

# Haslington Primary School

Crewe Road, Haslington, Crewe, Cheshire, CW1 5SL

## Inspection dates

5–6 February 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
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.

- From a starting point where children's skills are broadly typical for their age, pupils make good progress and attainment is above average by the time they leave Year 6.
- Lessons are interesting and well planned and so learning is good.
- All teachers mark pupils' work carefully and give them clear suggestions to help them to improve.
- Pupils are polite, friendly and well behaved. They are proud of their school and accept responsibilities readily. They appreciate being asked their views in questionnaires and say they feel safe when they are in school.
- Pupils' spiritual, moral, social and cultural development is promoted effectively and this prepares them well for the future.
- The rigorous monitoring and evaluation of the school's performance has been used effectively to identify training needs and improve the quality of teaching and raise attainment. This is an improving school.
- The school's accurate evaluation of its own performance, the record of improvement since the last inspection, particularly in mathematics, and the effective working relationship between governors and senior leaders indicate the school has the capacity to improve further.

### It is not yet an outstanding school because

- Not enough teaching is outstanding to accelerate progress even further.
- The progress of some lower-attaining pupils is not as good in mathematics as it is in English.
- Inaccuracies in spelling reduce the quality of writing.

## Information about this inspection

- Inspectors observed 11 teachers in 19 lessons, four of which were joint observations with senior leaders. In addition, inspectors made a number of short visits to lessons and to sessions where pupils were receiving additional support in small groups.
- Meetings were held with staff, groups of pupils and members of the governing body and held a telephone conversation with a representative of the local authority. Inspectors also spoke to parents informally at the start of the day.
- Inspectors listened to children read and scrutinised work in their books.
- They looked at the school development plan and school documentation about pupils' progress, procedures for safeguarding pupils and the monitoring of staff performance. They also looked at the analysis of funding received under the pupil premium.
- Inspectors took account of the 38 responses by parents to the on-line questionnaire (Parent View) and the analysis of the school's questionnaires for pupils. They also scrutinised six questionnaires completed by staff.

## Inspection team

Shirley Herring, Lead inspector

Additional Inspector

Bimla Kumari

Additional Inspector

## Full report

### Information about this school

- The school is average in size and the vast majority of pupils are from a White British background.
- The proportion of pupils supported through the pupil premium is below average.
- The proportion of pupils supported at school action is below average, as is the proportion of pupils supported at school action plus or with a statement of special educational needs.
- The school meets the government's current floor standards, which set the minimum expectation for attainment and progress in English and mathematics.
- An independent breakfast, after-school and holiday club on-site, called Time Out, is inspected separately and the report is available on the Ofsted website.

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

- Improve the proportion of teaching that is outstanding to accelerate pupils' progress by:
  - taking further action to improve pupils' spelling and so improve the quality of writing
  - adopting a more practical approach to teaching mathematics in some classes for those who find it more difficult to learn
  - allowing pupils to get on more quickly with their own tasks and develop their own ideas rather than listening to the teacher for an extended period
  - improving the presentation of pupils' work so that they organise their thoughts more carefully.

## Inspection judgements

### The achievement of pupils is good

- Children enter the school with a range of skills that overall are typical for their age, though there is a slight weakness in reading and writing skills. They make good progress in the Reception Year and almost all pupils achieve and some exceed the expectations for their age by the time they enter Year 1.
- Pupils make good progress in Key Stage 1. More pupils than average achieved the national expected score in the phonics test in Year 1, reflecting the strong systematic teaching of letter sounds throughout the key stage.
- Pupils make good progress in Key Stage 2 and attainment is above average. A slight dip in 2012, related to some disruptions in teaching in the past for this group, has been addressed. Pupils currently in Year 6 are working at least at the level expected for their age with a high proportion exceeding this in mathematics and reading. Not quite so many are exceeding the expected level in writing, due in part to some weaknesses in spelling.
- Disabled pupils and those with special educational needs are making good progress and achieving well because of early identification and a good level of well-targeted support. They make particularly good progress in reading and writing reflecting the school's priority in helping pupils to access all areas of the curriculum through the ability to read.
- Pupils attracting the pupil premium achieve well and are closing the gap with others. They are exceeding the average attainment in school in mathematics and reaching a similar level to others in English.
- Pupils are making good progress in reading. Attainment is broadly average and improving at the end of Year 2 and is above average at the end of Year 6.

### The quality of teaching is good

- Lessons are interesting and well planned and so pupils learn well.
- Teachers in the Early Years Foundation Stage plan a good range of purposeful, practical activities, indoors and outside, that show they have a good understanding of how young children learn.
- The best lessons move at a fast pace and so pupils are fully involved in their learning. This was seen in an outstanding mathematics lesson in Year 3 when the teacher set clear time limits for pupils to finish a task before moving on to the next stage. Excellent use was made of practical resources to help pupils to find out about the nets of 3-D shapes, either by creating paper models or using plastic shapes.
- The very focused teaching of literacy and numeracy skills throughout the school has helped to raise attainment, though improvements in spelling are slower to take effect.
- In some lessons learning slows as the teacher spends too long talking, reducing the time for pupils to get on with their own independent tasks. They can sometimes give pupils too much information rather than letting them develop their own ideas.
- In most lessons the work is well matched to pupils needs, with a good level of challenge. However, occasionally, mathematical tasks are not sufficiently practical to develop the understanding of pupils who find learning more difficult.
- Teachers mark pupils' work carefully and they give clear suggestions of how they can improve. Pupils say that these written or sometimes verbal comments are helping them to make their work better.
- Teaching assistants are well deployed and make a good contribution to pupils' learning in lessons, in small groups and sometimes individually.
- Teachers give pupils good opportunities to write and to solve problems in other curriculum subjects, such as history, and this is helping to improve their work.

- Teachers have high expectations of pupils in completing their work, but are not always so rigorous in reinforcing the need for pupils to present their work neatly to help them to arrange their ideas in an organised way.
- They plan good opportunities for pupils' spiritual, moral, social and cultural development which contributes to pupils' good behaviour and respect for others.

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

- Pupils are polite, courteous and well-behaved and this makes a good contribution to their learning.
- They cooperate well with each other in lessons, for example as talking partners, and when devising their own team games in the playground. This enhances the harmonious working atmosphere in school.
- They have a good understanding of how to keep safe and can explain the dangers related to fire, electricity and the use of the internet.
- They are aware of different forms of bullying but say that rare instances of bullying are dealt with swiftly. Pupils say they increased their understanding as they watched pupils from the local high school acting out a play on the possible effects of texting, cyber-bullying and name-calling.
- They take responsibility seriously and are proud of being school councillors or acting as buddies to the younger children.
- They concentrate well in lessons, but the presentation of work in their books is often untidy.
- Attendance is above average.

### **The leadership and management** are good

- Rigorous monitoring of teaching and learning has enabled senior leaders to tailor staff training to the school's needs and this has helped to improve teaching and raise attainment.
- A good programme to manage performance has been used well to link teachers' effectiveness to their salary progression.
- The headteacher took effective action after the last inspection to improve attainment in mathematics. This has been successful in raising attainment overall and increasing the number of pupils who achieve the higher levels at the end of Year 2 and Year 6.
- The school analyses assessments in considerable detail to identify and address any slowing of progress. The school's decision to teach pupils in sets according to their level of attainment has been effective in improving progress.
- The school is fully committed to equal opportunities and all pupils, including those with a disability, are fully included in all activities.
- The school has good links with other agencies and the local cluster of schools to pool resources to extend aspects such as staff training.
- Parents are overwhelmingly positive about the school. They say they feel well informed about their children's progress and appreciate the regular newsletters and extensive information on the website.
- The curriculum is broad and balanced and includes good opportunities for pupils' spiritual, moral, social and cultural development. They are becoming aware of global issues through links with schools in other countries and this prepares them well for the future.
- The local authority gives light touch support to this good school.
- **The governance of the school:**
  - Governors are aware of their responsibilities to safeguard pupils and staff and all the required policies and procedures are in place. They have a good understanding of the quality of teaching and of results because they observe lessons, analyse data in great depth and have good links with senior managers and subject leaders. They provide well-informed challenge

and support for senior leaders and are fully supportive of the school's drive for improvements through the targets set to develop staff's performance. They link with other governing bodies of local schools to share good practice.

## 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>	111072
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	400077

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>	246
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Chris Davies
<b>Headteacher</b>	Jenny Fitzhugh
<b>Date of previous school inspection</b>	10 November 2010
<b>Telephone number</b>	01270 581327
<b>Fax number</b>	Not applicable
<b>Email address</b>	admin@haslington.cheshire.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2013

