



Davyhulme Junior School

Inspection Report

Unique Reference Number 106316
LEA Trafford
Inspection number 277530
Inspection dates 28 November 2005 to 29 November 2005
Reporting inspector Mrs Marie Cordey CfBT Lead Inspector

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

Type of school	Primary	School address	Canterbury Road
School category	Community		Urmston
Age range of pupils	7 to 11		Manchester, Lancashire M41 ORX
Gender of pupils	Mixed	Telephone number	0161 7483392
Number on roll	252	Fax number	0161 7181032
Appropriate authority	The governing body	Chair of governors	Mr Mike Cornes
Date of previous inspection	15 November 1999	Headteacher	Mr P McDowell

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Introduction

The inspection was carried out by 3 additional inspectors.

Description of the school

Davyhulme is an average sized junior school. The proportion of pupils eligible for free school meals and the percentage that have learning difficulties and/or disabilities is below average. Most pupils are of white British heritage and a small number of pupils are from ethnic minority heritages. Pupils' attainment on entry to the school is broadly average. Attendance is above average. The school has been awarded Active Gold and Artsmark Silver status and is a Healthy Eating School.

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 outstanding features, which include behaviour and attitudes, personal development and the curriculum. All pupils are valued and respected and take full advantage of the many extra-curricular activities. Pupils, including the gifted and talented and those with learning difficulties and /or disabilities, make good progress. Standards by the end of Year 6 are above average and science and mathematics results are a particular strength. Results in English lag behind although standards are slightly above average. Writing skills are not as advanced as those in reading and speaking and listening. Good support from teaching assistants is helping to improve writing but there are not enough of them to be in all classes. Good practice in information and communication technology (ICT) is thwarted at times by faulty equipment and minor technical problems. Teaching and learning are good and lead to better than expected progress.

Strong leadership and management provide a clear vision for pupils' achievement that is shared by staff. The school is acting decisively to bring up the standards in English. Governors provide an outstanding contribution to the school. The school's evaluation of its performance is accurate although it has been unduly modest in some areas of provision. There is good capacity to improve and improvement since the last inspection is good. The school provides good value for money.

What the school should do to improve further

- Further develop strategies to improve performance in writing, especially for higher attaining boys.
- Extend the support for learning provided by teaching assistants to cover all classes and in ICT to provide technical assistance.

Achievement and standards

Grade: 2

Pupils' standards are above average and they are set challenging targets. They make good progress because of good teaching and improve from average to above average performance. Pupils' achievements in science and mathematics are particular strengths with pupils reaching well above average standards. In 2005 Key Stage 2 science tests, for example, all pupils gained the expected level 4 or above and most achieved the higher Level 5. Results in English are slightly above average but not as high as in science and mathematics. This is because writing is comparatively weak, especially for higher attaining boys. There is less support in these lessons and this reduces the attention that the teacher can give to individual pupils. Other than this, there are no significant differences between groups because the school identifies and supports pupils with difficulties and disabilities and gifted and talented pupils. Pupils say they achieve well because they enjoy their subjects and like their teachers, which is confirmed by the majority of parents.

Personal development and well-being

Grade: 1

Pupils' personal development is outstanding and better than the school's judgement. Pupils obviously enjoy school, for example, 'Teachers care about you and help you when you have problems', said pupils in Year 4. Attendance is better than for most schools. From the time they start school, pupils absorb the values that learning is enjoyable, working well together is important and taking responsibility is exciting. Throughout the school, pupils have outstanding attitudes to their work, behave very well and exhibit respectful relationships.

Pupils' spiritual, moral and social development is promoted very effectively and the school is active in encouraging healthy lifestyles. Eating healthily and exercising regularly are part of the daily life of the school. Pupils are very clear about the need to keep themselves safe. They say that bullying is rare and are confident that any problems are dealt with immediately. Older pupils make contact with pupils in the infant school and this 'buddy' system continues when these pupils enter Year 3. There are opportunities for pupils to develop their economic awareness for example, through an active school council and the Eco group. Pupils make a positive contribution to the school and wider community through their support for a range of charities.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good overall which confirms the school's evaluation. Lessons are generally lively and interesting, which prompts a motivated response from pupils who are eager to participate. Teachers explain new ideas clearly and they question pupils skilfully to find out what they know and what they still need to learn. Teachers' management of pupils, based on outstanding relationships, is a significant feature. These strengths mean that pupils enjoy learning and make good progress in lessons. In an outstanding lesson for example, the skilled use of the interactive whiteboard inspired and motivated the pupils. As a result, their knowledge of journalistic writing improved considerably. Support assistants are skilled in promoting the learning of individuals and small groups which boosts pupils' progress. There are not enough teaching assistants to support all classes, however, and this restricts teaching opportunities because class sizes are large. In these cases it is sometimes difficult for the teacher to provide individual attention for all the pupils. Provision for ICT has improved since the last inspection and, consequently, pupils are more skilled in its use. The slow running of some of the computers and minor breakdowns frustrate both teachers and pupils. Teachers assess pupils' learning effectively to gain a picture of what they know and what they need to learn next. This information is used well to plan future learning and to ensure that the needs of all pupils are met. In a small proportion of lessons, pupils are not as involved in their learning and some marking

does not show pupils what they need to do to improve. Teachers use target setting successfully to involve pupils in monitoring their own progress.

Curriculum and other activities

Grade: 1

The school has evaluated the curriculum as good but it is better than this because it meets the needs of all its pupils very successfully by providing an outstanding range of experiences. Each pupil enjoys and achieves well, they are provided with many interesting and exciting things to do. There are many lunchtime and after school clubs such as brass band, badminton and electronic library sessions where pupils can improve their literacy skills. Within the extra curricular provision there is a cross curricular link with sport and religion. A Church of England Pastor supports the Christian element in religious education provision within the school as well as acting as a semi professional coach for football. The high quality of curriculum enrichment has been recognised by Active Gold and Artsmark Silver awards.

In addition, the school makes outstanding efforts to give all pupils the chance to benefit from the activities on offer such as the residential trips to Wales and the Lake District. The school goes to great lengths to ensure pupils are taught how to develop a healthy and safe lifestyle; there is a range of healthy food options offered at lunchtimes such as salads and fresh fruit.

Care, guidance and support

Grade: 1

This aspect is outstanding, better than the school's evaluation. Levels of care are first rate and teachers are meticulous in ensuring that each pupil is safe and happy. Pupils feel that 'Teachers care for you very well'. This feeling of confidence makes a very strong contribution to pupils' personal development and their enjoyment of learning. Pupils say very readily that they feel safe in the school with no personal fear of being bullied or discriminated against. The school successfully implements high quality procedures for child protection and health and safety and the co-ordinator and governors are vigilant about health and safety checks. Teachers are aware of individual pupil's needs and provide strong, effective academic guidance to help them improve. The support for pupils with learning difficulties and/or disabilities is good and parents confirm their appreciation of this. Pupils grow and thrive within the 'family' of Davyhulme Junior School.

Leadership and management

Grade: 2

Leadership and management at all levels are good and some features are outstanding. Pupils make good progress in an atmosphere of high expectations, respect and value. The headteacher has a clear vision for the direction of the school so that all pupils can achieve their best. The deputy headteacher and staff share his vision. The senior team

know the school well and their evaluation is largely accurate. As a consequence of regular evaluation of performance, writing skills are a current priority for action.

Comprehensive links with parents and the community support pupils in their learning. The vast majority of parents are very positive about the leadership of the school and appreciate the dedication and effectiveness of the teachers.

Governors make an outstanding contribution to the school. They understand its strengths and weaknesses as well as areas for improvement. They are kept fully informed and visit regularly as part of planned procedures. They are not afraid to challenge and discuss issues with the school. The school's capacity to improve is good as is the improvement since the last inspection.

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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>	School Overall	16-19
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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?	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	NA	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

How well do learners achieve?	2	NA
The standards ¹ 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

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

The quality of provision

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	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	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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; you were very friendly and helpful to us. You are a credit to the school. You made our visit very pleasant and we would like to share with you what we thought of your school.

- We agree with you that Davyhulme is a good school and some things are exceptional.
- We think your behaviour and attitudes are outstanding because of the way you look after each other and work so hard.
- We think that you act very responsibly and share in the work to keep improving the school.
- Your teachers and helpers teach you well and you like them and enjoy your lessons.
- Your parents and carers like you being here.
- There are lots of extra activities and you enjoy taking part in them.
- Your headteacher and deputy headteacher want to make the school even better.

What we have asked your school to do now.

- We want your teachers and you to improve your writing.
- We think that the good work of the teaching assistants should be available in all classes.
- You like ICT and learn a lot and we would like there to be help available to improve the computer equipment and solve any problems.