

Yew Tree Community School

Alcester Street, Chadderton, Oldham, Greater Manchester, OL9 8LD

Inspection dates 5–6 June 2013

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|--------------------------------|----------------------|-------------|----------|
| Overall effectiveness | Previous inspection: | Outstanding | 1 |
| | This inspection: | Good | 2 |
| Achievement of pupils | | Outstanding | 1 |
| Quality of teaching | | Good | 2 |
| Behaviour and safety of pupils | | Good | 2 |
| Leadership and management | | Good | 2 |

Summary of key findings for parents and pupils

This is a good school.

- Pupils make outstanding progress from their starting points and by the time they leave Year 6, their attainment in English and mathematics is above average.
- Teachers use good quality resources and the opportunities available from the extensive extra-curricular trips to enrich pupils' time in school with good quality first-hand experiences.
- Lessons are further enriched by good quality homework projects, which actively involve parents with their children's learning.
- Behaviour is managed well during lessons by teachers and teaching assistants. Pupils have good manners and conduct themselves well around the school.
- Pupils' good spiritual, moral, social and cultural development is well supported by a wide variety of visits and by experts who visit the school.
- The innovative leadership structure is having a positive impact on improving even further the quality of teaching and learning.
- The governing body is very new, and responsible for two schools. Governors have managed the change to federation status well, and are now capably managing expansion plans for the school.

It is not yet an outstanding school because

- Teachers' feedback to pupils does not consistently enable them to reflect on their learning, or challenge them to make even better progress.
- In some classes, pupils are not consistently challenged to make the best possible progress in every subject.
- A few pupils are not yet able to manage their own behaviour without continual support from teachers.
- Not all governors are fully confident in the breadth of their responsibilities regarding performance management, the impact of the pupil premium and teachers' pay.

Information about this inspection

- Inspectors visited 28 lessons, two assemblies and the before- and after-school clubs. Seventeen teachers were observed and three lessons were observed jointly with the executive headteacher and head of school.
- Inspectors met with the executive headteacher, head of school and deputy headteachers. Inspectors also met school leaders responsible for pupils' performance, English, mathematics, special educational needs and the Early Years Foundation Stage. They also met with members of the governing body and with a representative from the local authority.
- Inspectors spoke with groups of pupils in meetings, during playtimes and within lessons.
- Inspectors took into account the responses of parents to the school's own questionnaire, because there were insufficient responses to the online questionnaire (Parent View).
- Inspectors read school documents concerning pupils' achievement, behaviour, school improvement and leadership, and the minutes of the meetings of the governing body.

Inspection team

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|--------------------------------|----------------------|
| Rebecca Lawton, Lead inspector | Additional Inspector |
| Christine Addison | Additional Inspector |
| Jane Holmes | Additional Inspector |

Full report

Information about this school

- The school is a much larger than average-size primary school.
- The school has recently become part of a federation with Mather Street Primary, and is a designated teaching school and National Support School. It is due to expand significantly in September 2013.
- The school runs its own subsidised breakfast and after-school club.
- The proportion of pupils supported by school action is high, nearly twice the national average. The proportion supported by school action plus and those with a statement of special educational needs is just below the national average.
- The proportion of pupils for whom English is an additional language is higher than average, at just over one fifth of all pupils.
- The proportion of pupils who are known to be eligible for free school meals is nearly twice the national average, as is the proportion of pupils supported by the pupil premium. 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 school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- To improve the quality of teaching so that more is outstanding by:
 - improving the level of challenge for all pupils in all subjects
 - consistently checking pupils' understanding throughout lessons, so that all pupils always make the best possible use of learning time
 - using feedback more consistently effectively to support pupils' reflections on their own learning and progress.
- Improve the effectiveness of governance by ensuring that new governors are more confident in checking on the school's performance, including the use of the pupil-premium funding, the quality of teaching and pupils' achievement.
- Improve the ability of a few pupils to manage their own behaviour in lessons and during playtimes.

Inspection judgements

The achievement of pupils

is outstanding

- Overall, pupils make outstanding progress from their well below expected starting points to attain above average standards by the end of Year 6. Children enter the school in the Early Years Foundation Stage with skills well below those expected for their age. Provision in the Nursery and Reception classes is well planned, and children make good progress in all areas of learning. Teachers and teaching assistants provide exciting and interesting resources and a wide range of opportunities to develop children's language which ensure children gain skills in key areas quickly.
- In Key Stage 1, pupils typically start with skills below those expected for their age and make steady progress. They are supported well, particularly in English and mathematics, and by the end of Key Stage 1 have almost completely closed the gap between their achievement and the national average.
- In the national phonics reading check in Year 2 pupils' scores are slightly below the national average, which reflects good progress from their starting points.
- By the end of Key Stage 2, pupils have continued to make overall excellent progress and attain above average in reading, writing and mathematics. There is almost no difference between the achievements of different groups of pupils, including those who speak English as an additional language.
- Those pupils who are supported by the pupil-premium funding, including those known to be eligible for free school meals, make outstanding progress overall and attain as well as their peers in English and mathematics. The use of the funding is monitored well to ensure it not only supports academic achievement, but also enriches the social and cultural experiences of these pupils.
- Pupils who have special educational needs are supported by individual programmes that ensure they make the same overall outstanding progress as their peers. This means that by the end of Key Stage 2 their attainment is almost in line with that expected for their age.
- There is a bespoke approach to the teaching of literacy that has been designed for the specific needs of the pupils at this school. The programme is followed in all years, and has ensured that outstanding achievement in reading and writing has been maintained over several years. Although pupils are achieving very well, teachers have not yet made sure that all lessons are equally as exciting and interesting for pupils.
- Pupils read widely and often, and describe enjoying reading both in school and at home. The school has a well-stocked library that pupils use regularly.
- The school is now introducing Level 6 work in English and mathematics to challenge the most-able pupils to make even better progress.

The quality of teaching

is good

- The majority of teaching observed was good or outstanding. Relationships between teachers and pupils are strong, and enable good questioning to take place which supports pupils' investigation of different topics.
- Teaching resources are excellent. Teachers prepare exciting and original experiences to fully involve pupils in topics. For example, in the Reception class, teachers had prepared helium balloons and water balloons to stimulate children's discussion of materials.
- An innovative, bespoke homework structure involves both pupils and parents with topic-based learning and encourages creative as well as academic achievement. Success in these homework projects is celebrated, and examples of pupils' excellent work are displayed in classrooms and shown in assemblies.
- The quality of teaching and pupils' progress in mathematics have improved considerably due to a

concerted school focus on improving pupils' understanding of key mathematical concepts.

- The quality of teaching is not yet outstanding because in some cases teachers do not provide enough feedback to pupils about how to attain even higher standards and some staff lack the skills to ensure that all pupils are fully attentive at all times.

The behaviour and safety of pupils are good

- Pupils behaved well in the vast majority of observed lessons. Pupils were polite and courteous and worked well together. Relationships between pupils and pupils and teachers are strong.
- Pupils have a good knowledge of how to stay safe, including e-safety and how to report any bullying. They say that they feel safe around school and they are very happy about the support they receive from staff.
- The majority of parents who responded to questionnaires or voiced their opinion through other channels report that they are happy with the behaviour and safety of pupils.
- Pupils who have special educational needs speak very highly of the care and academic support they receive. They describe in detail the specific improvements they have made due to the support they have had in a wide range of areas. They appreciate the strong relationships they have developed with special needs staff.
- A few pupils find it difficult to behave sensibly in and out of lessons without frequent reminders of what is expected.
- Attendance and punctuality are both good, and attendance in particular has improved since the last inspection due to well-targeted strategies.
- All safeguarding procedures and policies are up to date, and comply with government requirements.
- The many visits and activities in which pupils participate enrich the curriculum and are managed well. Any possible risks around the school and at outside school events are accurately assessed. The school acknowledges the importance of these risk-assessment processes being maintained during the imminent building work.

The leadership and management are good

- The Early Years Foundation Stage is managed well. Children are tracked and monitored well to ensure any special educational needs are identified quickly. Both teachers and teaching assistants have equally good training and professional development.
- Provision for pupils with special educational needs is managed well. Teaching assistants receive good training and leadership, and they are used well in classes to ensure all pupils access the specific support they need within lessons.
- Literacy is a particular strength of the school, because a structure for teaching literacy has been designed specifically for the particular needs of the school's pupils is deployed well across all teaching staff. Training for staff in this literacy programme is good, and the checks made are robust, with pupils' progress tracked carefully across reading and writing.
- Senior leaders manage teaching well, and have implemented a new process linked to the teachers' standards that enables evidence to be collected over the year to check on the quality of teaching over time and to show a clear link between this quality and teachers' pay.
- Senior leaders have responded to the added workload of managing two schools by streamlining policies and processes. The full team has yet to go through a complete academic year as a federation, and is still working out some of the detail of these processes.
- Both the governing body and senior leadership team are ambitious for the prospects of the new federation, and communicate high expectations and values for both schools. Their view of the school's performance is accurate enabling apt priorities for improvement to be identified.
- The local authority has been involved closely during the transition to federation status, and continues to offer appropriate support for the imminent expansion.

■ **The governance of the school:**

- The governing body is the same for both schools within the federation, and is new as of September this year, when the federation began.
- Governors manage the budget well, and challenge senior leaders on financial matters appropriately. Not all members of the governing body are fully confident in carrying out the government's requirement to check on the use and impact of pupil-premium funding nor pupils' achievement and the quality of teaching.
- The governors have a broad mix of relevant skills, although there has not yet been an audit of skills and roles to ensure that best use is made of the expertise within the governing body.
- The governing body ensures that safeguarding is compliant and all requirements are met.
- Governors have managed the transition to federation well, are well informed as to the future expansion plans, and are preparing to check on any impact on sustained quality.

What inspection judgements mean

| School | | |
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| 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

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| Unique reference number | 133712 |
| Local authority | Oldham |
| Inspection number | 412484 |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 452 |
| Appropriate authority | The governing body |
| Chair | Samantha Gibson |
| Headteacher | Martine Buckley |
| Date of previous school inspection | 20 May 2008 |
| Telephone number | 0161 284 5464 |
| Fax number | 0161 284 5465 |
| Email address | info@yewtree.oldham.sch.uk |

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