

Davyhulme Primary School

Inspection report

Unique Reference Number	106316
Local Authority	Trafford
Inspection number	324370
Inspection dates	11–12 May 2010
Reporting inspector	Brian Dower

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	504
Appropriate authority	The governing body
Chair	Mr Paul Gordziejewicz
Headteacher	Mr P McDowell
Date of previous school inspection	28 November 2005
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Introduction

The inspection was carried out by four additional inspectors. The inspectors visited 16 lessons and observed 16 teachers. They held meetings with groups of pupils, staff, four governors and a representative of the local authority. They observed the school's work, and looked at a range of documentation, including pupils' books and files, monitoring and assessment records, minutes of governing body meetings, school improvement planning, and curriculum and lesson plans. One hundred and fifty two completed questionnaire returns from parents and carers were analysed, together with 102 from pupils and 16 from staff.

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

- pupils' current progress and the level of their basic skills, particularly in Key Stage 1
- the use of assessments and improvement targets to enable pupils to understand for themselves how well they are doing and what they have to do to improve
- safeguarding arrangements to ensure pupils' well-being
- the effectiveness of care, guidance and support in removing barriers to pupils' learning
- the effectiveness of leaders and managers in creating a climate of common purpose and instilling ambition to secure improvement.

Information about the school

This is a much larger than average school. It was formed in September 2008 from the amalgamation of the former infant and junior schools. The proportion of pupils known to be eligible for free school meals is well below the national average; that of pupils with special educational needs and/or disabilities is average. The vast majority of pupils are of White British heritage. A very small minority is from minority ethnic backgrounds. The school has a number of awards, including the Artsmark Gold, Healthy School and Activemark awards and the Basic Skills Quality award.

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

This is an outstanding school. Attainment over recent years has varied from well above average to high. The pace of pupils' learning and progress is good and at times rapid. Their achievement in relation to their broadly average starting points is excellent. All groups achieve highly, including the very small number of pupils from minority ethnic backgrounds and those pupils with special educational needs and/or disabilities. The performance of the highest attaining pupils exceeds that of their national counterparts. In the Early Years Foundation Stage, children make good progress and achieve well.

Pupils understand how to conduct themselves safely and how to avoid potentially harmful situations. They say they feel comfortable and secure in school because there is always someone to turn to if problems arise. They know how to stay fit and well by eating healthily and taking plenty of exercise. Behaviour is excellent. The older pupils support the younger ones and undertake responsibilities, for example as sports captains. All pupils are actively involved in a range of local community events. They are aware of the wider world through the school's excellent curriculum provision and from the talks that visitors give. Pupils' spiritual, moral, social and cultural development is outstanding, as is the quality of the care, guidance and support provided for them. Attendance is high and pupils are fully prepared for the next stage in their education.

Pupils achieve highly because teaching is of consistently good quality and on occasions is outstanding. Assessments are used well, providing pupils with realistically challenging learning targets. Teachers' marking is of the highest quality, providing pupils with encouragement and guidance on how to improve. The monitoring of their progress is rigorous and effective support is given when needed. The curriculum is broad and balanced, providing extensive opportunities for independent working and a wide range of enrichment activities.

All who work in the school are ambitious for its success. Expectations of pupils are high. Self-evaluation is accurate and appropriate priorities are in place to take the school forward. The challenges the amalgamation brought have been tackled well and with sensitivity and as a result, the school is a harmonious and calm place in which to work. This, allied to its extensive influence in the local community, results in its outstanding contribution to the cohesion of the wider community. The school's capacity to build on what has already been achieved is outstanding. It gives excellent value for money.

What does the school need to do to improve further?

- There are no significant areas for development apart from those already identified in the school's improvement planning.

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Outcomes for individuals and groups of pupils

1

Pupils enjoy school. They are keen to learn in lessons and speak enthusiastically about the many clubs and activities they are involved in and the trips away. As a result, they grow in confidence, they cooperate well with each other and they have the ability to work independently. They know right from wrong and are sensitive to the feelings of others. The school's accurate assessment records and inspection evidence show that pupils' current progress is at least good and for many it is excellent. The older pupils write fluently, accurately and at length and they use their mathematical skills well for problem solving. They are well placed to emulate the high standards of the past. The younger pupils are improving these skills at a rapid pace from their present good level. Overall, pupils have excellent literacy, numeracy, and information and communication technology (ICT) skills and they use these flexibly and well across subjects because curriculum provision is tailored so well to their needs. Their speaking skills are highly developed and pupils listen carefully to what others are saying. Pupils are exceptionally well prepared for the next stage in their education and outstanding foundations are being laid for their future economic well-being.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	1
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
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	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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How effective is the provision?

Activities are skilfully structured in difficulty to cater for pupils' different learning needs. Progress is monitored carefully by listening to, observing and talking to pupils. Although many examples were seen in lessons and in pupils' books where they assess for themselves how well they are doing and how to get better, such exemplary practice is not being used consistently well across all year groups. This inconsistency is also evident in the use of rigorous questioning to challenge pupils' thinking. The school has these as development priorities in its improvement planning to raise the quality of teaching, and to speed up the rate of learning and progress from good to outstanding. Very good use is made of new technologies to encourage independent learning. The curriculum provides exceptionally well for pupils' needs, including their personal development and their enjoyment of learning. Its breadth and quality is seen in the striking displays. Art work is outstanding, evident in pupils' understanding and their execution of a range of techniques from different cultures. Many opportunities for cross-curricular working through topic work enable pupils to hone their basic skills. The wide range of extra-curricular activities, many involving partner agencies and visitors to the school, are eagerly attended. The high quality care, guidance and support pupils receive contribute significantly to their excellent personal development and to their outstanding achievements. Timely and appropriate guidance prepares them well for the move to secondary school. As a result, they leave Year 6 confident, self-reliant and excited about the next stage in their education.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher provides strong leadership. The clarity of his forward planning, combined with sensitive handling of the changes that the amalgamation brought, has resulted in a sense of common purpose. There is a commitment from all staff to build on the different strengths inherited from the two former schools. He is very well supported by able senior leaders who share his vision for the future. Governors are closely involved in the day-to-day life of the school, working with leaders to monitor and evaluate the school's performance and playing a full part in shaping its future direction. Their plans to promote community cohesion further show that the school has an excellent understanding of the context in which it works. This is seen in its collaborative work with

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other schools, its extensive involvement in local community activities and in pupils' charity work for those less fortunate than themselves in this country and abroad. There are extensive links with outside agencies and partner institutions to promote pupils' learning and well-being. Close links with parents and carers enable them to support their children's learning. The school places the promotion of equality of opportunity at the heart of its work. As a result, the outcomes for all pupils are excellent and their experiences of school are positive. Safeguarding is effective and evident in daily routines. Staff are checked for suitability to work with this age group and child protection policies are in place. Safety audits are undertaken regularly and any concerns quickly resolved.

These are the grades for leadership and management

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

Early Years Foundation Stage

The school has made changes to the leadership of the Early Years Foundation Stage and this has made a significant impact on the quality of children's learning. There has been prompt action to set priorities and implement rigorous systems of assessment. Teachers now have a far more precise knowledge of how well pupils are progressing and as a result, are able to plan activities that are closely matched to children's needs and abilities. This information is used more effectively in the Reception classes where the arrangements for teaching letters and sounds and extra support groups are constantly reviewed as children take steps in their learning.

Children start school with abilities that are broadly typical for their age. However, this varies from year-to-year and their emotional development and their skills in beginning to

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read and write are below expectations. The secure and welcoming atmosphere in the Nursery helps them to make satisfactory progress. This speeds up rapidly in Reception where teachers set challenging tasks that excite and engage their interest. Teachers take their ideas seriously and use them to plan larger projects such as the mini-beast trails that grew out of one child's interest in ladybirds. This reflects the excellent use made of the school grounds where children learn respect for living things and experience a sense of joy and wonder at their discoveries.

A strong team ethos is emerging among the staff, led by some excellent practice. Questions and prompts, based on accurate observations, are used to move children forward in their learning on a daily basis. As a result, they make good progress and by the end of Reception are working securely in line with and often beyond expectations.

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

Most of the completed questionnaire returns from parents and carers were supportive of the school and expressed appreciation of all that is done for pupils. A few recorded concerns about the time allocated at parents' evenings for consultation. Inspectors found that there are various channels for direct contact with staff to discuss pupils' academic and personal development.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Davyhulme 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 152 completed questionnaires by the end of the on-site inspection. In total, there are 504 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	100	66	46	30	4	3	0	0
The school keeps my child safe	99	65	51	34	1	1	0	0
The school informs me about my child's progress	65	43	71	47	12	8	3	2
My child is making enough progress at this school	69	45	67	44	12	8	4	3
The teaching is good at this school	76	50	62	41	5	3	3	2
The school helps me to support my child's learning	75	49	59	39	15	10	2	1
The school helps my child to have a healthy lifestyle	72	47	74	49	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)	55	36	76	50	6	4	2	1
The school meets my child's particular needs	67	44	65	43	10	7	4	3
The school deals effectively with unacceptable behaviour	56	37	70	46	16	11	4	3
The school takes account of my suggestions and concerns	51	34	76	50	13	9	5	3
The school is led and managed effectively	79	52	59	39	9	6	2	1
Overall, I am happy with my child's experience at this school	82	54	57	38	7	5	2	1

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.



13 May 2010

Dear Pupils

Inspection of Davyhulme Primary School, Manchester, M41 0RX

Thank you for the warm welcome the inspection team received during our recent visit to your school. We enjoyed seeing all the interesting things you are doing and talking to you about your work. You made a valuable contribution to the inspection.

We judge that yours is an outstanding school. You make good progress in your work and the levels at which you achieve by the time you leave are well above those seen nationally. You have the personal qualities to be successful at school and in later life. For example, you can work independently and find things out for yourself and you talk confidently about your work to the whole class and to visitors.

The impressive displays show how imaginative you can be. The art work is outstanding. Not only are you analysing the techniques of various artists, you are trying them out for yourselves as well as being original in your own creations. We were also interested in your design work. The slippers look attractive and comfortable to wear.

Your behaviour is excellent and you all get on well together. You told us how much you like your teachers and the teaching assistants and that they are always there to give you the help and support you need. We saw this in their careful marking of your work. Many of you said that such comments help you to improve. Please continue to read and think about what your teachers write because their advice and guidance in your books are excellent.

Everyone who works in your school wants to maintain and improve upon the high standards of the past. You can do your part by continuing to work hard and always giving each other support and encouragement. ĩ

Thank you again for the help you gave us. Our best wishes to you for the future.

Yours sincerely

Mr Brian Dower

Lead inspector

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