

Unsworth Primary School

Inspection report

Unique Reference Number	105317
Local Authority	Bury
Inspection number	336473
Inspection dates	15–16 April 2010
Reporting inspector	Stephen Wall

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	220
Appropriate authority	The governing body
Chair	Mr S Cohen
Headteacher	Mrs Christine Reynolds
Date of previous school inspection	21 February 2007
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Introduction

This inspection was carried out by three additional inspectors. Twelve lessons were observed, taught by eight teachers. The inspectors held meetings with governors, staff and groups of pupils. They observed the school's work and looked at the monitoring of pupils' progress and the school's monitoring, self-evaluation and planning for improvement. The inspectors also analysed 146 questionnaires returned by parents and carers and took account of 116 from pupils and 19 from staff.

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

- how well pupils achieve as they move up through the school
- the quality of teaching and its impact on learning
- how effectively the school uses assessment to meet the needs of different groups of pupils.

Information about the school

This is an average-sized primary school in which the proportion of pupils entitled to free school meals is below average. The proportion of pupils from minority ethnic groups is below the national average. Very few pupils speak English as an additional language. The school provides resourced provision for 14 pupils with speech and language difficulties. Hence, the proportion of pupils with a statement of special educational needs is high. Overall, however, the proportion of pupils with learning difficulties and/or disabilities reflects the national average, although this varies significantly from year to year. The school has gained Active Mark, Healthy Schools Status and the Basic Skills Quality Mark. The school hosts private Nursery provision (Unsworth Nursery) and pre- and after-school provision which is not managed by the governing body (Unsworth Before and After School Club). This provision receives a separate report which is available on the Ofsted website.

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

2

Main findings

This is an outstanding school. The excellence of pupils' personal development and well-being has been maintained since the last inspection. It is a very happy school in which pupils feel exceptionally safe because the care, guidance and support the school provides for them are outstanding. Pupils behave impeccably in lessons and around school. Their understanding and adoption of healthy lifestyles are outstanding. Pupils' spiritual, moral, social and cultural development is also of the highest order.

Good leadership has given top priority to improving the quality of teaching and assessment. Both aspects are now outstanding. A sea change has taken place in the quality and impact of teaching and learning. Pupils are encouraged at every opportunity to take responsibility for their own learning and find things out for themselves.

Classrooms buzz with the excited chatter of children discovering new things and sharing ideas in groups and with partners. This is bringing about a step change in learning and a steep rise in attainment to above average levels after a period of broadly average performance. Inspection evidence shows that attainment and achievement are set to carry on rising as the impact of the much improved teaching continues to bite. While pupils' achievement is good overall and improving, pupils with learning difficulties and/or disabilities achieve outstandingly well because of the highly effective support they receive throughout their time at school. Outstanding teaching is supported by a good curriculum which meets the wide range of pupils' needs and abilities. Having concentrated on improving teaching and learning, leaders accept the need to turn their attention to developing a wider range of opportunities for pupils to apply their skills in literacy, numeracy and information and communication technology (ICT) across a range of different subjects to enhance progress and learning even further.

Leaders and managers at all levels are reflective practitioners who analyse the school's performance and judge its effectiveness accurately. The results are used to provide a sharp focus on the next steps to bring about further improvement. For example, leaders and managers correctly identify strengths in promoting community cohesion at school level and in the local community. They recognise, however, that pupils' awareness of global cultures, religions and societies is less well developed. Improvements to the quality of teaching, the consequent steep rise in pupils' achievement and leaders' and managers' accurate self-evaluation demonstrate the school's good capacity for sustained improvement.

What does the school need to do to improve further?

- Improve achievement further by providing a wider range of opportunities for pupils

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to apply their basic skills in literacy, numeracy and ICT across a range of subjects.

- Improve the promotion of community cohesion by developing pupils' awareness and appreciation of global societies, religions and cultures.

Outcomes for individuals and groups of pupils

1

In lessons, pupils are very eager to learn. They are keen to volunteer answers and work exceptionally well in pairs and groups. They take pride in the presentation of their work. Above all, their enthusiasm and their enjoyment of learning are obvious for all to see. When children join the Early Years Foundation Stage their skills are generally below those expected, especially in their communication and personal development. In response to high-quality teaching, pupils are now making good and improving progress, with achievement to match. Pupils' behaviour is always calm and considerate because relationships are strong throughout the school. Pupils' enjoyment is mirrored in their good attendance. Their good basic skills in literacy and numeracy equip them well for the next steps in their education. Pupils are confident, welcoming to visitors and show obvious pride in their school. They know how important healthy lifestyles are. Numbers participating in extra-curricular sports are high. Pupils are able to say what foods are good for them and what are best treated with caution. Pupils enjoy taking on responsibilities and contributing to the school community by becoming, for example, members of the influential and respected school council. They enjoy raising money for a range of charities. Pupils get on together exceptionally well. They are highly respectful to each other and to the adults working with them. They know the difference between right and wrong. Their interest in music and the arts in general is fostered to high levels by excellent use of visitors and educational trips.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
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

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

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The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹	2
	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Teaching is never less than good and much is outstanding. Teachers are very secure in their subject knowledge. Teaching is confident, very well paced, challenging and sharply focused on learning. It is consistent in expecting pupils to be active learners. Whole-class teaching only takes place when essential and soon gives way to independent group and/or pair work supported by the class teacher and a team of very able teaching assistants. Marking informs pupils clearly of what they need to do to improve. Regular monitoring of progress ensures that any underachievement is quickly identified and put right. Teachers pay great attention to assessment data to match tasks to pupils' differing needs and abilities. The good quality curriculum is especially effective in supporting pupils' personal development. For example, the wide range of enrichment activities in sports and the arts provide stimulation and enjoyment as well as laying firm foundations for the future. The taught curriculum meets pupils' needs. However, opportunities for pupils to reinforce and develop their literacy, numeracy and ICT skills even further across a range of subjects are somewhat limited. The school's excellent provision for care, guidance and support ensures that each pupil is known and valued as an individual. Pupils say how confident they feel in being able to approach adults with any concerns. They are also confident that problems will be dealt with promptly and effectively. The school has formed very effective links with local nursery providers so that transition into the Early Years Foundation Stage is smooth. Similarly, strong relations with local high schools prepare pupils most effectively for the next stage in their education.

These are the grades for the quality of provision

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

How effective are leadership and management?

Leaders and managers, including the effective governing body, provide the school with a

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sharp focus on improvement. They promote very good teamwork in pursuit of helping pupils to learn and achieve better. This is best seen in the consistent approach to teaching and assessment across the school which grew from rigorous monitoring and effective programmes for professional development. As a result, outcomes have improved strongly and demonstrate the positive impact of leadership in embedding ambition and driving improvement.

Good attention to providing equal opportunities and tackling discrimination ensure that pupils with special educational needs and/or disabilities are integrated seamlessly into the everyday life of the school. As attainment and achievement improve so the gaps between different groups of learners are closing; all pupils now make at least good and improving progress.

Safeguarding procedures are good. The school adopts recommended good practice for its procedures and policies relating to safeguarding. Meticulous attention is paid to risk assessment. Staff training in safeguarding and child protection is regular and of good quality. Good links have been established with outside agencies to provide specialist support when need is identified.

The school's promotion of community cohesion is satisfactory. Leaders understand the school's context and plan accordingly. They are especially effective in promoting a harmonious school community. The school is active in its local community and works well with other local schools. However, pupils' knowledge of wider issues relating to community cohesion, especially globally, is limited in comparison.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
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	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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The Early Years Foundation Stage is good. Children make good progress and achieve well because teaching meets their learning needs well. Progress is strongest in children's social development and communication skills, the two weakest areas when children enter the Reception Year. Children play well together in a harmonious atmosphere where every child, regardless of ability or background, is valued equally. Children's attainment has risen steadily since the previous inspection and is now generally in line with expected levels at the end of Reception. Solid foundations are being laid therefore for children's future learning and progress. Children work and play in a welcoming and stimulating environment both inside and outdoors. Teaching is enthusiastic and supportive. Children's progress is checked effectively and the outcomes are used to plan activities according to individual children's needs. Children are very happy and obviously enjoy their learning very much in the safe and nurturing environment. Parents and carers are informed on a regular basis of their child's progress. There are effective arrangements for ensuring that children settle quickly and smoothly into their new surroundings. Where necessary, effective use of outside agencies provides support for children with special educational needs and/or disabilities. Leadership and management of the Early Years Foundation Stage are good. They provide a good vision for future success, a strong sense of purpose for its work and a good balance of teacher led and child initiated activities to stimulate and engage children in work and play.

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 of the Early Years Foundation Stage	2

Views of parents and carers

There was a high return rate of questionnaires from parents and carers. Almost all of the returned questionnaires were supportive of all aspects of the school's work supporting inspectors' judgements of the school's effectiveness.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Unsworth 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 146 completed questionnaires by the end of the on-site inspection. In total, there are 220 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	90	62	55	38	0	0	0	0
The school keeps my child safe	112	77	32	22	0	0	0	0
The school informs me about my child's progress	69	47	71	49	5	3	0	0
My child is making enough progress at this school	73	50	68	47	3	2	0	0
The teaching is good at this school	79	54	61	42	1	1	0	0
The school helps me to support my child's learning	69	47	72	49	4	3	0	0
The school helps my child to have a healthy lifestyle	73	50	66	45	0	0	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)	63	43	75	51	2	1	0	0
The school meets my child's particular needs	75	51	65	45	2	1	0	0
The school deals effectively with unacceptable behaviour	71	49	63	43	3	2	0	0
The school takes account of my suggestions and concerns	60	41	82	56	2	1	0	0
The school is led and managed effectively	92	63	49	34	0	0	0	0
Overall, I am happy with my child's experience at this school	93	64	50	34	1	1	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). 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">■ 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 pupil's 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.



19 April 2010

Dear Pupils

Inspection of Unsworth Primary School, Unsworth, BL9 8LY

Thank you for your warm welcome during the recent inspection of your school. It was a pleasure to meet you and see you at work and play.

You will be pleased to hear that we have judged your school as outstanding. Inspectors were impressed with how proud you are of your school and how much you enjoy coming to school. It was good to see how well you all get on together and with the adults who work with you. You behave exceptionally well – well done! Inspectors were very impressed with how eager you are to find things out for yourself. This is a good way to learn because you remember things better and learn to become inquisitive. These are very good foundations for the next steps in your education. The progress you are making is improving rapidly because of this and you are now reaching standards which are higher than in many other schools.

In order to help you make even better progress inspectors are asking your school to do two things:

- improve achievement further by providing you with a wider range of opportunities to apply your basic skills in literacy, numeracy and ICT across a range of subjects
- improve the promotion of community cohesion by developing your awareness and appreciation of global societies, religions and cultures.

Inspectors are confident that you will continue to work hard and help your school go on to achieve even more success in future.

I wish you all every success for the future.

Yours sincerely

Mr Stephen Wall

Lead Inspector

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