and carers. The inspectors observed other aspects of the school's work and looked at a range of evidence including policies, improvement plans, pupils' work and the school's records of pupils' progress and attainment. The inspectors also analysed the 149 questionnaires returned by parents and carers.

The inspectors reviewed many aspects of the school's work and looked in detail at the following:

- whether high standards of attainment are being maintained and are evident throughout the school
- whether the quality of teaching is consistent across the school and enables all pupils to make equally good progress
- the provision the school makes for pupils who have particular gifts or talents
- the contribution the school makes to community cohesion locally, nationally and globally
- attainment and progress in the Early Years Foundation Stage and where further improvements to the quality of provision can be made.

## Information about the school

Denton West End is a large primary school close to the outer ring road of Manchester. It serves the local community and is very popular with parents and carers. Most pupils are White British and with few exceptions speak English as their first language. The proportion of pupils known to be eligible for free school meals is well below average. The percentage of pupils who have special educational needs and/or disabilities, including those with a statement for their special educational needs, is also well below average. The school has achieved the Healthy Schools, Activemark and Inclusion awards, has Eco Status and is an Investor in People. Out-of-school day care for 24 children aged three to five years forms part of the school's extended provision and was included in this inspection. A privately managed before- and after-school club is available to pupils of all ages. This will be the subject of a separate inspection.

**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

Denton West End provides its pupils with an outstanding quality of education in a warm and friendly atmosphere conducive to high quality learning. As a result pupils make excellent progress and attain standards that by the end of Year 6 are well above average. Pupils' personal development is exceptionally good in all respects and they mature into extremely sensible, thoughtful and caring individuals who place high value on the extensive help, guidance and support they receive from all staff.

Lessons are taught well and pupils' enjoyment of learning shines through clearly in everything they do. On occasions the teaching is of a very high quality, with meticulous planning and creative delivery promoting a very fast rate of pupil progress. Teachers organise lessons carefully so that pupils are active participants and learning is a corporate venture. This first-hand learning ensures the security of pupils' knowledge and skills and gives them the confidence to tackle anything that is put before them. Pupils show excellent attitudes to school and their behaviour is extremely good both in and out of the classroom.

The support the school provides for community cohesion within its own community and the local area is extensive and very effective. Beyond the locality it has much less impact and links with other schools and organisations nationally and internationally are undeveloped. Provision in the Early Years Foundation Stage is good and children make a secure start to school. Early Years staff take good care of the children and monitor their progress regularly. However, information from assessment is not always used well enough when planning the next stages in the children's learning. While children experience a good range of lively and enjoyable activities, those provided inside the classrooms are better resourced and often have more scope for learning than those provided out of doors.

Outstanding leadership and management have ensured that throughout the period since it was last inspected the school has maintained a very high level of performance. Despite the school's continuing success there is no complacency and the headteacher, senior staff and governors are constantly looking for ways to make further improvements to the quality of education pupils receive. The school's performance is measured very accurately and evaluated extremely rigorously. The information this provides is acted upon decisively so that the school is constantly moving forwards. These factors combined give the school an outstanding capacity for sustained improvement.

**What does the school need to do to improve further?**

**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

- Improve provision in the Early Years Foundation Stage by:
  - making better use of assessment data to inform teachers' planning
  - developing outdoor provision.
- Extend the school's contribution to community cohesion by making stronger links with schools and organisations beyond the local area.

**Outcomes for individuals and groups of pupils****1**

Because they enjoy learning so much pupils approach all tasks with the same high level of enthusiasm, eager to discover something new or find a different way of working. Pupils of all ages listen carefully to teachers and readily contribute to lessons with thoughtful ideas and well chosen answers to questions. They derive a great deal of pleasure from working with others, discussing what they are doing sensibly and sharing responsibilities amicably and productively. Pupils of all ages rise well to meet challenges, with many older pupils having the confidence to take risks even if this means making the occasional mistake. These very positive qualities ensure that pupils of all ages achieve extremely well.

Since the last inspection standards of attainment have consistently been well above average and throughout the school pupils produce work of a very high quality for their age. They read and write extremely well in all subjects, producing detailed and well presented pieces of text that are a pleasure to read. Most pupils manipulate numbers and solve mathematical puzzles with confidence and skill to arrive at accurate and well reasoned answers. The small number of pupils who speak English as an additional language participate fully in lessons and maintain the same high level of progress as their peers. The needs of high ability pupils, including those with particular gifts or talents, are met very well and they attain high standards in line with their capabilities. While pupils with special educational need and/or disabilities receive excellent support and guidance, many have complex difficulties. Consequently, the progress they make is good but not quite as quick as that of other pupils.

Pupils have a strong sense of well-being, feel completely safe in school and appreciate fully what they need to guard against in their everyday lives. They recognise the importance of a healthy lifestyle, with a large majority taking regular exercise and watching what they eat carefully. Pupils care for each other extremely well and eagerly take on responsibilities to help others, including those less fortunate than themselves. Pupils' high level of attendance and punctuality combined with an excellent range of academic and inter-personal skills puts them in a very strong position to succeed in the future. Most pupils are reflective, highly confident individuals with a very strong sense of right and wrong. Their understanding and appreciation of their own culture is extremely well developed. They know about and value cultures that are different to their own although their first-hand experience of communities outside of the local area is often rather limited.

*These are the grades for pupils' outcomes*

**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

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account: Pupils' attainment <sup>1</sup>	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	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account: Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

### How effective is the provision?

Recent changes of teaching staff and temporary absences have created a little variation in the quality of teaching. However, a great deal remains good and some is outstanding. Effective strategies often involving pupils in decision making and reasoning generate high levels of interest and enthusiasm, and lessons move along at a very productive pace. Relationships are excellent and teachers provide a supportive learning environment with very informative wall displays which pupils refer to and use as they are working. On occasions, challenging lessons are delivered with considerable expertise and flair and result in pupils making exceptional gains in their knowledge and understanding. Teachers' use of assessment information to match work to what pupils of differing abilities need to learn next is good overall, but occasionally tasks are too broad based and do not ensure both higher and lower attainers get all they can from the lesson. Teaching assistants work closely with class teachers and provide high quality support, particularly for pupils who find learning difficult. Teachers' marking is very thorough and provides pupils with very clear guidance.

The curriculum is lively and creative and meets the needs of pupils extremely well. The close and thoughtful linking of subjects provides a programme of study that has cohesion, breadth and focus. Information and communication technology features prominently in lessons with both teachers and pupils using it extremely well as an aid to learning. Pupils are given frequent opportunities to utilise and apply their literacy and

---

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

**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

numeracy skills, and they enhance work in a wide range of subjects with clear and accurately recorded information or well explained thoughts and ideas. Extension opportunities for pupils with particular gifts and talents are good and include involvement in competitions and specialist workshops. Regular visitors to school and visits to places of educational interest broaden pupils' horizons considerably and add much to their enjoyment of school. The school provides an excellent range of extra-curricular opportunities which are very well attended.

Staff keep a very close watch over all pupils and respond to their needs sensitively and decisively. Pupils know they are looked after well and readily approach members of staff for help and advice. Those who may be vulnerable receive careful attention and the school utilises its well established links with a wide range of agencies to provide the additional care some pupils need. Provision for pupils with special educational needs and/or disabilities is extremely well organised and managed. Very effective support combined with detailed monitoring of their progress ensures they make good progress in their learning. Excellent arrangements for the induction of pupils new to school and for pupils' transfer from one stage of education to the next ensure very smooth transitions.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The dedicated headteacher, supported by a conscientious team of senior staff, provides the school with very clear vision and an extremely strong sense of purpose. Leaders and managers go to considerable lengths to involve everyone in evaluation and decision-making. As a result there is a particularly strong team spirit and a shared ambition for what the school and its pupils can and will achieve. The governing body is highly effective, supporting the school's work conscientiously and monitoring its performance regularly and thoroughly. The school makes a sustained effort to involve parents and carers and to respond to their views. Consequently the partnership between school and home is very productive. Extensive links with a wide variety of organisations enhance pupils' learning and provide extensive support for their development. The school is an inclusive community in which equality of opportunity is promoted extremely well. Detailed checks are made on pupils' progress and extensive steps taken to ensure no pupils are discriminated against. Strategies for safeguarding pupils' welfare are good. Policies and procedures are checked regularly to ensure they are up-to-date and meet current requirements. Senior staff and governors have identified an area in which

**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

further improvement can be made and are planning accordingly. The school's contribution to community cohesion is good overall but considerably stronger at school and local levels than further afield.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

Most children enter the Nursery with skills and abilities that are typical for their age. They are taught and cared for well in a nurturing environment and as a result make good progress. By the end of Reception children are working securely within or beyond the expectations for their age and move into Year 1 well equipped for the National Curriculum. Provision for children's learning and development is good both in the Early Years Foundation Stage classes and in the day-care provision and this report encompasses both settings. Staff provide a good range of interesting and colourful activities which children readily engage in. The squeals of delight as they blew a huge soapy bubble or netted a fish during a computer game bore testament to the considerable enjoyment children derive from these activities. However, what children are expected to learn from each activity is not always fully clear because information from assessments has not been used well enough during the planning. Adults pay careful attention to children's welfare and excellent relationships provide children with a strong sense of security. Children get on extremely well together, sharing tasks and equipment amicably and readily helping each other. Links with parents and carers are good. Frequent newsletters and the informative notice board keep them fully up to date with events and they receive regular information about their children's progress. The Early



**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

Years Foundation Stage is led and managed well and the changes to staffing that are shortly to take place have been planned very carefully.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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 of the Early Years Foundation Stage	2

**Views of parents and carers**

Most parents and carers hold very positive views of the school and are confident that their children are safe and looked after well. They are pleased that their children enjoy school and find staff approachable and helpful. A small minority of parents and carers feel that the school places too much emphasis on academic achievement at the expense of children's all round development. In contrast other parents and carers talk about their children 'receiving a well rounded education in a caring environment'. Inspectors found that the school does encourage all pupils to strive for high standards but also provides excellent opportunities for them to develop personal skills and to enjoy their education. Quite recently the school has experienced a little instability in staffing, which has given some parents and carers concern. This has all but come to an end and steps have been taken to ensure the next school year starts on a firm footing.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Denton West End 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 inspection team received 149 completed questionnaires by the end of the on-site inspection. In total, there are 470 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	85	57	61	41	2	1	0	0
The school keeps my child safe	107	72	39	26	1	1	1	1
The school informs me about my child's progress	80	54	61	41	6	4	1	1
My child is making enough progress at this school	87	58	57	38	4	3	0	0
The teaching is good at this school	90	60	52	35	3	2	1	1
The school helps me to support my child's learning	60	40	74	50	13	9	0	0
The school helps my child to have a healthy lifestyle	85	57	59	40	4	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)	73	49	66	44	2	1	2	1
The school meets my child's particular needs	75	50	61	41	9	6	1	1
The school deals effectively with unacceptable behaviour	73	49	62	42	7	5	3	2
The school takes account of my suggestions and concerns	62	42	66	44	9	6	5	3
The school is led and managed effectively	88	59	53	36	1	1	4	3
Overall, I am happy with my child's experience at this school	96	64	45	30	5	3	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 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	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## 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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



14 July 2010

Dear Pupils

Inspection of Denton West End Primary School, Manchester, M34 2JX

Thank you very much for the very friendly greeting you gave the inspectors when we visited your school recently. Lots of you smiled and talked to us which made us feel comfortable and welcome. We thoroughly enjoyed finding out about the work you do, and special thanks go to those who talked with us about the school.

You go to an outstanding school and we understand fully why you enjoy it so much. There is a lovely atmosphere and we were very impressed by how hard you work in lessons. This shows an excellent attitude to learning and does you a great deal of credit. Your behaviour is very good and you can be very proud of the way you grow into sensible, caring and responsible young people. Staff take extremely good care of you and it was good to hear how safe you feel in school. This is important to the staff and I know they will be pleased.

The progress you make is excellent because you are taught well and approach everything you are given to do with the same high level of enthusiasm, confidence and skill. We thoroughly enjoyed looking at your work because the things you had written were very well presented, carefully put together and extremely interesting to read. Well done!

We discussed a couple of things with your teachers which we felt would help the school become even better. While you do a lot of things in the local area we feel that you would benefit from contact with schools and communities that are quite different to your own, both in this country and abroad, and we have asked the school to look into this. The activities provided for children in the Early Years Foundation Stage are good but could be planned a little better and the outdoor area needs some more development. Thank you once again for a very enjoyable two days and best wishes for the future.

Yours sincerely

Keith Bardon

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](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**