

Haslington Primary School

Inspection report

Unique Reference Number	111072
Local Authority	Cheshire East
Inspection number	360996
Inspection dates	10–11 November 2010
Reporting inspector	Brian Padgett HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	237
Appropriate authority	The governing body
Chair	Mr Bryan Roberts
Headteacher	Mrs Jenny Fitzhugh
Date of previous school inspection	13 September 2006
School address	Crewe Road Haslington, Crewe Cheshire CW1 5SL
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. Thirteen lessons were observed involving nine teachers. Meetings were held with staff, groups of pupils, parents, and members of the governing body. A telephone conversation was held with a representative of the local authority. Inspectors observed the school's work, and looked at a range of documentation, including records of pupils' progress, minutes of the governing body meetings, and policies and documents concerned with child protection.].

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

- Pupils' achievement in English and mathematics.
- Teaching and learning and whether these were of substantially good quality.
- Assessment and whether pupils knew how well they were doing.
- Leadership and management at all levels, including whether improvements just put in place at the time of the last inspection were now secure and embedded.

Information about the school

The school is of an average size for a primary school. It serves the village of Haslington and also admits pupils from nearby Crewe. Most pupils are White British. Few pupils are known to be entitled to free school meals. A below average proportion of pupils have special educational needs and/or disabilities, although a higher than average proportion of these pupils has a statement of special educational needs. The number of pupils with more severe learning needs and/or disabilities is rising.

Childcare is provided by private providers on the school site. The Haslington Pre-School (EY380535) and the Time Out before- and after-school club (EY355608) are inspected separately by Ofsted. Their inspection reports may be found on the Ofsted website www.ofsted.gov.uk

When the school was inspected in October 2009, it was judged to require special measures. Subsequently, it received support from the local authority and two monitoring visits by inspectors in March and June, 2010. The outcome of the first monitoring visit was that the school had made satisfactory progress. The school was judged to have made good progress at the end of the June visit.

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?

2

The school's capacity for sustained improvement

1

Main findings

In accordance with section 13(4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

The school has improved radically over the past year. The previous inspection report noted the promise of the developments initiated by the headteacher, who was newly in post at that time. This promise has been fully realised. This is now a good school. It has outstanding elements in much of its leadership and management, in aspects of the curriculum, and in the care, support and guidance it provides for all its pupils, especially those with special educational needs and/or disabilities.

Pupils' standards of attainment are rising and are now above average, particularly in English. They are back to where they were before the school went into decline. Almost all years and all groups are making accelerated progress, eradicating gaps in learning from previous years. Moreover, pupils enjoy school more than ever, the consequence of exciting lessons and the provision of a wide range of enrichment activities. Pupils' attendance is high and their behaviour is good.

The quality of teaching is good and some teaching is of outstanding quality. Teachers are organised into three teams. The teams work exceptionally well together. The work they plan for pupils is particularly imaginative in providing opportunities for pupils to apply the basic skills of literacy and numeracy within other subjects and projects. Teaching is reflective. Teachers carefully evaluate pupils' progress through rigorous assessment. They then plan and implement programmes aimed at accelerating progress where this is needed. They are considerably aided by a number of experienced and skilled assistants and external professionals who take responsibility for groups of children when intervention is required and who play a leading role in supporting children with special educational needs and/or disabilities. Increasingly, parents and carers help within school. They are made welcome and strongly appreciate the very significant improvement in how the school looks and feels.

Under the exceptional leadership and management of the headteacher, supported well by her deputy headteacher, members of the governing body, staff, and by the local authority, the school has built an outstanding capacity for sustained improvement. School self-evaluation is extremely rigorous and leaders are fully aware of the remaining differentials in performance between boys and girls and between standards of attainment in English and mathematics. They are well advanced in their plans to eradicate these inequalities and, also, to begin to deal with issues that have not been priorities while the school was in special measures. One such, the broadening the school's work to promote understanding of community cohesion within a national context is an area chosen by inspectors for further improvement. The school provides good value for money.

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What does the school need to do to improve further?

- Close the gap in achievement between boys and girls.
- Further raise attainment in mathematics to match the levels of attainment in English.
- Implement the school's plans to promote community cohesion, particularly those related to pupils' understanding of community cohesion in the national context.

Outcomes for individuals and groups of pupils

2

Outcomes for pupils, as indicated by their learning and their personal development, including their spiritual, moral, social and cultural development, are now good. This is a considerable improvement from only a year ago when outcomes were judged inadequate. Standards of attainment have risen sharply and are now above average, from an overall average level at entry to school. The results in English in the 2010 end of Key Stage 2 tests were close to the highest ever achieved at the school. The school's tracking of learning suggests that progress continues to accelerate in almost all year groups. Pupils with special educational needs and/or disabilities make very good progress. It is clear that the general decline in standards of attainment has been arrested. However, there is some work to do to bring the achievement of boys up to that of girls and some way to go before attainment in mathematics matches that reached in English.

As with pupils' work, their personal development shows significant improvement. In relation to a year ago, pupils' attendance is higher and their behaviour better as they find increasing interest and motivation in their work. The school is calm and friendly and pupils feel extremely safe and very trusting of adults in the school. Most pupils have a clear understanding of healthy living, eat sensibly and enjoy sport. There is much to engage them in activities on the playground during breaks. Older pupils in particular are mature and responsible. They make a clear contribution to the life of the school, and they are developing well the skills they will need for their future economic well-being.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
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	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The school as a whole has a very welcoming and friendly ethos. All staff show high levels of pastoral care for pupils and enjoy warm relationships with them. The school is very inclusive and supports vulnerable pupils especially well, including all those at risk of underachievement, calling in external support wherever this is needed. Increasingly, parents and carers of children with significant special educational needs and/or disabilities are enrolling their children at the school as its reputation within the community grows. High levels of support are provided at each transition point, such as entering reception, moving to Years 1, 3 and on transfer to secondary school. Strong partnerships with secondary schools and with childcare providers help make transitions effective for pupils and for parents and carers.

The curriculum is of good quality and is developing exceptionally imaginatively. The necessary prior focus on raising attainment in English and mathematics has led to the development of exciting cross-curricular projects that motivate children very effectively. For example, work in Years 3 and 4 based on the children's book, *The Warrior Troll*, following project work on Vikings, captured the imagination of pupils, especially boys, and encouraged their reading and writing. The school successfully broadens the opportunities pupils have to succeed, such as in Year 5, where all pupils learn to play a brass instrument. Projects are often based on first-hand experience and trips out of school,

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including residential visits. The curriculum to support social and emotional well-being is comprehensive and of good quality.

Teaching is good and sometimes of the highest quality. Lessons are made exciting and are underpinned by good relationships and secure planning so that pupils' work is based on rigorous assessment of their previous learning. Teachers and teaching assistants work well together and form effective partnerships, particularly in supporting learning for pupils who fall behind the teachers' predictions for them or for those who need extra support. Teachers have high expectations of pupils and their books are very well presented to good standards. The whole school is bright with displays of pupils' work, celebrating their achievements.

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	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Excellent leadership and management have transformed the school from one requiring special measures to being a good school in little over a year. The local authority has provided good support, tailored well to the school's changing needs. Members of the governing body have benefited particularly from the addition of highly-skilled new members and are now providing very effective, well-informed governance, well rooted in the community. Teachers and support staff take significant leadership roles, such as those for special educational needs. They perform these roles effectively, ensuring that leadership has strength in depth. The work of the headteacher and of the deputy headteacher, have proved outstanding. They have won the confidence of staff, pupils, parents and carers, and of governors. Operationally and strategically, they provide excellent direction for the school. Communication at all levels is exceptionally effective. The school's administrative staff are highly efficient and the school runs very smoothly. The self-evaluation process is extremely rigorous and well founded on evidence, such as that provided by the thorough tracking of pupils' progress. These provide a secure basis for future plans.

Partnership working is outstandingly effective. Parents and carers appreciate the lengths the school goes to involve them, listen to them and make school accessible to them. Partnerships with the childcare providers are strong and with other local schools, exceptionally strong. Leaders are entrepreneurial and ambitious for further improvement. They have well-formed plans for driving forward further partnership working in the future. The arrangements for safeguarding and child protection fully meet requirements. They are extremely thorough and robust. The school is very inclusive and promotes equality of opportunity well, although the current discrepancy in the attainment of boys and girls

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requires resolution. The school promotes community cohesion and harmony between children of different backgrounds effectively at school, community and, on a global level through its links with Uganda. However, there is more to be accomplished in helping pupils appreciate the different ethnicities and cultural diversity in England as a whole.

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	2
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	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The Early Years Foundation Stage comprises a single Reception class. Children entering the Reception class have levels of development and understanding that are similar to those of most four-year-olds. They make good progress and by the end of their Reception Year, nearly all children have achieved the learning goals they need to begin the National Curriculum. Children enjoy learning within a well-organised classroom. The teacher and teaching assistant provide rich learning experiences, a secure environment and well-ordered routines. Children have good opportunities to learn outdoors and the school has advanced plans to improve the quality of the outdoor learning further. Relationships with parents and carers are very good. Children's records plotting their progress are of good quality. They are accessible for parents and carers to share and to contribute to. Transitions to the Reception class and to Year 1 are managed carefully. The school has constructive links with the pre-school provider on site and the close working between school staff ensures a seamless transition to Key Stage 1. This close working was perfectly exemplified in the joint exploration of the Diwali celebration that took place on the first day of the inspection. The leadership of the Early Years Foundation Stage is joined with that for Key Stage 1. This is working well. For example, aspects of Early Years Foundation Stage practice are carried forward into Key Stage 1, where appropriate, to better meet the learning needs of children who are not yet ready for more formal ways of working.

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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

Questionnaires for parents and carers are not normally distributed by Ofsted for special measures monitoring inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

Views received from parents and carers were very positive. They recognise the significantly greater enthusiasm their children have for school since the last inspection because teachers are making lessons exciting and interesting. They are very appreciative of the welcoming ethos created by the headteacher and her staff, and of the lengths the school goes to ensure good communications between home and school. They are aware of the improved progress children are making, and that children with special educational needs and/or disabilities receive the support they need. Parents and carers were quick to point out the physical improvements made to the school, especially to the reception areas and to the area outside the Year 5 and 6 classrooms and how much better and brighter the school looked.

Responses from parents and carers to Ofsted's questionnaire

Parental questionnaires are not normally distributed for inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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 pupils' 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.



12 November 2010

Dear Pupils

Inspection of Haslington Primary School, Crewe, CW1 5SL

You may remember that I inspected your school recently with a colleague, Mrs Mawers. This letter is to tell you about our judgements following the visit. We talked to many pupils during the inspection, in lessons, in interviews and as we went about the school. Thank you to all of those who spoke to us. Your views were valued.

It is just over a year ago since the school had its last full inspection. It was placed in a category known as 'special measures' because, in the inspectors' judgement, the school was not providing you with an adequate education and needed special help. Since then, during my visits, I have seen the school get better and better. It gives me great pleasure to tell you that Haslington no longer needs special help and that we now judge it to be a good school.

I am sure you will agree with me when I say that your headteacher, deputy headteacher, teachers and all the support staff deserve much credit for how the school has improved. We saw some very exciting lessons, such as Diwali celebrations, literacy lessons on 'Warrior Troll' and preparations towards the production of 'The Wind in the Willows'. You also deserve credit for the school's rapid improvement. You are working hard and reaching standards in your work that are above those of most children. You are behaving well. We saw how you are using your skills in literacy and numeracy in real situations to achieve good outcomes. Behind the scenes, governors have also been working hard and they now provide good oversight for the school and better support for Mrs Fitzhugh. With all this improvement it is not surprising your parents and carers we spoke to are delighted with the school.

There are still one or two things to sort out. At present, girls are doing better than boys and standards in English are higher than those in mathematics. Some areas, such as your learning about other cultures to be found in England, which were not a priority when the school was in special measures, can be tackled now. Mrs Fitzhugh, staff and governors are well aware of what needs to be done and they have plans in place to deal with these issues. Based on the evidence we collected, we have great confidence in the school's ability to sort out any issues and to go on getting better still.

I wish you all the best for the future.

Yours sincerely,

Brian Padgett

Her Majesty's Inspector

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