

Wardley CofE Primary School

Moss Bank Road, Wardley, Swinton, Manchester M27 9XB

Inspection dates

8 June and 27–28 June 2017

Overall effectiveness	Outstanding
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Early years provision	Outstanding
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an outstanding school

- The headteacher has taken the school from strength the strength. He is relentless in his determination to give the pupils at Wardley the best possible start to their education.
- Pupils are passionate about learning. They enjoy grappling with the challenges their teachers set them, finding out about the world around them and developing their skills and interests.
- Children in the early years get off to a flying start. The classrooms and outdoor area are a hive of activity. Children acquire early literacy and numeracy skills quickly. As a result, children make strong progress so that they are well prepared for Year 1.
- The oldest pupils set an excellent example, which is followed by younger pupils. They work hard, behave sensibly, are kind to their friends and are respectful to their teachers.
- Wardley is a warm and welcoming school. Pupils are safe and cared for well. Staff know their pupils very well and follow up on any concerns assiduously.
- The school has taken decisive and effective action to improve attendance. Leaders provide intensive support to those families who struggle to get their children to school. Nonetheless, there remains a small minority of pupils who are persistently absent.
- Leaders have transformed pupils' academic achievement over the past few years. Pupils make strong progress across the school. Almost all pupils achieve the expected standard for their age at the end of Years 2 and 6 in English and mathematics. Moreover, more pupils are exceeding these standards.
- Pupils are exceptionally well prepared for their move to high school at the end of Year 6. They are confident, articulate and resilient young people, who are excited about their next steps.
- Subject leaders have stepped up to the mark. They make sure that they have a deep understanding of their subjects using a wide range of information. They work well together to continually refine and improve the curriculum.
- Governors keep a close eye on the work of the school. They listen carefully to the views of parents, staff and pupils. Governors take their responsibilities seriously, making sure that they have the skills and expertise required. They work well with the headteacher to provide strong strategic leadership.
- The school willingly offers support and training to colleagues across Salford. Senior leaders share their experience and expertise in writing and the early years.

Full report

What does the school need to do to improve further?

- Senior leaders and governors should further develop their policy and procedures to improve attendance, in particular for the very small minority of pupils who are persistently absent.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- The headteacher 'hides his light under a bushel'. He is unassuming about the school's impressive performance. Yet, since he was appointed, he has transformed the school's fortunes. He is absolutely committed to Wardley, its pupils, staff and families. Quite rightly, he is held in high esteem by his colleagues, pupils, parents, governors and the local authority.
- The headteacher has built a strong team to help him realise his vision. He works hand in hand with the deputy headteacher and the chair of the governing body. The assistant headteacher and early years/key stage 1 leader have been pivotal in improving the quality of teaching across the school, including in the early years. Staff acknowledge the high standards the headteacher sets for them, but appreciate his thoughtfulness and consideration for their well-being.
- The school's leaders have a clear vision which is shared by all staff. They have an accurate, if modest, view of the school's performance. Leaders make sure that every action is driven through, from plan to completion. Well-considered changes to the way in which the staff teach reading and mathematics have been underpinned by comprehensive staff support and training, as well as appropriate resources. Leaders are meticulous in their review and evaluation of every action. Consequently, every aspect of the school's work has gone from strength to strength.
- The school has designed a well-balanced curriculum, which subject leaders continually refine and improve. Subject leaders work together to make sure that the curriculum meets the needs of the pupils, complies with statutory requirements and prepares pupils well for their next steps. Senior leaders encourage subject leaders to put forward suggestions for how the curriculum can be improved. Staff embrace the responsibility they are given, trying out new ideas and sharing their expertise and enthusiasm with colleagues. Consequently, pupils make strong progress in all subjects.
- Nothing is left to chance. Well-embedded systems underpin every aspect of the school's work. The headteacher is a visible presence around the school. He keeps his finger on the pulse, talking to staff and pupils, checking work in books and dropping into lessons. He makes little tweaks here and there so the school runs like clockwork.
- Senior leaders have set up efficient and effective performance management systems, which help staff to improve their work. The targets set reflect the school's ambitious culture and high standards. Teachers and support staff are in no doubt about what is expected of them. Senior leaders make sure that they provide staff with useful feedback about their work. They celebrate teachers' successes and give helpful hints for improvements.
- The school's Christian ethos is a golden thread running through all aspects of the school's work. Implicitly and explicitly, staff teach pupils important values, including tolerance and respect, which underpin pupils' understanding of British values. As a result, pupils grow into valuable citizens.
- The school provides pupils with an increasing range of opportunities to take their

learning beyond the classroom. Recent trips to the Buddhist Centre and Jewish Museum have supported pupils' understanding of different religions. The football team have enjoyed success in the local school's league competition and pupils enjoyed learning first-hand about democracy from the local Member of Parliament.

- Senior leaders make sure that additional funding for disadvantaged pupils, pupils who have special educational needs and/or disabilities and the physical education and sports premium is put to very good use. Moreover, leaders keep a close eye on the impact of these additional monies on outcomes for eligible pupils. Leaders change plans quickly if actions are not making a positive difference.

Governance of the school

- Governors are highly ambitious for the school. They set high standards for the school's leaders and staff and are not prepared to accept second best. They make sure that performance management for leaders and teachers is rigorous so pupils have the best possible deal.
- Governors recognise the important role they have to play in the school's success. They have made sure they have honed their skills and deepened their understanding of the school. Consequently, they provide effective challenge and support, which helps the school improve.
- Governors use a wealth of evidence to find out about the school. They pay close attention to the headteacher's reports, scrutinise national and school performance data and make regular visits to the school. Governors hold their pupils' well-being committee meetings during the school day, so they can elicit pupils' views first hand. Governors keep their ears to the ground, regularly talking to parents and members of the local community about the school's work. They make sure that any concerns are shared with school leaders so they can be resolved swiftly.
- Governors keep a close eye on the school's budget, making sure that additional funding for disadvantaged pupils and for those who have special educational needs and/or disabilities benefits those pupils who are eligible. They also keep a careful watch on the use of the physical education and sports funding to ensure that it makes a difference to pupils' fitness and well-being.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders ensure that rigorous checks are carried out on staff to make sure that they are suitable to work with children. The designated safeguarding lead makes sure that staff keep up to date with their training. Staff know their pupils extremely well and are vigilant to any changes in the mood or presentation of any pupil. Staff make sure that any concerns are passed on to the designated safeguarding lead. Record-keeping is meticulous.
- Teachers have strengthened the school's curriculum to ensure that there are plenty of opportunities to teach pupils about potential risks and how to keep themselves safe. The school's curriculum is enhanced by external providers, who deliver a wealth of training, including personal safety and safer cycling. Leaders work well with children's

social care and other partners to support pupils and their families. Pupils, parents and staff agree that pupils are safe and cared for well.

Quality of teaching, learning and assessment

Outstanding

- Teachers' excellent subject knowledge is underpinned by effective training and support.
- Not a moment is wasted. Pupils and their teachers are equally eager to get lessons off to a prompt start. Teachers continually check on pupils' learning, using this information well to reshape tasks or move on to new learning as required. Teachers and support staff work seamlessly together. Teachers make sure that other adults are deployed to consistently best effect.
- Pupils listen attentively to their teachers. Pupils pay heed to both verbal and written feedback. Teachers are adept at picking up on errors and misconceptions and checking pupils' understanding. In line with the school's assessment and marking policy, teachers ensure that pupils are given time to respond to feedback and insist that pupils improve their work in line with their teachers' advice.
- Teachers plan lessons meticulously and keep a close eye on pupils' learning and progress, both within lessons and over time. They make sure that lessons build on prior learning and help pupils to make strong progress in the acquisition of their knowledge, skills and understanding. The regular pupils' progress meetings with senior leaders help teachers to put together plans for any pupils in danger of falling behind.
- Teachers have consistently high expectations of their pupils. As a result, pupils work diligently. They take care with the presentation of their work, try hard to avoid making careless mistakes and endeavour to complete their work within the given time.
- Teachers have created an atmosphere in classrooms in which pupils willingly take risks in their learning. Pupils embrace the challenges their teachers set them and enjoy working with their partners to solve tricky problems. They willingly share their ideas with their classmates and are undeterred when they get things wrong. Pupils persevere with the challenging tasks that teachers set them, determined to succeed.
- Teachers make sure that pupils work hard. Teachers set pupils appropriate homework, which complements their work in class. Teachers continually reflect on what is working well and what can be improved. The school recently introduced an online mathematics programme which pupils can log into at home. Pupils are enjoying the activities, particularly the opportunity to 'pit their mathematical wits' against their classmates and children from around the world.
- Teachers have embraced wholeheartedly the school's new approaches to teaching mathematics and early reading and writing. Leaders have ensured that staff have had the necessary training and support to make a success of the new approaches. Work in pupils' books, observations in lessons and information about pupils' performance testify to the very positive impact these are having on all groups of pupils.
- The most able pupils benefit from the opportunity to hone their creative skills with the school's artist in residence, join the school choir and represent the school in sporting competitions. Subject leaders are continually looking at ways to develop pupils' talents. The school makes sure that gifted and talented pupils have the opportunity to further

develop their skills through enrichment and extra-curricular activities, including an art club, choir and inter-school sporting competitions.

- The school's detailed plans for pupils who have special educational needs and/or disabilities make sure that tasks are carefully matched to pupils' individual needs. The special educational needs coordinator tailors additional support carefully so that it complements what pupils are learning in class. Many of these pupils catch up quickly with their classmates.
- The school makes sure that parents receive useful and timely information about their children's progress.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils love learning. They are tenacious, resilient and embrace the opportunities afforded by the school. They make sure that they are ready to learn, prompt to lessons, quick to follow instructions and have the right equipment.
- Pupils are proud to be a part of Wardley. They look smart in their uniforms, take excellent care of their classrooms and show respect to adults and children alike.
- Older pupils are very well prepared for their move to high school. They relish the privileges they earn in Year 6. These experiences help them to develop the skills and attributes which secure their success as they move on. They look forward to taking part in the end-of-year show, going away on a residential activity trip and taking on the role of a senior pupil. Teachers make sure that there are plenty of opportunities for them to visit their new school, meet their new teachers and talk about any anxieties.
- Teachers do not shy away from talking about potentially sensitive subjects. Older pupils have learnt about racial segregation in the 1950s and the recent influx of asylum seekers. They have considered the different views and attitudes held. The Year 6 teacher has made sure that pupils have a good understanding of the diverse groups which make up British society. Pupils are respectful of the views of other people, but are able to confidently put forward their own well-considered opinions on a range of subjects.
- Teachers make sure that pupils learn how to keep themselves safe. Staff make sure that they listen carefully to pupils so that they can tailor the information to pupils' needs. Teaching pupils to use social media safely and responsibly is a high priority, as well as informing them about the risks of alcohol and smoking. Younger children learn how to keep themselves safe on the roads, as well as near railway lines.
- Pupils feel very safe. They get on well with their peers. Pupils are confident that any problems will be swiftly and effectively resolved by their teachers. Pupils know that if they do not want to share their worries face to face, they can leave a message in the school's 'worry box'. They have a good understanding of the forms that bullying can take and how to deal with it. Governors and school leaders make sure that any very rare incidents of bullying are swiftly and resolutely resolved.

- Pupils are encouraged to take pleasure in the world around them. Younger pupils wrote poems to celebrate the wonders of creation. Pupils enjoy taking care of the school garden, reading with younger children, visiting different places of worship. Pupils are keen to help those less fortunate than themselves by raising money for charity and lobbying their local Member of Parliament.
- The school encourages pupils to keep themselves healthy. Leaders make good use of the physical education and sports premium to enhance which sports the school offers. Pupils take part in a range of sports, including handball, hockey and dodgeball. After-school clubs, including mindfulness, netball and gymnastics, help pupils to take good care of themselves.

Behaviour

- The behaviour of pupils is outstanding.
- The school is calm and orderly. Learning proceeds without interruption. Pupils listen attentively to their teachers, work collaboratively with their peers and conform to their teachers' high expectations.
- Pupils' behaviour throughout the school day is exemplary. Leaders carefully monitor any low-level incidents, quickly identifying any emerging patterns and trends. They take decisive action to make sure that any issues are 'nipped in the bud'. Consequently, serious incidents are extremely rare.
- The overwhelming majority of pupils come to school on time every day. Leaders have strengthened their policy and procedures to make sure that parents and pupils are in no doubt about the importance of good attendance. Leaders have put in place a plethora of successful strategies to reduce absence. However, a very small minority of parents continue to take their children on holiday in term time. Leaders work well with other agencies to offer high-quality support to the very few families who struggle to get their children to school on time every day.

Outcomes for pupils

Outstanding

- From their different starting points, pupils make strong progress across the school so they are well prepared academically for their move to high school at the end of Year 6.
- Leaders' determination to improve outcomes for pupils has made sure that standards have risen year on year. Leaders never rest on their laurels. As more pupils have reached the expected standard, leaders have shifted their focus to helping the most able pupils achieve even higher standards.
- The school's investment in training and resources for early reading and writing is paying dividends. The proportion of pupils reaching the expected standard in phonics has risen over the past few years. This year, all the Year 1 pupils met the expected standard.
- Across key stage 1, pupils master basic skills in reading, writing and mathematics quickly, so a high proportion of them meet or exceed age-related expectations by the end of Year 2.

- Standards at the end of key stage 2 have also risen over the past few years. Leaders have eliminated the legacy of historic underperformance so these pupils make strong progress across the key stage from their different starting points. Older pupils have risen to the challenge of the new national curriculum. Consequently, by the end of Year 6, almost all pupils are at least reaching, and many are exceeding, the expected standard for their age in reading, writing, mathematics and science.
- Pupils perform well in subjects across the curriculum. Pupils are knowledgeable about British history, have well-developed geographical skills and speak French with increasing confidence. Subject leaders are quick to identify any underperformance and put actions in place to resolve this. In one instance, the teacher in charge of art spotted that pupils did not have enough opportunities to develop their observational drawing skills. This was rectified swiftly. For example, Year 6 pupils completed some observational studies of flowers, as part a project on Turkish tiles.
- The most able pupils flourish across the school. More of these pupils are achieving standards above those expected for their age.
- Leaders and teachers closely track the different groups, including disadvantaged pupils. They follow up quickly on any concerns using their in-depth knowledge of pupils to determine the action they take. Close scrutiny of any additional intervention or support ensures that resources are not wasted. Consequently, disadvantaged pupils are making rapid improvements in their learning. The special educational needs coordinator makes sure that additional funding is used exceptionally well to help those pupils who have special educational needs and/or disabilities succeed. The coordinator tailors carefully the resources to the needs of each pupil. Leaders have reduced the numbers of pupils requiring this additional support through the early identification and intensive support they have put in place when pupils join the school. As a result, pupils who have special educational needs and /or disabilities achieve extremely well from their different starting points.
- Pupils who join the school other than in the early years settle quickly. For those who have experienced difficulties in their previous schools, these are quickly put behind them. These pupils, even those who are with the school only a short time, make up lost ground quickly.
- Pupils love reading. Pupils read widely and often. They use reading for a range of purposes, such as keeping up with current affairs, finding out information, relaxation and enjoyment. They talk confidently and articulately about books they have read.

Early years provision

Outstanding

- Children get off to a flying start in early years. Children’s progress accelerates as they move from nursery into reception. They achieve equally well across almost every aspect of the early years curriculum. The early years leader makes sure that every child leaves the Reception class academically and socially, ready for key stage 1.
- The early years leader has transformed the quality of provision for the youngest children. She has a deep understanding of the strengths and weaknesses of the provision. She very determinedly and effectively remodelled the outdoor and indoor learning spaces. As a consequence, outcomes for the youngest children have gone from strength to strength.

- Parents are generous in their praise for the leadership of the early years. From the moment they step through the door, parents put their trust in this committed, caring, highly skilled teacher. Her excellent relationships with parents allay any anxieties they may have when their child starts school.
- Staff are highly vigilant, tenaciously following up on any concerns about children. Leaders make sure that early years welfare requirements are met, the indoor and outdoor areas are well maintained and equipment is safe to use. Teachers and support staff keep up to date with the necessary training. Consequently, safeguarding is effective.
- The early years leader has turned around the teaching of early reading and writing. Children enjoy taking part in their daily phonics lessons. They apply their phonics skills and knowledge assiduously to read their books independently.
- Staff have the bespoke training and support to do their jobs well. Teachers and teaching assistants work seamlessly together. Teaching assistants, who lead phonics and mathematics groups, have excellent subject knowledge. In the Reception class, support staff are adept at assessing children's learning, skilfully questioning children, as well as standing back to observe them. They use this information very well to help them plan for children's next steps.
- The classrooms and outdoor area buzz with children's chatter. Children are enthusiastic learners who are keen to explore the world around them. In every corner of the setting, children are engrossed in their activities. From the beginning to the end of the school day, children are immersed in learning.
- Children quickly settle into the setting. They are keen to please their teachers. They follow instructions quickly and lend a hand at tidy-up time. Children are kind to each other and play well together, taking turns and sharing.
- The additional funding for disadvantaged children is used well. Staff target those aspects of the early years curriculum in which disadvantaged children have not achieved as well historically. This strategic approach has significantly helped to improve outcomes for disadvantaged children in recent years.
- Teachers make sure that parents are provided with a wealth of information about their child's progress. The early years leader pays heed to the views of parents. For example, the school has retained children's 'hard copy' learning journeys, as well as collating information about children's learning online, following parental feedback. The early years leader makes sure that parents feel comfortable coming into the setting at any time to talk about their child. Parents appreciate the time she gives them to help with any issues at home.
- The early years leader has an excellent grasp of the early years curriculum and accurately assesses children's attainment and progress. This year, the school adopted a published assessment tool which has proved unreliable. Leaders are resolute in their plans to revert to using teachers' professional judgement, combined with the views of parents, to provide an accurate view of children's starting points.

School details

Unique reference number	105940
Local authority	Salford
Inspection number	10032393

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	225
Appropriate authority	The governing body
Chair	Alan Johns
Headteacher	Mark Foster
Telephone number	0161 921 1098
Website	www.wardleyce.co.uk
Email address	wardley.ceprimaryschool@salford.gov.uk
Date of previous inspection	27–28 September 2012

Information about this school

- The school meets requirements on the publication of specified information on its website.
- The headteacher, deputy headteacher and chair of the governing body were in post at the time of the previous inspection.
- This school is slightly smaller than the average-sized primary school.
- The large majority of pupils are of White British heritage.
- The proportion of pupils who have special educational needs and/or disabilities is in line with the national average.
- The proportion of disadvantaged pupils, who are supported by the pupil premium, is in line with the national average.
- In 2016, the school met the government's current floor standards, which are the

minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.

- A before- and after-school club is run by the school.

Information about this inspection

- Inspectors observed teaching and learning across the school, including joint observations and learning walks with the headteacher and deputy headteacher.
- Discussions were held with senior leaders, other members of staff, members of the governing body and representatives of the local authority.
- Inspectors examined a wide range of documentation, including that relating to safeguarding, behaviour and attendance, the school's self-evaluation, improvement planning, assessment information and checks on the quality of teaching.
- Inspectors spoke with pupils informally during the school day and observed them during playtime and lunch. They also met formally with two groups of pupils. Inspectors took account of the 37 responses received to the inspection questionnaire for pupils.
- Inspectors heard a number of pupils read.
- Inspectors took note of displays around the school.
- Inspectors checked a range of pupils' books.
- Inspectors spoke with a number of parents during the inspection and considered the 27 responses to Parent View, Ofsted's online questionnaire.
- Inspectors spoke with a group of staff and also considered the 20 responses they received to the inspection questionnaire for school staff.

Inspection team

Pippa Jackson Maitland, lead inspector	Her Majesty's Inspector
Stephen Rigby	Ofsted Inspector
Will Smith, lead inspector	Her Majesty's Inspector

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