

# Heap Bridge Village Primary School

Heap Brow, Heap Bridge, Bury, Lancashire, BL9 7JP

**Inspection dates** 19–20 September 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		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Teaching is good. Teachers have high expectations of pupils and use a wide range of strategies to involve and motivate them. As a result, pupils make good progress in lessons and over time.
- By the end of Year 6, attainment in mathematics and reading is above average and in writing it is broadly average. Pupils' progress from their various starting points is good in English and mathematics.
- Well-tailored support for disabled pupils, those with special educational needs and those supported by the pupil premium enables these pupils to make good progress.
- Pupils have positive attitudes towards their learning and good relationships with each other and with adults in the school. They feel safe in school.
- The school's own evaluation of its work is accurate and based upon the rigorous and frequent analysis of pupils' progress. This information is used well by senior leaders and managers to improve the quality of teaching and pupils' achievement.
- Good promotion of pupils' spiritual, moral, social and cultural development enables them to thrive in a supportive, cohesive learning community.

### It is not yet an outstanding school because

- Teaching is not yet outstanding. Opportunities are sometimes missed to challenge the most-able pupils. Pupils are not always given the written guidance they need to improve their work, especially their spelling.
- Progress in writing, although good, is not as strong as in reading and mathematics.
- The arrangements for teaching phonics (letters and the sounds they make) make it difficult for pupils to get the most out of the opportunities these sessions present to develop writing skills.
- Pupils do not have sufficient opportunities to work together to solve problems, independently of the teacher.

## Information about this inspection

- Inspectors observed 14 lessons and made short visits to other activities led by teachers and trained assistants. Five of these observations were carried out jointly with the headteacher.
- Two groups of pupils met with inspectors. Discussions were also held with staff, including senior leaders. Meetings were conducted with the Chair of the Governing Body and with a representative from the local authority.
- Inspectors took account of 11 responses to the online questionnaire (Parent View) and questionnaires completed by staff.
- Inspectors scrutinised pupils' work and read a range of documents. These included documents about the school's strategies to enable leaders to gain an accurate view of its performance, school-improvement plans, pupils' current progress, policies and records on safeguarding, behaviour and attendance.

## Inspection team

Judith Tolley, Lead inspector

Additional Inspector

Paul Spray

Additional Inspector

## Full report

### Information about this school

- Heap Bridge is a smaller than average-sized primary school.
- Most pupils are of White British heritage. The proportion of pupils from minority ethnic groups is well-below average, as is the proportion of pupils who speak English as an additional language.
- The proportion of pupils supported by pupil premium funding (additional funding for pupils known to be eligible for free school meals, those looked after by the local authority and children of service families) is above that usually found.
- The proportion of pupils supported at school action is below average. The proportion supported at school action plus or with a statement of special educational needs is also below average.
- Heap Bridge Primary is a nationally accredited Healthy School and a UNICEF Rights Respecting School. It also holds the Activemark and Eco School (silver) awards.
- The school hosts breakfast and after-school clubs, which are run by a private provider. These receive a separate inspection and report, which is available on the Ofsted website.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

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

- Raise pupils' levels of attainment further and increase the rate of progress in writing by:
  - ensuring pupils are always given guidance about how to improve their work, especially their spelling
  - improving the arrangements for teaching phonics (letters and the sounds they make) so that pupils can immediately put what they have learned into practice in their writing in literacy lessons.
- Move teaching from good to outstanding across the school by:
  - increasing the pace and level of challenge in tasks set in lessons, especially for the most-able
  - providing more opportunities for pupils to work collaboratively to solve problems and work independently of the teacher
  - enabling pupils to evaluate their own work and to take responsibility in planning their next steps in learning.

## Inspection judgements

### The achievement of pupils is good

- Many children enter the school in the Early Years Foundation Stage with skills and knowledge that are below those typically expected for their age. They make good progress during the Early Years Foundation Stage, particularly in language and communication and in their personal and social development so that the majority enter Year 1 with skills that are close to those expected for their age.
- Pupils make good progress from their individual starting points. By the end of Year 6, standards in writing are broadly average and in reading and mathematics they are above average.
- Work seen during the inspection indicates that standards are rising and progress has quickened so that the proportion of pupils that make more than expected progress in English and mathematics by the end of Year 6 compare favourably with national figures.
- The most-able pupils usually make good progress from their starting points in mathematics and reading but in writing, their progress is not as strong, with fewer reaching the highest levels by the end of Year 6. In lessons, there is scope to provide a more rapid pace and challenge for these pupils.
- Pupils write for a variety of purposes and audiences and use a good range of vocabulary and structures. However, the quality of their writing is hampered by inaccuracies in their spelling.
- Progress in reading is more rapid than that in writing. Pupils are taught phonics effectively but they are taught in classes which contain a wide range of ability so that sometimes pupils find writing tasks in these sessions too easy or too difficult. In addition, these lessons take place at the end of morning sessions so that pupils do not have the time or, sometimes, the energy to make the most of these follow-up activities.
- Achievement in mathematics has improved significantly recently, with most pupils now making more than expected progress.
- Pupils of all ages are enthusiastic about their reading. They say reading is fun and they are keen to talk about the books they have read. By the end of Year 6, most pupils read a variety of texts with a good level of fluency and understanding. Most are able to talk in detail about what they have read, empathise with characters in stories and make inferences.
- Disabled pupils and those with special educational needs make the same good progress as their peers as the result of the extra help they are given.
- The extra support, such as extra help in the classroom and support from the learning mentor, that the school provides with the additional funding for pupils eligible for the pupil premium enables these pupils to reach their targets and to make the same good progress as their peers. Gaps between the attainment of pupils known to be eligible for free school meals in English and mathematics and their class mates have closed.

### The quality of teaching is good

- Teaching is consistently good across the school, with some that is outstanding.
- Teachers present new ideas clearly and activities are well designed to engage pupils' interest. For instance, Reception class children were thoroughly absorbed by the imaginative use of the wildlife area for their hunt for wolves from the story of *The Three Little Pigs*. They worked well together to complete the task and were able to work out for themselves how to check that they had found them all, counting confidently to 10 and deciding how many they still had to find.
- Teachers use video clips and other resources effectively to engage pupils' interest and to deepen their knowledge and understanding, for instance, in history. In a Year 3 art lesson pupils confidently designed their own Roman armour as a result of the detailed research they had done and in a Year 4 lesson pupils were able to weigh up the advantages and disadvantages of being evacuated during the Second World War and imagine how the children involved must have felt.

- Teachers and teaching assistants work effectively together. They ask pupils very searching questions to get them thinking and to see how much they have understood or to challenge them to solve problems for themselves. For instance, in a Year 6 mathematics lesson, pupils rapidly worked out the rationale behind inverse operations as a result of discussions with a partner and went on to explain with confidence how they could work out the unknown numbers in simple equations. However, in some lessons, opportunities are missed to enable pupils to evaluate their own work and find things out for themselves in this way.
- In most lessons activities are well matched to pupils' needs and capabilities. Teachers skilfully adapt their lessons so that any misunderstandings are corrected. On occasions, opportunities are missed to provide a sufficiently high level of challenge for the most able or to increase the pace of learning for these pupils.
- The teaching of reading is systematic and consistent across the school. Overall, the teaching of phonics is having a positive impact upon the development of pupils' reading skills. Younger pupils are eager to show off their writing and all pupils are excited about reading and say how much they enjoy it.
- Pupils' work is usually marked regularly and there are instances of best practice within the school. However, marking does not always give pupils the precise guidance they need to improve, particularly their writing in subjects other than English. In some classes, marking does not always pick up errors in spelling so pupils continue to make the same mistakes. Some pupils respond to teachers' comments and improve upon the work they have done but this is not always the case.
- The impact of teaching on pupils' spiritual, moral social and cultural development is good. Where pupils are given the opportunity to work together to solve problems or explore their ideas, they do so sensibly.

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

- Pupils' behaviour is good. Pupils are kind and considerate to each other and work and play very well together. Pupils support each other well, take responsibility very seriously and are proud of their contribution to the school, for example, as school councillors and as members of the Eco team. They are proud of their achievements, for example in developing and looking after the wildlife area.
- There is no disruption to lessons and pupils work responsibly and with enthusiasm, especially when given the opportunity to work independently or collaboratively. They listen attentively to others and respect each other's views.
- Pupils have very good relationships with adults, feel safe and are confident that any poor behaviour is dealt with promptly and effectively. They are aware of the different forms of bullying, such as name-calling and cyber-bullying that can take place and know how to deal with it.
- Children joining the Early Years Foundation Stage settle down very quickly to routines, take turns and play together well.
- Pupils know how to stay safe and have a good understanding of the importance of a healthy lifestyle. They are enthusiastic about the wide range of extra-curricular activities, including sport, that are provided. They are enthusiastic about new sports equipment in the playground and make full use of the wildlife area the school has developed. These activities and the residential trip to an outdoor activity centre, in addition to their physical education lessons, have a positive impact not only on pupils' health and well-being but also on their self-confidence as learners.
- Attendance is broadly average and has improved over the last three years and persistent absence has decreased. This is because of the good work the school is doing in encouraging attendance and pursuing those families whose children do not attend regularly enough.
- Pupils who may have challenging behaviour are supported effectively to make good choices and, as a result, incidences of poor behaviour are very rare.

**The leadership and management are good**

- The headteacher, strongly supported by the deputy headteacher and senior staff, provides very clear direction. The leadership team has a very clear understanding of the strengths of the school and what could be improved further. This is understood by all staff who work together as an effective team. There are detailed action plans focused on raising attainment and on improving teaching and learning. Actions taken to raise attainment and improve progress in mathematics have been particularly successful. Issues identified in the previous report have been tackled successfully. The school is well placed to improve further.
- Teaching and learning are closely monitored by senior leaders and teachers new to the school are effectively supported.
- The detailed analysis of pupils' progress triggers appropriate interventions for pupils and training for staff. A comprehensive system of appraisal and performance management has been adopted, which is linked to the pay scales. Teachers are very positive about how they are helped to improve and provided with appropriate training.
- Subject leaders are fully involved in checking the school's performance and in holding teachers to account. This is a key reason why teaching has improved and is now good.
- Safeguarding meets government requirements and discrimination in all its forms is rejected.
- The school works very effectively with local agencies, the local network of schools, including the high school, and with parents to ensure that all pupils settle well to learning. The learning mentor works closely with individual pupils and with families to ensure these pupils achieve well. This has also had a positive impact upon improving attendance, which is now in line with national figures, and pupils' attitudes towards their learning. Persistent absence has also decreased recently and is also closer to national figures. The school promotes equality of opportunity effectively and all pupils do well.
- The curriculum meets the needs and interests of the pupils well. It is effectively adapted for pupils with special educational needs. Pupils benefit from specialist teaching, for instance in sport, through links with the high school. The curriculum is enriched by a wide variety of activities and visits, including residential visits which promote pupils' physical well-being and their personal development. This promotes their spiritual, moral, social and cultural development effectively.
- The new primary sport funding is being used effectively to provide extra sporting equipment. This is being put to good use to promote pupils' physical development and wellbeing.
- Since the previous inspection, the local authority has worked satisfactorily to support the school, for example to provide training for governors. The school has worked very effectively with the local network of schools to improve its practice.
- **The governance of the school:**
  - The governing body has a good understanding of the school's strengths and areas which need to be improved. Some governors are fully involved in checking the school's performance, including data that shows pupils' attainment and progress. They have a clear understanding of the quality of teaching and the performance of staff including how good performance is rewarded and any underperformance is tackled. The efficiency of spending is scrutinised, for instance, the effectiveness of the use of pupil premium funding. Governors ensure that safeguarding requirements are met. They are actively involved in the life of the school and hold leaders to account effectively.

## 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>	105797
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	426094

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>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	156
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Michael O'Neill
<b>Headteacher</b>	Marcus Cockcroft
<b>Date of previous school inspection</b>	9 January 2012
<b>Telephone number</b>	0161 7645686
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