

# Alderley Edge Community Primary School

Church Lane, Alderley Edge, Cheshire, SK9 7UZ

**Inspection dates** 25–26 March 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Children in the Early Years Foundation Stage make excellent progress from their different starting points.
- Pupils throughout the school achieve exceptionally well and reach well above average standards in reading, writing and mathematics.
- Teaching is consistently good and frequently outstanding and has improved since the last inspection. Expectations of pupils are always high and work in books is of a high standard.
- Challenging activities are set for pupils of all different abilities and so they make rapid progress.
- Disabled pupils and those with special educational needs, pupils eligible for the pupil premium and those who speak English as an additional language make excellent progress because the support they are given is well matched to their needs.
- Pupils are not always given precise enough guidance on how to improve their work, particularly in mathematics.
- Pupils have excellent attitudes to learning and conduct themselves with maturity around school. Pupils' behaviour is outstanding.
- Pupils are involved in improving the school and procedures to keep them safe are thorough.
- The school is exceedingly well led and managed by the headteacher, very ably supported by the deputy headteacher, other leaders and governors. Checks on the quality of teaching and achievement of pupils are meticulous and show marked improvement over time.
- Governors fully understand the strengths and areas for development of the school and have been very effective in supporting leaders in their drive for improvement.
- All staff and governors work together well to move the school forward. All staff are highly valued and are committed to helping all pupils reach their potential. Staff morale is high.
- The curriculum is rich and provides pupils with a wide range of memorable experiences to improve their basic skills and promote their personal development very well.

## Information about this inspection

- Inspectors observed 15 lessons or parts of lessons, two of which were observed jointly with the headteacher.
- The inspectors listened to pupils from three different year groups reading, and talked with them and other groups of pupils about their lessons and school life.
- Meetings were held with the headteacher, senior and middle leaders, representatives of the governing body, a representative of the local authority and the school improvement consultant.
- The inspectors observed the school’s work and scrutinised documentation relating to pupils’ progress and to school management, including the arrangements to ensure safeguarding.
- The inspectors spoke to a group of parents, took account of the 76 responses to the Ofsted on-line questionnaire (Parent View) and other communications from parents. They also took account of the 23 staff questionnaires.

## Inspection team

Vanessa MacDonald, Lead inspector

Additional Inspector

Doreen Davenport

Additional Inspector

## Full report

### Information about this school

- Alderley Edge Community Primary School is slightly smaller than the average-sized primary school. The majority of pupils are of White British heritage and a small but increasing proportion is from minority ethnic backgrounds, some of whom speak English as an additional language.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average. The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils known to be eligible for the pupil premium, including those known to be eligible for free school meals, is below the national average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.)
- The number of pupils joining and leaving the school part way through their education is above average.
- The school meets the government's current floor standards which are the minimum expectations for pupils' attainment and progress.
- The school runs a breakfast- and after-school club for its pupils which formed part of the inspection.
- There is a privately run pre-school which is inspected separately and reports for this can be found at [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

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

- Ensure that pupils know exactly what to do to improve their work through high quality marking in all subjects, but particularly in mathematics.

## Inspection judgements

### The achievement of pupils

### is outstanding

- Children start school with skills that vary year on year, but which are broadly typical for their age. In the last two years a larger proportion of children started with skills below those expected for their age in reading, writing and mathematical development. They make rapid gains because teaching is consistently outstanding and expectations of the children are high.
- Pupils continue to make excellent progress throughout Key Stage 1 and usually reach standards which are significantly above the national average in reading, writing and mathematics. The slight dip in standards in 2013 was because a third of the class had additional needs and their attainment was lower than that of their peers. Even so, pupils in this class made excellent progress from their different starting points.
- Pupils enjoy reading and read with good expression and understanding. The very effective teaching of phonics (linking letters to sounds) has improved progress in reading and especially writing. The proportion of pupils reaching the expected level in the Year 1 phonics screening check is above national expectations and has improved over the last two years.
- By the end of Year 6, pupils consistently reach standards which are well above the national average. The number of pupils reaching the highest levels is well above the national average, particularly in reading and writing. The most-able pupils make outstanding progress to reach these higher levels. The school provides additional opportunities for these pupils to accelerate this further. During the inspection a group of most-able Year 4 pupils attended a mathematics day at another school to extend their skills.
- The proportion of pupils making and exceeding the progress expected of them has been consistently well above the national average. However, the progress for last year's Year 6 pupils was not quite as strong as the previous two years in the numbers that made more than the progress expected of them. This was due, in part, to a significant number of pupils who either left or joined the school other than at the beginning of their school career.
- Evidence shows that pupils across the school are currently making rapid progress from their different starting points. The small but increasing number of pupils who speak English as an additional language, some of whom are newly arrived in the country, make exceptional progress in their acquisition of language because of the additional support they get.
- Most of the small number of disabled pupils and those with special educational needs make the same rapid progress as that of other pupils. This is because learning is carefully matched to their needs and timely and specific support is provided.
- The small number of pupils eligible for pupil premium funding at the end of Year 6 in 2013 were approximately a term behind their peers. This group of pupils, including pupils eligible for free school meals, reach standards which are at least in line with and sometimes above those of their peers. They make the same excellent progress as their peers do. This indicates that the funding is used effectively to close any gaps and ensure that there is equality of opportunity.

### The quality of teaching

### is outstanding

- The quality of teaching over time has improved and the work in pupils' books, the school's checks and inspection evidence confirm that teaching over time is outstanding.
- There are high expectations of pupils and work is matched very well to pupils' different abilities so that all make rapid progress. In Year 6, pupils were keenly focused on exploring the area and perimeter of different types of shapes, including 3D and compound shapes, showing excellent determination to succeed. The most able expertly manipulated increasingly more complex numbers to determine the dimensions of an Inca tomb, given its perimeter.
- Pupils are able to apply their mathematical skills in different contexts, including recording results from science investigations and sorting the forces used to move toys using Venn diagrams. This supports very well their rapid progress in mathematics.

- Teaching in the Early Years Foundation Stage is excellent and children get off to a flying start. The meticulous checking of children's interests and individual development needs means that activities promote rapid progress. For example, children excitedly followed the teacher's actions when she introduced different mathematical symbols. They then applied this new knowledge when independently adding petals on a flower, writing and working out the number sentence to accompany this.
- Phonics is taught very effectively and has improved because of high quality staff training. There are daily, small-group sessions for pupils to practise their reading and writing skills. This, and the wide range of opportunities for pupils to write for different purposes, leads to high quality writing using correct vocabulary and punctuation. One Year 2 pupil wrote 'suddenly, right before him, in the dark, scary, spooky woods stood a menacing, ferocious, vicious bear...'
- Questioning is used very effectively to get pupils to think hard, whether it is how they can work out which car travels fastest in the Reception class, how to find a fraction of a shape in Year 3 or how to use different connectives in their writing.
- Teaching assistants provide excellent support and their skills are used very well, for example in teaching French. Year 3 pupils successfully developed their skills in reading, writing and speaking French numbers because of high quality modelling of the language.
- There is some high quality marking, particularly in writing, including where pupils write in other subjects. However, pupils are not always provided with the guidance they need, especially in mathematics, on how exactly to improve their work.

### **The behaviour and safety of pupils are outstanding**

- The behaviour of pupils is outstanding. They demonstrate an eagerness to learn and strive to do their best in lessons, working very well either on their own or with others.
- Their behaviour around school and during the different parts of the school day is excellent. The age and uniqueness of the building means that pupils of all ages are keenly aware of how to conduct themselves, taking account of the one way system and when moving across the playground for dinner, assemblies and sports lessons in the hall.
- Pupils take on their different responsibilities with pride, including the role of sports ambassadors and reading buddies, sharing their skills with younger pupils. Pupils across school are kind and considerate of one another, including those who are newly arrived in school. Older pupils commented that they enjoyed the different cultures of the pupils in their school, playing and mixing well with one another.
- The school's work to keep pupils safe and secure is outstanding. Pupils say they feel safe and they are fully aware of the different ways in which to keep safe. They understand very clearly about how to keep safe on the internet, about fire safety, 'stranger danger' and even the importance of safety in design and technology lessons when using saws.
- The school councillors from each class bring their ideas and concerns to the attention of the headteacher. They are instrumental in making improvements, such as to facilities on and use of the playgrounds and dining hall arrangements; each class has a chosen target to work on which is discussed and its progress checked.
- Pupils say that any incidents of bullying are rare, in fact commenting that 'there has been none for at least two years'. They have a very good understanding of the different types of bullying and know that any incidents will be swiftly sorted out.
- All staff and the vast majority of parents who responded to Parent View, spoke to inspectors and sent additional communications are highly supportive of the school and agree that pupils are safe and happy at school.
- Pupils are punctual and attendance has improved and is now above average as a result of the changes made by senior leaders and governors.

**The leadership and management are outstanding**

- The headteacher and the deputy headteacher are a highly able and effective team who are totally committed to driving improvement in the school. They demonstrate a quiet and relentless determination to provide the best education for pupils and there have been marked improvements in attendance, the standards reached by pupils, including those who are most able and in the quality of teaching.
- This vision is shared fully by all staff and governors. Staff feel highly valued and staff morale is high. A typical staff comment is 'the headteacher and deputy headteacher support me very well to do my job and it's an enjoyable place to work in'.
- Senior leaders meticulously check on the achievement of all pupils. All staff share weekly, with senior and subject leaders, their assessments on how well pupils are doing. This and other rigorous checks on the quality of teaching and pupil progress make sure that any pupil who is in danger of not reaching their potential is rapidly identified and additional support put into place.
- Subject leaders, some of whom are new to the role, check regularly on pupil progress, support staff in developing their practice further and report to governors. The English subject leader has implemented new strategies for the teaching of phonics and through high quality training and regular support is making sure that the teaching and progress of pupils is of a consistently high standard.
- Performance management is rigorous and linked closely to Teachers' Standards and the career stage of individual staff. The headteacher has high expectations of teacher performance and this is made explicit in the targets set for staff. Pay progression is only recommended when these targets are achieved. Through high quality training and sharing of exemplary practice, teachers develop their practice further.
- The curriculum is rich and promotes pupils' interests in a wide range of subjects. Pupils are able to learn a musical instrument, play in the orchestra or sing in the choir. There are a wide range of visits, including residential visits in three different years. Pupils visit different places of worship and have opportunities to reflect on questions such as 'how can we make the world a better place?' All this contributes to their very strong spiritual, moral, social and cultural development.
- Primary school sport funding is used to extend opportunities for pupils to play sport and develop these skills and also, through the use of specialist coaches, to improve staff skills and develop pupils as 'playground pals'. Pupils participate in more competitions, talk positively about the wide range of extra-curricular clubs available and older pupils share their skills by teaching younger pupils.
- The school works in partnership with other schools to share and develop best practice and also in providing the most-able pupils with additional teaching and challenge.
- The local authority provides light touch but effective support for the school. The external consultant regularly visits the school to work with senior leaders and governors to look carefully at the school's data on pupil progress and to review teaching and learning.
- The school's arrangements for safeguarding pupils meet statutory requirements.
- **The governance of the school:**
  - Governors are focused on doing the very best for pupils and know the school exceedingly well. They have an excellent understanding of the information about how well pupils are doing and how the different funds, including the pupil premium, are being spent wisely to result in high standards. Governors are committed to their own development and regularly attend training and look carefully at how well the different skills of governors can be best used. Through their regular visits to school and the wide range of information they receive through senior leaders' and subject leaders' reports, they are able to support and challenge leaders very effectively, asking questions where they feel things could be even better. Their full involvement in the more recent changes to attendance procedures has resulted in a marked improvement in attendance. They are very well informed about the quality of teaching and the outcomes of teachers' performance management reviews and make certain that any decisions relating to pay progression are closely linked to these.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	111008
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	439550

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	202
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Kate Cox
<b>Headteacher</b>	Christopher Perry
<b>Date of previous school inspection</b>	10 June 2009
<b>Telephone number</b>	01625 383262
<b>Email address</b>	admin@alderleyedgecp.cheshire.sch.uk

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