

# Handale Primary School

## Inspection report

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<b>Unique Reference Number</b>	131645
<b>Local Authority</b>	Redcar and Cleveland
<b>Inspection number</b>	360303
<b>Inspection dates</b>	25–26 January 2011
<b>Reporting inspector</b>	Janet Bennett

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	326
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Darren Fowler
<b>Headteacher</b>	Mrs Helen Blakeley
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	West Park Avenue Loftus, Saltburn North Yorkshire TS13 4RL
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## Introduction

This inspection was carried out by three additional inspectors. They visited 15 lessons observing 13 teachers and held meetings with pupils, members of the governing body and staff. They observed the school's work, and looked at documents related to the school's self-evaluation, safeguarding, tracking information, teachers' planning and assessment. They scrutinised pupils' work and analysed 95 questionnaires from parent and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The extent to which teaching is matched to the needs of all pupils, particularly the most able.
- How well teachers' marking of pupils' work and the use of assessment contribute to learning in lessons.
- What aspects of leadership and management have led to recent improvements in pupils' attainment.
- How effectively action by the governing body and school leaders, is strengthening provision, in order to accelerate progress.

## Information about the school

Handale is larger than the average primary school. Nearly all pupils are from White British backgrounds, with none who speak English as an additional language. The proportion of pupils known to be eligible for free school meals is above average as is the proportion with special educational needs and/or disabilities. A new headteacher took up post in September 2010. The school has achieved Healthy School status. A daily breakfast club is available on the school site.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

The school provides a satisfactory education. Parents and carers value the good care and support their children receive in this friendly school. Pupils appreciate the encouragement they receive from staff, who recognise their individual talents and achievements, and feel safe in school because trusted adults look after them. Attendance is above average and pupils take pride in their school. They diligently undertake a range of responsibilities and are sensitive in their support for others.

Pupils make satisfactory progress and reach broadly average attainment at the end of Year 6. Action taken by leaders has led to improved attainment in English. However, changes to mathematics are not fully embedded and attainment, although close to average, is more variable. The recently appointed headteacher, and new leadership team have improved management systems. Pupils' progress is now being carefully tracked, and tailored support is being provided for those at risk of under-achievement. However, in lessons the more-able pupils are not always sufficiently challenged. Staff use an increasing range of approaches in lessons which engage pupils in their learning and contribute well to pupils' good behaviour. Where teaching is most effective, work is matched well to the differing needs of learners, marking identifies the next steps they need to take, and pupils refer to this information in lessons to evaluate and improve their work. Although these approaches are working well in some classes they are not consistently embedded across the school.

Strong partnerships exist with other professionals and agencies which contribute well to the good care provided for pupils who are vulnerable due to their circumstances, and enrich the curriculum by broadening pupils' life experiences. Increasingly, pupils are applying their basic skills beyond literacy and numeracy lessons but these opportunities are not consistently tailored to extend the learning of more-able pupils. Children in the Early Years Foundation Stage settle quickly into school because induction arrangements are good. Strong relationships and well-planned group work are improving the progress children make in their personal development and communication skills. Staff provide an appropriate range of learning opportunities indoors and out, but these are not always resourced or organised sufficiently well to extend children's play and learning.

Senior leaders undertake a range of monitoring activities which have accurately identified the main priorities for improvement. Action taken is improving attainment in English and has strengthened systems for checking the progress of differing groups of learners. The use of monitoring to address variations in teaching and learning are yet to be fully embedded. For these reasons, the school has satisfactory capacity to build further upon its successes.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Raise standards, particularly in mathematics, and improve pupils' progress across the school by:
  - - ensuring that more-able pupils always make as much progress as possible, especially providing them with more opportunities to apply and consolidate their basic skills in other subjects
  - - firmly embedding actions to raise attainment in mathematics.
- Improve teaching by ensuring that:
  - - work is consistently matched to the needs of learners
  - - pupils understand their next steps in learning and use this information in lessons to evaluate and improve their work
  - - marking informs pupils clearly how to improve and has a positive impact on the progress they make
  - - the outcomes from the monitoring of teaching are used effectively to address variations across the school.
- Improve learning in the Early Years Foundation Stage by ensuring that activities are always resourced and organised well to extend play and to promote children's learning.

## Outcomes for individuals and groups of pupils

<b>3</b>
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Pupils enjoy learning and always do their best. This is evident in lessons where pupils are keen to take part and answer questions. They collaborate well, sharing ideas and learn from and with one another. Occasionally work is not sufficiently challenging and this restricts their learning of new skills. Overall, progress is satisfactory from attainment that varies but is generally below that typical for their age when they start in the nursery, especially in personal development and social skills.

By the time they leave school at the end of Year 6, pupils' attainment is broadly average. Outcomes in English have improved in recent years, but attainment in mathematics although improving is weaker and less consistent. Few pupils reach the higher levels in either subject. Progress across the school has been inconsistent and some pupils have not made as much progress as they might. However, well-planned support is now accelerating learning and improvements in teaching are ensuring that achievement and progress are now satisfactory.

Pupils with special educational needs and/or disabilities make satisfactory progress because their needs are accurately identified and they receive the support they need to contribute fully in lessons. Effective partnerships with other professionals ensure that appropriate specialist support is sought for individual pupils and their families.

Pupils have a strong sense of belonging within the school community. They know right from wrong and show good levels of maturity when talking about ways in which conflict should be resolved. They confidently express their views and contribute to decision making processes. Pupils understand how to live healthily and make sensible choices which contribute to their own well-being and that of others. Pupils recognise and

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appreciate a varied range of cultures and faiths, particularly those reflected within the school.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> 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?

Strong relationships and well-established routines contribute to good behaviour in lessons, and a positive classroom climate that is conducive to learning. Whole-school approaches to marking and to pupils' assessment of their own learning are becoming embedded but the extent to which these factors have an impact on pupils' learning varies between classes. When teaching is most effective questioning is used well to consolidate and extend learning and on-going assessment is used effectively to modify teaching so that it builds well on pupils' prior learning and addresses misconceptions. These features are evident in some lessons but are not consistently embedded across the school.

Staff plan a wide range of interesting and engaging activities. Learning is enhanced by a well-planned programme of visits and visitors. Pupils speak enthusiastically about the rich programme of after-school activities that they attend in good numbers. The curriculum rightly focuses strongly on English and mathematics and increasingly pupils are given opportunities to apply their learning in new contexts. However, the curriculum is not consistently matched to the needs of more-able pupils, which slows the pace of their learning.

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The school works well with a wide range of agencies to support pupils who are vulnerable due to their circumstances and to promote regular attendance. Tailored programmes for individuals and groups of pupils are carefully planned and have a good impact on their personal development and positive behaviour. Teaching assistants know pupils well and receive the necessary training to support those with a wide range of additional learning needs. This ensures that all pupils can be fully involved in all activities and make a positive contribution to the life of the school. Effective working with partner schools promotes pupils' smooth transition into secondary education. The daily breakfast club provides a positive start to the day.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The recently appointed headteacher has taken determined action to improve provision and accelerate learning. She has been instrumental in creating a positive climate for learning across the school and in generating a shared commitment to improvement. Monitoring and evaluation extend beyond the headteacher and has been used to correctly identify key areas for improvement. Checks on pupils' progress are more robust and information is used to set targets and also to identify pupils who require additional support to accelerate their progress. The quality of teaching is included in this monitoring process although actions to address identified concerns are not yet rigorous enough. Nevertheless, well-focused professional development for staff has improved aspects of teaching and is increasing the accuracy of teachers' assessment of pupils' work.

The governing body provides satisfactory management. It is ably led by the Chair of the Governing Body, who is a regular visitor to the school. The governing body is increasingly involved in the work of the school and is extending its monitoring of the school's performance. It has a good understanding of the key priorities for improvement and is beginning to evaluate the impact of action taken by leaders.

Equality of opportunity is satisfactory. Positive action is taken to involve all pupils in the life of the school and to challenge any form of discrimination. However, the analysis of progress data to identify variations between pupil groups is not yet sufficiently developed to ensure all pupils make as much progress as possible. Effective partnerships with parents and carers and other agencies make a strong contribution to the curriculum and the care pupils receive, particularly those that are most vulnerable. The school's work in promoting community cohesion is strong within the school, resulting in a school where differences are recognised and celebrated, however, links beyond the school and local community, although improving, are less well developed.

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High priority is given to ensuring the safety of staff and pupils. Risk assessments and vetting processes are rigorously undertaken and regularly reviewed. Opportunities for pupils to learn about risk and potential dangers are integrated into the curriculum and leaders are proactive in engaging with key agencies to reduce any risk of harm.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Strong relationships and sensitive support ensure that children settle quickly into school, growing in confidence and gaining independence. Increased opportunities for children to talk about their experiences, together with tailored support through daily group sessions, is improving the progress that children make in their personal and social development, as well as their language acquisition and communication skills which are especially low when they start nursery.

Overall, progress is satisfactory. Staff are increasingly using observations of children to identify their next steps in learning and to plan activities which match their interests and promote new learning. Children make greatest gains in their learning when adults ask questions, use demonstration to extend skills and provide resources and opportunities to develop play in different ways. These positive features are not consistently embedded to promote good progress in all areas of learning.

Recent action has been taken to strengthen partnerships with parents and carers by increasing opportunities for their involvement in their children's learning, both at home and in school. Assessment information is used appropriately to track the progress of individual children, but its use by leaders to set priorities for further improvement is not fully developed.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

Approximately one third of parents and carers made comment about the school's performance by completing questionnaires. Those who did were very positive about the work of the school, in particular pupils' enjoyment of school, and the extent to which they are kept safe and prepared for their next stage of learning. The inspection supports these positive views. A significant proportion of those who responded felt that the school did not deal effectively with unacceptable behaviour. Inspectors found no evidence to support this view. During the inspection behaviour was good. Effective strategies are in place to ensure that any pupils experiencing difficulty in managing their behaviour receive the guidance and support they need.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Handale Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 95 completed questionnaires by the end of the on-site inspection. In total, there are 326 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	57	60	36	38	1	1	1	1
The school keeps my child safe	54	57	39	41	1	1	0	0
My school informs me about my child's progress	42	44	45	47	8	8	0	0
My child is making enough progress at this school	42	44	46	48	6	6	0	0
The teaching is good at this school	49	52	43	45	3	3	0	0
The school helps me to support my child's learning	44	46	45	47	5	5	0	0
The school helps my child to have a healthy lifestyle	43	45	45	47	5	5	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	47	49	40	42	1	1	1	1
The school meets my child's particular needs	42	44	47	49	5	5	0	0
The school deals effectively with unacceptable behaviour	38	40	40	42	11	12	2	2
The school takes account of my suggestions and concerns	38	40	47	49	4	4	1	1
The school is led and managed effectively	42	44	42	44	5	5	1	1
Overall, I am happy with my child's experience at this school	46	48	45	47	3	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



27 January 2011

Dear Pupils

**Inspection of Handale Primary School, Saltburn, TS13 4RL**

Thank you very much for the warm welcome you gave to me and my colleagues when we inspected your school. We were impressed by how well you care for one another, your good behaviour and how well you take responsibility, for example, as lunchtime buddies.

We found that your school is satisfactory. You told us you feel safe in school and that you enjoy your learning, especially the wide range of interesting things you do in lessons and after school. You make satisfactory progress and we have asked the headteacher and the people who help her to help you make good progress by checking that all of your lessons are interesting and that your work is just hard enough. In some lessons we saw, you were very clear about your next steps and we have asked all of your teachers to work in this way and to ensure that when they mark your work it helps you to understand how you could make your work even better. The headteacher is making sure that you receive extra help when it is needed and this is helping you to grow in confidence, to get along with one another and to improve your skills, but we think that some of you could achieve even more, particularly in mathematics. We think that the teachers should plan more opportunities for you to practise your numeracy and literacy skills in other subjects, particularly those of you who can apply them confidently.

The youngest children in school are cared for well and they are happy and confident in school. The support received from adults helps them to get along well together and to improve their speaking and listening skills. We have asked staff to think about ways in which they can improve the use of resources and provide more opportunities for children's play so that their learning gets better and better.

We hope that you continue to care for each other and to enjoy your learning. We wish you all great things in the future.

Yours sincerely,

Mrs Janet Bennett

Lead Inspector

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