

# Little Hoole Primary School

## Inspection report

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<b>Unique Reference Number</b>	119156
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	358502
<b>Inspection dates</b>	2–3 December 2010
<b>Reporting inspector</b>	David Law

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>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	198
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Steven Hughes
<b>Headteacher</b>	Mrs Sian Halsall
<b>Date of previous school inspection</b>	15 July 2008
<b>School address</b>	Dob Lane Walmer Bridge, Preston Lancashire PR4 5QL
<b>Telephone number</b>	01772 613026
<b>Fax number</b>	01772 617447
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## Introduction

This inspection was carried out by three additional inspectors. Inspectors observed teaching and learning in 10 lessons and seven teachers were seen teaching. They held meetings with groups of pupils, members of the governing body and staff. They observed the school's work and looked at the improvement plan, school policies, safeguarding documents and evidence from school self-evaluation. Account was taken of teachers' curriculum planning and their assessments of pupils' progress. Samples of pupils' books were also reviewed. Inspectors evaluated the views of parents and carers by analysing 98 questionnaires returned by them. Questionnaires from 111 pupils were also evaluated.

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

- Pupils' achievement at Key Stage 2 in English and the extent to which the more able are challenged to reach higher levels in their writing.
- The effectiveness of systems for assessing pupils' progress and the use of assessment information to plan learning that matches their needs.
- The effectiveness of all leaders and managers in developing and maintaining good quality teaching through the school.

## Information about the school

This is a primary school of below-average size for its type. The proportion of pupils known to be eligible for free school meals is below average. The percentage of pupils with special educational needs and/or disabilities is below average but the percentage with a statement of special educational needs is average. The percentages of pupils from minority ethnic groups, or who speak English as an additional language, are below average. The current headteacher was appointed after the previous inspection. The school has achieved Healthy School Status and a local authority silver award for physical education.

**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

Little Hoole Primary School provides a satisfactory education for its pupils. There are a number of good features. The school has a warm and welcoming ethos and pupils are happy, behave well and are respectful to each other. Their enjoyment of school is seen in high levels of attendance and positive attitudes to learning. Effective care, guidance and support contribute to good personal development. Pupils say they feel exceptionally safe in school and procedures for keeping them safe are good.

Pupils are eager to learn and achievement is satisfactory. All pupils, including those with special educational needs and/or disabilities, make satisfactory progress. Most children enter reception with skills in line with those expected at this age. By the end of Year 2, above-average attainment indicates good progress. The pace of learning is not as brisk at Key Stage 2 and attainment at the end of Year 6 is broadly average, particularly in English. Pupils enjoy working with computers and acquire a sound range of literacy skills but there is too little opportunity for them to apply their writing abilities across the curriculum. Pupils are confident in using their numeracy skills.

Teaching is satisfactory: good relationships, well-organised classrooms and clear explanations are strengths. However, teaching is not consistent enough in quality to ensure steadily good progress in learning and the more able receive insufficient challenge. Assessment information is not used well enough to match learning to pupils' different needs and marking does not always show how they can improve. In the best lessons, learning is practical but pupils spend too much time listening to teachers and not enough being active learners. A satisfactory curriculum promotes pupils' personal development, for example, by helping pupils to have a good understanding of healthy living. Pupils are keen to take on responsibilities, for example, as members of the school council.

Leaders and managers are ambitious in wanting the best for all pupils. The headteacher provides clear direction. The governing body visits the school regularly to provide support and challenge. Enthusiastic subject leaders contribute to action planning but their self-evaluation skills are underdeveloped. The capacity to sustain improvement is satisfactory. Monitoring and evaluation is mainly accurate and priorities are relevant. However, the school has too optimistic a view of its effectiveness and planning for improvement is not sharp enough. The satisfactory drive for improvement has ensured that issues from the last inspection have been addressed. The school makes a satisfactory contribution to promoting community cohesion and pupils from all backgrounds get on well together. Good relations with parents and carers underpin their strong support.

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

- Raise achievement in English by providing opportunities for pupils to use their writing skills across the curriculum.
- Improve the consistency in the quality of teaching and the use of assessment information so more of it is good or better by:
  - widening the range of teaching strategies and providing more practical learning activities where pupils are actively engaged
  - challenging able pupils more effectively so they are able to reach higher levels
  - using assessment information to match work to pupils' different needs
  - ensuring that the marking of pupils' work is consistent in showing them how they can improve.
- Improve the effectiveness of leaders and managers by:
  - ensuring monitoring and evaluation regularly involves all subject leaders and is sharply focussed on pupils' progress
  - clarifying the roles and responsibilities of key stage leaders in the self-review process.
- About 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.

## Outcomes for individuals and groups of pupils

<b>3</b>
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Pupils show positive attitudes to learning, work hard, listen carefully and always try their best. They work cooperatively with each other and share ideas readily. There are often good levels of enjoyment in lessons. For example, pupils in Year 6 worked well together in mathematics as they solved problems about chance and in Year 5 pupils concentrated well to produce thoughtful poems. These qualities underpin pupils' satisfactory achievement. Pupils' good and sometimes excellent behaviour also supports their learning well. Children's skills on entry to Reception have, in the last two years, been in line with those expected at this age although in previous years they were above expectations. By the end of Year 2, pupils reach above-average standards. Reading is a particular strength. Progress through Key Stage 2 is less strong but is satisfactory and by the end of Year 6 most reach the expected levels in national tests. The school did not conduct the Year 6 national tests in 2010 but data from teacher assessments show that attainment improved on the previous year. Pupils' current work in English shows they acquire appropriate skills in punctuation and spelling but their ability to write for different purposes across the curriculum is less well developed.

Pupils' ability to work well with each other, together with their sound literacy and numeracy skills, means they are satisfactorily prepared for their future lives. Pupils with special educational needs and/or disabilities make satisfactory progress because of well-targeted support. More-able pupils are not challenged sufficiently and too few are currently reaching the higher levels. Pupils' learning and progress are quicker where work is well matched to their needs, for example, in Year 5. Spiritual, moral, social and cultural

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development is good and pupils are tolerant and thoughtful about the needs of others. Pupils' satisfactory achievement, good behaviour and positive attitudes provide a sound platform for the next stage of their education.

*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>1</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>	1
<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?

Teaching is of satisfactory quality and, where it is at its best, practical activities are used well to stimulate interest and engage pupils. For example, Year 1 pupils enjoyed being 'detectives' and used torches in the role play area to investigate shapes. However, too often pupils are not active enough because teachers spend too much time talking to them and do not use a wide enough range of teaching and learning strategies to engage them actively and this slows the pace of learning. Objectives for learning are usually clear and this is a particular strength in Year 5 where pupils have a good knowledge of their personal targets. Too often, however, assessment is not used well enough to match learning to pupils' different abilities. Consequently, the more able are not sufficiently challenged. Marking is completed regularly and praises pupils' efforts but does not consistently show them what to do to improve. The curriculum is satisfactory and helps pupils to make the expected progress and there is good provision for enriching pupils' experiences. This includes a wide range of sporting activities which pupils thoroughly enjoy. Good care, guidance and support makes effective provision for vulnerable pupils, including those with special educational needs and/or disabilities. This ensures that they

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participate in learning and develop well personally. Links with external support agencies are good. There are effective procedures to ensure a smooth transition into the Early Years Foundation Stage and onto secondary education. Systems to ensure regular attendance are excellent and pupils arrive promptly at school.

*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?

All leaders and managers show a firm commitment to pupils' well-being. The headteacher ensures that regular self-review takes place and the school improvement plan has relevant priorities that everyone accepts. Since the last inspection, the headteacher has led the introduction of assessment systems to track pupils' progress and meetings regularly take place to review how well pupils are doing. Subject leaders draft improvement plans and although they contribute to self-review, most of this task falls to the headteacher as not all are fully involved in the process or focus sharply enough on pupils' progress. The role of key stage leaders in self-review is not clearly defined. The governing body provides satisfactory challenge and support and has a clear commitment to pupils' development, their families and the community. The school's promotion of community cohesion is satisfactory because there is a secure knowledge of the local context within which it operates. There are relevant opportunities for pupils to learn about the range of cultures in Britain and plans to develop their understanding of other customs and traditions. All pupils have an equal opportunity to learn and there is no discrimination although more-able pupils are not always challenged sufficiently. They show an excellent understanding of how to keep safe because the curriculum provides well for this and procedures for safeguarding are effective because there is relevant training and staff roles are clearly defined. A range of partnerships support pupils' learning and personal development well, for example with well-established links with other schools. Good engagement with parents and carers results in their positive support. The budget is managed efficiently and, taking into account of the outcomes for pupils, the school provides satisfactory value for money.

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*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**

The overall effectiveness of the Early Years Foundation Stage is satisfactory. Children make good progress in their learning and enjoy what they do. For example, last year from starting points that were broadly average, children left reception attaining levels which are above those expected for their age. All children develop their independence and learn how to manage daily routines well. Behaviour is good and children share, cooperate and play well with others. Adults have a secure knowledge of the development of young children. Teaching is satisfactory and there are particular strengths, such as the warm and positive relationships between adults and children. In some activities, the role of the adult in supporting learning is not clear enough and opportunities to extend language and thinking are lost. There is sound assessment through observing what children can do and this informs planning for what they should learn next. Appropriate strategies are in place to involve parents and carers. Induction systems are good. Leadership and management are satisfactory. The current arrangements are temporary as the Early Years Foundation Stage leader is on extended leave. Adults work together as a team and there are sound opportunities for professional development. Routines are efficient and things run smoothly from day-to-day.



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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	2
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

Without exception, parents and carers feel the school keeps their children safe. All parents and carers think that their child is well prepared for the future and there is a strong measure of agreement that children enjoy school. Inspectors endorse these views. Although most parents and carers feel their children are making enough progress, a few do not agree. Inspectors found that pupils' progress is satisfactory. Similarly, a few parents and carers did not feel the school was led and managed effectively. Inspectors found that leadership and management is satisfactory. A very small minority of parents and carers felt that the school does not deal effectively with unacceptable behaviour. Inspectors saw good behaviour and found that the school has effective systems to deal with any that is unacceptable.

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

Ofsted invited all the registered parents and carers of pupils registered at Little Hoole 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 98 completed questionnaires by the end of the on-site inspection. In total, there are 198 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	55	56	42	43	1	1	0	0
The school keeps my child safe	70	71	28	29	0	0	0	0
My school informs me about my child's progress	38	39	53	54	4	4	0	0
My child is making enough progress at this school	38	39	52	53	6	6	0	0
The teaching is good at this school	37	38	57	58	2	2	0	0
The school helps me to support my child's learning	35	36	58	59	3	3	0	0
The school helps my child to have a healthy lifestyle	40	41	53	54	3	3	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)	36	37	54	55	1	1	0	0
The school meets my child's particular needs	36	37	58	59	3	3	0	0
The school deals effectively with unacceptable behaviour	36	37	53	54	5	5	2	2
The school takes account of my suggestions and concerns	27	28	61	62	4	4	0	0
The school is led and managed effectively	41	42	51	52	4	4	1	1
Overall, I am happy with my child's experience at this school	48	49	44	45	2	2	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	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](http://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"><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.**



6 December 2010

Dear Pupils

**Inspection of Little Hoole Primary School, Preston, PR4 5QL**

The other inspectors and I enjoyed our visit to your school. Thank you for making us welcome. You contributed well to the inspection by being eager to talk to us. We found that your school is providing you with a satisfactory education. We saw that you enjoy being at school. These are some of the things we think you do well.

- You are helpful to each other and your behaviour is good.
- Adults take good care of you and you say you feel entirely safe in school.
- Your attendance at school is excellent.
- You enjoy taking on responsibilities, for example, as members of the school council.

I have asked the headteacher and governing body to ensure that the following areas for improvement are tackled.

- We want the school to help you to achieve even more in English, for example, by using your writing skills in other subjects.
- We would like teachers to: plan more lessons where you can be active in your learning; to use the information they have on how well you are doing so work set meets your needs; show you what to improve when they mark your work and; provide more challenging work for those of you who finding learning easier.
- We would like to see all leaders and managers play a fuller part in checking on how well the school is doing.

I hope you will work hard to bring about these improvements. Best wishes for the future.

Yours sincerely

Mr David Law

Lead inspector

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