

# Hartford Manor Community Primary School

Stones Manor Lane, Hartford, Northwich, Cheshire, CW8 1NU

## Inspection dates

12–13 March 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher and his senior team have inspired rapid, sustained improvements in the quality of teaching and in pupils' progress and achievement within the past two years.
- Through close checking of lessons, the school has identified action points for improvement alongside staff training needs. These have been quickly addressed to ensure a higher proportion of good or better teaching.
- Accurate checking of pupils' progress by staff leads to outstanding support sessions for the less-able pupils in reading and writing.
- Most pupils, especially the more-able, make good progress from their starting points and reach, or even exceed, the standards expected for their age at the end of Year 6 in reading, writing and mathematics.
- Pupils who are supported by pupil premium funding are making good progress. Disabled pupils and those with special educational needs do well because of the additional expert support they receive.
- Pupils' behaviour in and around school is outstanding. Older pupils are wonderful ambassadors for the school and act as caring peer mentors for younger children.
- The curriculum is exciting and inspires pupils to use and apply their reading and writing skills in other subjects.
- Governors are well informed about the school's strengths and weaknesses, and receive appropriate training so that they can hold the school to account for its work.

### It is not yet an outstanding school because

- Not all teachers are yet fully using the Department for Education Teachers' Standards to assess and develop their classroom and wider practice in order to more fully contribute to school improvement.
- The recently introduced system for marking and checking pupils' work is not yet fully implemented by all teachers in all subjects.
- A small number of pupils do not meet expected levels in mathematics by the end of Year 6.

## Information about this inspection

- The inspectors observed 15 teachers and one teaching assistant teach 17 lessons and they observed eight small group lessons or interventions.
- One lesson was a joint observation with the headteacher.
- Inspectors listened to pupils read.
- The inspectors held meetings with senior staff, subject leaders, groups of pupils and three governors.
- Inspectors held telephone calls with a representative from the local authority and with the headteacher of a local special school.
- The inspectors looked at a range of evidence that included: the school’s website; pupil-assessment information; local authority reports; headteacher reports to governors; the school improvement plan; and self-evaluation documents. They also studied pupils’ workbooks and files, school policies and documents, including those relating to the curriculum, behaviour and safeguarding.
- The inspectors considered 14 responses to the staff questionnaire.
- One of the inspectors met informally with seven parents in school and considered 82 responses from parents to the on-line questionnaire (Parent View).
- One class of pupils was away on a residential visit with their teacher and teaching assistant during the course of the inspection.

## Inspection team

John Ashley, Lead inspector	Additional Inspector
Pamela Davenport	Additional Inspector
Jeremy Barnes	Additional Inspector

## Full report

### Information about this school

- This is a larger than average sized primary school.
- A lower than average proportion of pupils are known to be eligible for the pupil premium, which provides additional funding for children in local authority care, pupils known to be or to have been eligible for free school meals and children from service families.
- A below average proportion of pupils are supported by school action.
- A below average proportion of pupils are supported by school action plus or have a statement of special educational needs.
- The vast majority of pupils are White British.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.
- Sixty per cent of children who attend the school's Nursery transfer into the Reception class.
- There has been a fall in pupil numbers in the school over the past two years.
- There have been a number of staffing changes within the last two years, including the appointment of a new headteacher.

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

- Increase the proportion of teaching that is outstanding by:
  - ensuring that all teaching staff make full use of the Teachers' Standards to help develop their wider professional development and responsibilities in support of school-improvement priorities
  - ensuring that all teaching staff work consistently together to make full use of the school's good marking policy
  - ensuring that pupils' numeracy skills, especially in mental mathematics, are promoted and developed in other subject areas
  - ensuring that pupils who have specific learning difficulties in mathematics are quickly identified, through regular checking, and then supported so that they reach at least expected levels of attainment.

## Inspection judgements

### The achievement of pupils is good

- Most children start school with skills that are broadly typical for their age. Current Year 2 pupils' skills were generally below these levels. Progress is good throughout the Nursery, especially in personal development. By the end of Reception, children have made better than expected progress, particularly in linking letters and sounds and in calculation.
- Pupils in Year 1 use nouns and verbs when creating a sentence. They like having simple targets such as, 'I will use capitals and full-stops.' to refer to when they do their work.
- Pupils read regularly, including at home. They understand that sounding out letters and letter blends will help them read new words. Older pupils develop their reading through their ability to skim texts for meaning and use their voice to illustrate different characters or feelings.
- Pupils regularly check how well they write in other subjects. During a history topic on the Greeks, they made sure to change the tense in which they were writing from present to past. As a result, English, mathematics, science and topic books are invariably neat and immaculate. Pupils take pride in their efforts.
- Pupils use their numeracy skills in other subjects, such as when recording science experiments. However, neither they nor their teachers check the work's correctness with as much precision as their literacy skills. This can lead to repetition of mistakes in different books and also to some pupils with specific difficulties not reaching expected levels of attainment in mathematics.
- Pupils with additional needs in reading, writing, speech and communication, make good progress because they enjoy the close, expert attention they receive. For example, four pupils came off the 'special needs register' having made up to two years progress on a reading test within six months. Due to good quality support, 20% more pupils in Year 2 are working at the expected levels in reading, writing and mathematics, than did so when these pupils moved into Year 1.
- Pupils who are, or have been eligible for pupil premium funding, have narrowed the gap in terms of their achievement in relation to other pupils, especially in reading and mathematics. In 2012, this group of pupils met national rates of progress in English and exceeded them for mathematics.
- The school's checking systems for pupil achievement and progress show that most pupils in Year 6 are currently working at or above the expected levels for their age in English and mathematics.

### The quality of teaching is good

- Inspectors agree with the school that the quality of teaching, including that in the Early Years Foundation Stage, has improved rapidly, so that the vast majority is now at least good. There is still work to be done to increase the amount of outstanding teaching, for example, in mathematics, where the school recognises the need for improving the teaching of mental mathematics skills and written calculations, particularly for the benefit of the lower-ability pupils.
- Most teachers make good use of the school's good system for checking pupils' progress to identify individuals' literacy and behavioural needs and provide extra support for those who find learning more difficult. However, this is less strong in mathematics.
- Careful targeting and teaching of reading, letters and sounds and writing has resulted in the lower-achieving pupils making rapid progress and then being able to use these skills in lessons. There is less evidence of this kind of targeted support in mathematics. However, in a Year 2 lesson on shapes, clear learning objectives, with success criteria alongside, targeted teaching assistant support and practical resources ensured that the lower-ability pupils enjoyed and achieved well in the lesson.
- Pupils with sensory or speech and language needs are very well included in lessons through support provided by the local authority service that includes staff training of teaching assistants

and additional resources.

- The recently introduced marking system has led to pupils making rapid progress in their learning. Where teachers consistently point out specific strengths or areas for development and allow time for them to be followed up, pupils rise to the challenge and are motivated to produce accurate and neatly presented work. However, this practice is not consistent throughout the school.
- The climate for learning is invariably positive. Pupils enjoy lessons, want to learn and behave extremely well. They take pride in their work, especially where staff provide them with regular feedback and opportunities for independent learning.
- Where teaching is at its best, planning takes account of individual needs and previous learning. In a Year 6 literacy lesson, the more-able pupils were encouraged to develop their knowledge and understanding about how to improve their sentences when writing a diary account and then a telegram. Pupils were able to work together and assess each other's efforts, one saying, 'The language is quite emotive and it reminds me of X's work.'

### **The behaviour and safety of pupils** is outstanding

- Throughout the inspection, pupils' behaviour and attitudes to learning were exemplary.
- Parents, staff and pupils are all extremely positive about behaviour and safety at the school. Pupils feel very safe and happy. They say that staff and other pupils support them greatly.
- Older pupils act as extremely effective peer mentors or 'buddies' for younger children. They take these responsibilities seriously and ensure that younger children stay safe and feel protected.
- The pride pupils feel in the school was clearly in evidence when a group of Year 6 pupils gave a passionate account of how they would like the school buildings to be modernised to make a 'learning school'. These articulate, polite but determined pupils are excellent ambassadors of the school.
- Parents say they have, 'never heard about any bullying' in school. Pupils, also, state that there is no bullying and any 'silliness' is soon dealt with. Parents and pupils appreciate that the new headteacher is a reassuring presence in and around school. Year 6 pupils responded exceptionally well to the work on anti-bullying provided by students from a local sixth-form college.
- Staff manage behaviour consistently and calmly at all times and pupils appreciate this. Pupils state that they only shout when there is a real need, 'Not like in other schools.' The few pupils with additional behavioural needs are very well supported and included in school life through very good behaviour support plans.
- Pupils say that they are made fully aware of how to keep safe through road safety awareness sessions and the work staff have done about e-safety.
- There have been only two minor incidents over the past two years and no exclusions. Attendance is above the national average.

### **The leadership and management** is good

- There is a shared, clear view about the school's aims and direction and what needs to be done to make further improvements.
- Staff changes and appointments have resulted in improved teaching and pupil achievements.
- Senior staff, including within the Early Years Foundation Stage, are working together to improve standards of achievement through staff training, for example, in guided reading, the checking and marking of pupils' work and planning for individual needs. Other areas for development, as recognised by the school, relate to developing the planning for and teaching of mental mathematics and to further supporting pupils with specific needs in mathematics.

- Both the school's procedures for gaining an accurate view of its performance and its improvement planning are clear and well focused. However, the plan is not fully linked to the Department for Education Teachers' Standards, which identify what is expected to achieve good and outstanding teaching and learning.
- The curriculum provides a good mix of mathematics and English teaching alongside well planned topics enabling pupils to use and apply their skills, particularly in reading, writing and communication. As yet, there is insufficient emphasis on the promotion of mathematics skills in other subjects, particularly in support of the lower-ability pupils.
- There is a range of enriching experiences that inspire learning, for example, the school brass band or the active anti-bullying sessions provided so well by local sixth-form students. Residential trips to the Lake District are much appreciated by pupils because they offer exciting outdoor activities.
- Links with the local church, fundraising for an Indian children's home through the Lighthouse Project, are examples of good spiritual, moral, social and cultural development.
- The school's partnerships with parents and local schools are productive, benefiting pupils, with regard to extending their educational experiences and support at home, and staff, in terms of their professional development and insight into pupils' families and circumstances.
- School policies, for example, on equal opportunities, are well written, annually updated with governors, and reflect how the school goes about its day-to-day activities. For example, pupils with difficulties in reading and writing are well supported to make good progress so they can join more fully in lessons.
- The school's safeguarding policies and procedures, including for educational visits, security and safe recruitment of staff are in place and fully meet requirements.
- **The governance of the school:**
  - Governors are well informed about the school and talk knowledgably about the need to further improve the proportion of outstanding teaching. They receive regular training which helps them to make informed decisions about staff salaries or recruitment. They have successfully supported the headteacher in making staff appointments or organising staff training that have rapidly led to improvements in the quality of teaching and in pupil achievements and progress, especially for lower achievers. Finances are astutely managed, especially in the light of a recent drop in pupil numbers, to focus upon school improvements in its accommodation and resources. Pupil premium funding is well used to target vulnerable groups who are reaping the benefits of additional support for their learning.

## 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>	111144
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	405318

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	355
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mike Smith
<b>Headteacher</b>	Simon Kidwell
<b>Date of previous school inspection</b>	16 May 2011
<b>Telephone number</b>	01606 76183
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