

Primrose Hill Primary School and Children's Centre

Inspection report

Unique Reference Number	129466
Local authority	Salford
Inspection number	381252
Inspection dates	26–27 June 2012
Lead inspector	Robert Birtwell

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	300
Appropriate authority	The governing body
Chair	Paul Thompson
Headteacher	Gill Harding
Date of previous school inspection	22 April 2009
School address	Phoebe Street Ordsall Salford M5 3PJ
Telephone number	0161 9212400
Fax number	0161 9212415
Email address	primrose.hill@salford.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.

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, or look for the link on the main Ofsted website: 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

You may copy all or parts of this document for non-commercial 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 Street
Manchester M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



© Crown copyright 2012

Introduction

Inspection team

Robert Birtwell
Stephen Helm
John Dunne

Additional Inspector
Additional Inspector
Additional Inspector

This inspection was carried out with two days' notice. Inspectors listened to pupils read and visited 17 lessons observing 13 teachers, including a joint observation with the headteacher. Meetings were held with the headteacher, subject leaders, teaching staff, the Chair of the Governing Body and three other members of the governing body, groups of pupils, the school improvement officer and police officers. Inspectors observed the school's work and looked at the school's self-evaluation, school improvement plans, safeguarding documents, the systems for monitoring and tracking pupils' progress and samples of pupils' work. Inspectors took account of 26 questionnaires returned by parents and carers and those completed by pupils and staff.

Information about the school

Primrose Hill is an above-average-sized primary school. A large majority of pupils are from White British backgrounds, although the proportion from minority ethnic groups is increasing. Few pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is well above average. The proportion of pupils supported at school action plus or with a statement of special educational needs is well above average. The school does not meet the current floor standard, which is the government's minimum expectation for pupils' attainment and progress. The school has gained Healthy School status and the International School Award at foundation level. It has received I CAN accreditation in recognition of its work to promote pupils' speech, language and communication skills, and ECar accreditation for the promotion of pupils' reading development.

The children's centre is no longer part of the school and did not form part of this inspection; it will be inspected separately by Ofsted.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	3

Key Findings

- This is a satisfactory school. It is not good because although pupils’ progress is accelerating and attainment is rising, some weaknesses remain. In the past, pupils’ attainment has been significantly below average at the end of Year 6. However, current assessments show that attainment in English and mathematics is much improved, although in mathematics it is a little lower than in English. Children get off to a good start in the Early Years Foundation Stage from very low starting points, and this is built on satisfactorily in Key Stage 1. The impact of effective leadership and management is evident in rising attainment, especially in English.
- Teaching is satisfactory and improving. Some good teaching was seen during the inspection, particularly in the Early Years Foundation Stage and in some lessons in Years 1 to 6. Although in the past there was too little good teaching in Years 1 to 6 to tackle underachievement, teaching is now improving sufficiently to reverse the decline in pupils’ attainment. Pupils’ progress is accelerating and gaps with pupils’ performance nationally are narrowing, although inconsistencies remain, particularly in mathematics. In some lessons the pace of learning is too slow, teachers do not challenge pupils enough to promote good, rather than satisfactory progress, and pupils are passive rather than actively involved.
- Behaviour is good. Pupils show positive attitudes in lessons, particularly where teaching has improved and teachers actively involve them in learning. They behave well in school, feel safe and are welcoming and polite. Although attendance is below average and there is some persistent absenteeism, there is a trend of improvement as a result of effective action taken by the school’s leaders.
- Leadership and management are satisfactory. The size of the leadership team has been increased and subject leaders have been given more responsibility for raising achievement. Effective leadership of teaching and the management of performance are leading to improvements in outcomes for pupils, particularly in English. A successful emphasis on professional development is also contributing to improvements in the quality of teaching although it is not consistent across the school.

What does the school need to do to improve further?

- Further improve achievement in Years 1 to 6 by accelerating the rate of progress which pupils make in order to raise attainment, particularly in mathematics by:
 - ensuring that gaps in pupils' mathematical knowledge are identified and actions taken to improve matters
 - ensuring that pupils have more opportunities to practise their numeracy skills across the curriculum
 - ensuring that existing intervention and support procedures which are raising achievement in English are applied equally consistently in mathematics.
- Improve the quality of teaching so that it is consistently good or better by:
 - ensuring existing good practice in the teaching of mathematics is spread across all classes and that subject leaders have a stronger role in this process
 - ensuring that the pace of learning and level of challenge are consistently high in lessons so that all pupils make at least good progress
 - making sure that teachers provide pupils with frequent opportunities to become actively involved in learning.
- Build on current successful practice to further raise attendance and reduce persistent absence so that they are at least in line with national averages.

Main Report

Achievement of pupils

Achievement is satisfactory. Across the school, pupils are making satisfactory or better progress, particularly in English, and attainment is rising. Progress is not so strong in mathematics, however.

Children enter the Early Years Foundation Stage with skills that are typically well below the expectations for their age. During their time in the Early Years Foundation Stage they make good progress in all areas of learning and start Year 1 with skills that are close to those expected for their age.

Assessments show that, following a period of decline, attainment at Key Stage 1 improved markedly in 2011 to be significantly above average. However, in the past attainment at Key Stage 2 has been low. The school's current assessment and tracking information and inspection evidence show that pupils' attainment has improved to broadly satisfactory levels and their progress has accelerated although gaps in pupils' mathematical knowledge remain. Attainment in English is improving faster than in mathematics. Disabled pupils and those with special educational needs receive well-targeted support and intervention. This ensures they too make satisfactory progress.

The school has had a strong focus on developing pupils' reading skills through improved support and targeted intervention. This has led to better achievement. More recent interventions are leading to higher achievement in pupils' writing.

In almost all the lessons observed, pupils made at least satisfactory progress and in some lessons they made good progress. In one lesson, for example, pupils applied their numeracy

skills well and were keen to describe information relating to their own test scores and suggest ways of presenting and analysing this data. They then went on to research and investigate their own data enthusiastically. However, such good teaching in mathematics is not typical and school leaders recognise the need to embed this practice consistently across Key Stages 1 and 2.

Scrutiny of pupils' work shows variations in the rate of learning between subjects and classes. Some books contain clear target sheets with current levels and 'next steps' progress targets. However, these were not present in some mathematics books, and whilst work was corrected there were fewer comments on what pupils needed to do to improve.

Improvements to the teaching of reading, focused on the teaching of phonics (letters and sounds), have resulted in pupils developing their skills well so that attainment in reading at the end of Year 2 is now above average and compares favourably with the average of all schools by the end of Year 6.

Almost all parents and carers who returned questionnaires believe that their children are making good progress. However, inspection evidence shows that achievement is satisfactory overall.

Quality of teaching

The quality of teaching is satisfactory and is improving. Teaching in the Early Years Foundation Stage is good. In Years 1 to 6, just over half the lessons observed during the inspection were good, but there are inconsistencies in quality across year groups and subjects. In the best lessons, teachers use questioning effectively to challenge pupils to think and to develop their own ideas. Pupils are actively engaged and learning proceeds at a brisk pace. For example, in a science lesson, pupils worked independently and productively in groups using laptop computers to research different sea animals. They used the data collected to develop further ideas and questions. Different approaches were encouraged and pupils responded well and made good progress. In other lessons, teachers tend to dominate and direct learning too much and there is less pace and challenge. In these lessons pupils' progress is slower. Intervention and support procedures to raise achievement are applied consistently in English lessons but not as effectively in mathematics. Effective support and intervention enables disabled pupils and those with special educational needs to be fully included in lessons and, as a result, they make satisfactory progress.

Some examples of effective feedback and marking were seen where pupils were given detailed information about what they need to improve, but this was not consistently the case. The promotion of pupils' spiritual, moral, social and cultural development is effective. For example, one lesson promoted pupils' knowledge of different cultures when considering the Olympic Games. In another lesson, social and moral issues involved in raising the school leaving age were discussed before pupils wrote thoughtfully about their own opinions.

Most parents and carers who returned questionnaires believe that their children are well taught. Pupils think that they are well taught, learn a lot in lessons, and are told how to improve their work. However, inspection evidence shows that although the quality of teaching is improving, it does not have a consistently good impact on pupils' learning and progress.

Behaviour and safety of pupils

Behaviour is good. Pupils are polite and courteous, enjoy school and show positive attitudes to learning. They behave well in lessons and around the school and mix freely with each other and with adults. A small number of parents and carers expressed concerns about disruption in lessons, but inspection evidence shows that behaviour is typically good in lessons and learning proceeds smoothly. Pupils' behaviour and attitudes to learning are improving as a result of changes to the way some lessons are organised according to pupils' abilities. In addition, improvements to teaching are leading to more lessons in which pupils are engaged more actively in tasks to support learning.

Pupils say they are very safe in school, and their parents and carers agree. Pupils have a good understanding of issues related to their own safety and referred to visits from the local police, which they had found beneficial. They could describe to inspectors the measures they need to take to stay safe in the local area and in their use of the internet. They say that bullying is rare, but that when it occurs the school reacts quickly and effectively.

Improved strategies for managing behaviour have resulted in a positive climate for learning and incidents of poor behaviour are rare. Incentives and rewards are used across the school to celebrate good behaviour, and pupils have a good understanding of what is expected of them and what is right and wrong. Pupils who have difficulty managing their own behaviour receive effective support so that they can be fully involved in lessons. Attendance is improving as a result of robust action taken by the school and is now closer to the national average.

Leadership and management

Leadership and management are satisfactory. The leadership team has been expanded and strengthened and leaders are enthusiastic about their roles. Subject leaders are playing an increasingly important role in monitoring performance and raising achievement, although their role in helping to embed good practice in teaching is not fully developed, particularly in mathematics. Monitoring and tracking systems are being used with increasing effectiveness to identify priorities and plan strategies. There is a firm drive for improvement which is shared across the school. As a result, there is clear evidence that improvement strategies are having a positive effect in English and are beginning to have an impact in mathematics in some classes.

Self-evaluation is mostly thorough and clear, although some judgments are over-generous. Improvement planning is well focused on those key areas which require improvement. Determined leadership and the management of teachers' performance have improved the quality of teaching so that very little is inadequate and an increasing proportion is good. There is a successful emphasis on the professional development of staff through training, coaching, mentoring and support. New strategies for managing behaviour are embedded across the school and have created a more positive climate for learning. The curriculum has been revised around a thematic approach, which effectively promotes pupils' spiritual, moral, social and cultural development. However, pupils do not have enough opportunities to practise their numeracy skills through work in other subjects. New class arrangements have led to improved behaviour and engagement in lessons and are improving achievement in many classes. This shows that the school has the capacity to improve.

The governing body is actively involved in the life of the school. Members of the governing body are well informed and both support and challenge the school to improve. They ensure that safeguarding arrangements are thorough and meet all requirements. There is a strong

focus on promoting equality of opportunity and tackling discrimination. As a result, there is a calm, well ordered and inclusive atmosphere and pupils from all backgrounds get on well with each other.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



28 June 2012

Dear Pupils

Inspection of Primrose Hill Primary School and Children's Centre, Salford, M5 3PJ

Thank you for making us so welcome when we visited your school recently. It was very helpful to listen to your views about your school and what you enjoy doing. It was good to hear that you feel very safe in school and are confident that staff will help you when you need it. We were very pleased with your good behaviour and to see how well you get on with each other. You have good attitudes to learning and are keen to do your best in lessons.

We found that your school provides you with a satisfactory education. The youngest children get off to a good start and in other year groups you make satisfactory progress in your learning. Teaching is satisfactory. The headteacher and other adults in the school are working hard to improve teaching and make lessons even better.

We have asked the school's leaders to help the teachers to share the good practice that already exists so that you make better progress. We also want them to make sure that you do as well in mathematics as you do in English. In addition, we have asked the staff to make sure that your attendance continues to improve because a few of you are still absent too often.

You can all help the school by continuing to work hard and by attending regularly.

Thank you again for helping us with the inspection. We wish you all the very best in the future.

Yours sincerely

Robert Birtwell
Lead Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: 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.