

# Little Heaton Church of England Primary School

Boardman Lane, Middleton, Manchester, M24 4PU

## Inspection dates

3–4 June 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	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.

- All groups of pupils achieve well through school in reading, writing and mathematics and many other subjects. Standards are at least average by time pupils leave in Year 6 and above in writing.
- Children make an excellent start to their education in the Early Years Foundation Stage. As a result, they are very inquisitive and eager to learn when they start Year 1.
- Disabled pupils and those with special educational needs make good progress.
- The quality of teaching is good overall. It is sometimes outstanding. Pupils of all abilities are ambitious to succeed and respond well to the increasingly high expectations placed upon them.
- Pupils behave well. They are polite and considerate towards each other. They feel safe and are cared for very well. Pupils take responsibilities such as school councillors and playground pals seriously.
- Good promotion of pupils' health and well-being leads to increasingly high self-esteem. Pupils enjoy participating in a wide range of art, music and sporting activities.
- The headteacher and deputy headteacher provide clear and purposeful leadership. They are well supported by middle leaders and an effective governing body. As a result, pupils' achievement and the quality of teaching have improved well since the previous inspection.

### It is not yet an outstanding school because

- The quality of teaching is not outstanding.
- Occasionally, marking and feedback are not used effectively enough to help pupils improve their own work.
- Pupils do not often select and apply mathematical skills to use in problem-solving work.
- Pupils do not always use and understand precise and accurate mathematical vocabulary in their work.

## Information about this inspection

- The inspectors observed 11 teaching sessions, including joint observations with the headteacher. The inspectors also made a number of shorter visits to classrooms, looked at a wide range of pupils' work and listened to them read.
- Discussions were held with several groups of pupils, the Chair of the Governing Body and other members of the governing body, a representative of the local authority and members of staff, including senior leaders and other leaders with particular responsibilities.
- Inspectors took account of the 18 responses to Ofsted's online questionnaire (Parent View), the results from the school's own consultations with parents, and spoke to several parents. The responses from staff to the inspection questionnaires were also considered.
- Inspectors observed the school's work and looked at a range of documents, including information on pupils' current progress, the school's plans for improvement, the management of teachers' performance, the use of pupil premium funding, and documentation and records relating to pupils' behaviour and safety.

## Inspection team

Andrew Clark, Lead inspector

Additional Inspector

Lesley Bowyer

Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils who receive support through the pupil premium funding is above average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children that are looked after by the local authority.
- The majority of pupils are from White British heritage.
- The proportion of pupils from minority ethnic heritage is broadly average.
- A small number of pupils speak English as an additional language.
- The school meets the government's current floor standard, which is the minimum expectation for pupils' attainment and progress in English and mathematics by the end of Year 6.

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

- Build on the already good teaching to further accelerate pupils' achievement, especially in mathematics by:
  - ensuring pupils use a precise and accurate mathematical vocabulary
  - providing opportunities for pupils to select and apply appropriate mathematical skills in a range of real-life mathematical problem solving
  - ensuring the good examples of marking and feedback seen are practised by all so that pupils always receive precise guidance on how improve their own work.

## Inspection judgements

### The achievement of pupils is good

- Children start in the Early Years Foundation Stage with skills that are generally below those typical for their age, particularly in communication and personal and social development. There is a very strong trend of improvement and they leave Reception with at least average standards and increasingly above. The early stages of reading, writing and mathematics are extremely well established and children are highly curious, very cooperative and well prepared for Year 1.
- Pupils of all abilities make good progress through the rest of the school. Their achievement is better than at the time of the previous inspection and is leading to higher standards. Pupils' achievement is now building well on the levels reached at the end of the Early Years Foundation Stage. This is increasingly reflected in the outcomes of national tests for Year 2 and Year 6, which was average overall in 2013. Current attainment at the end of Year 2 is average and this rises in Key Stage 2 except in mathematics.
- Pupils' writing skills are particularly well developed and the current Year 6 pupils are working at above expected levels. Teaching has made topics more interesting for boys and their writing has particularly improved since the previous inspection. Pupils present their work well and largely write in a neat and cursive style. Spelling and punctuation are accurate, which reflects good improvement. All groups of pupils write at length and adapt their writing for different purposes.
- Pupils' reading skills are well developed and they make good progress. Effective teaching of phonics (letters and their sounds) ensures early readers have the skills to tackle new words successfully. Pupils of all abilities read with expression and fluency. This is reflected in the scores they achieve in the national check for these skills at Year 1, which are now above average. The development of these skills also contributes to the good progress of pupils who speak English as an additional language. By Year 6 standards are rising and moving to above average. Pupils make good use of a variety of skills in reading non-fiction, understand different genres and talk knowledgeably of the writing styles of a range of authors.
- Pupils' achievement in mathematics is also good overall but not as strong as in reading and writing. Attainment in Year 6 is broadly average. Teaching has effectively improved pupils' ability to use their multiplication and other calculation skills since the previous inspection. However, they do not always understand appropriate mathematical terms or use their skills confidently to solve problems.
- Those pupils supported by pupil premium funding achieve well. In 2013, these pupils attained results in national tests for reading, writing and mathematics which were less than a term behind those of other pupils and a good improvement on 2012. Throughout school, pupils work at standards which are close to those of other pupils and any gaps are narrowing.
- Disabled pupils and those who have special educational needs achieve well. They make good progress in developing reading and writing skills from their individual starting points and using them well in other subjects.
- The most able pupils make good progress. More pupils reach above-average levels especially in reading and writing. They think logically and work with imagination. They use their knowledge and skills increasingly well to write imaginative diaries and biographies.

### The quality of teaching is good

- The quality of teaching is now good throughout school. This is an improvement from the previous inspection and is based on the development and effective use of thorough procedures to measure and analyse pupils' progress to boost learning.
- Children are extremely eager to learn in the Early Years Foundation Stage. Children are engaged through extremely well planned activities and attractive resources which interest all groups of learners. There is an excellent focus on quickly developing children's speaking, listening and social skills to support the development of reading and writing skills. This is very effective help for the newcomers who speak English as an additional language. Children rise to very high

expectations. For example, they are in awe as they observe how to create delicate paintings with cotton buds and led out a collective 'wow' at the result.

- Throughout school, pupils are now ambitious and aim high. This is the result of clearly stated high expectations of all pupils. Pupils' learning skills, such as resilience and precision, are promoted well and teachers set good examples. This contributes to the good achievement of all groups of pupils including the most able and those who find learning difficult.
- Disabled pupils and those with special educational needs learn well because of regular measures of their academic, physical, emotional and social development and sharply focused activities to develop the skills they need to improve. Timely and well-planned additional English and mathematics sessions increase achievement for pupils who are falling behind or who find it difficult to learn new skills and concepts.
- Questioning is used well and this especially challenges the most able pupils. They respond well to thoughtful questions which allow them to think deeply and recall earlier information.
- Speedy checks on the needs of the small number of pupils who are new to speaking English as an additional language lead to prompt and skilful support. Vocabulary is carefully explained so that they can fully understand what is expected of them.
- Marking and feedback has improved well since the previous inspection and is now largely consistent. However, sometimes the comments made are not precise and useful enough to help pupils move to the next step in their learning in a timely fashion.
- The teaching of mathematics is not always effective and the use of a precise and accurate mathematical vocabulary is not fully established. This limits pupils' ability to clearly express their mathematical reasoning. Opportunities to solve problems are not always provided often enough for pupils to select the mathematical skills they require to solve problems based on real-life situations. They largely use problems to practise recently learned calculation skills. This reduces their capacity to apply their learning effectively.

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

- The behaviour of pupils is good. Relationships between pupils and with adults are very positive. Pupils are polite and considerate towards each other and they respond well to the care all adults show.
- Pupils take their roles as prefects and school councillors seriously and this contributes to the positive attitudes and good behaviour.
- Pupils' pride in their school is evident in their smart appearance, the good presentation of their work and tidy and well-ordered books. They value the care staff take in ensuring they work in attractive and orderly classrooms.
- On a few occasions, pupils are not as enthusiastic and interested in their learning as they could be and this limits the progress that they make.
- Pupils are keen to come to school and are punctual and well prepared for the day's learning. Attendance has improved well since the last inspection and is above average. The school uses pupil premium funding well to reduce the proportion of pupils who are regularly absent.
- The school's work to keep pupils safe and secure is good. Pupils feel very safe and well looked after. Parents are confident that their children, especially those in vulnerable circumstances, receive high levels of care.
- Pupils have a good understanding of how their behaviour affects others and that they should be kind and considerate. They have a good knowledge of potential bullying situations including racial and homophobic concerns through personal and social development education and assemblies. They comment that little bullying takes place and any incidents are successfully managed by the staff. This is confirmed by the school's good record-keeping procedures and the large majority of parents agree. There have been no recent exclusions.
- Pupils learn to take appropriate risks and to keep themselves safe. For example, they enjoy adventure on residential and other visits but know the dangers and how to stay safe.

**The leadership and management are good**

- The headteacher's and deputy headteacher's determination and sense of purpose are central to the school's improvement since the previous inspection. They have responded speedily to issues raised and to the subsequent advice they have received. An effective senior leadership team is now in place and staff morale is high.
- Senior leaders act as good role models for other staff through their own teaching and skills in improving the work of others.
- Subject leaders, some new to the role, are becoming more effective in checking what is happening in their subjects and identifying priorities to move the school forward.
- Teaching is closely monitored and support and training provided where it is needed. Only a few aspects, especially in mathematics, have not yet been fully resolved.
- Procedures to measure and review the progress made by all groups of pupils are now key factors in the drive for school development. These provide a precise framework for the governing body to hold leaders to account and ensure that the school's view of its own success is accurate.
- The school has developed effective procedures to ensure staff are held accountable for the progress their pupils make. They have to meet stringent criteria in order to achieve the next salary level.
- The use of pupil premium funding is carefully matched to the specific needs of the pupils who are eligible for this support. For example, through specific projects to develop reading and writing and an exciting project to improve pupils' self-esteem and confidence.
- The impact of the leaders' approach to ensuring equal opportunities for all is reflected in the good progress made by all groups of learners. There is no evidence of discrimination in the school.
- Safeguarding procedures meet statutory requirements. They are based on detailed and accurate record keeping and well trained and vigilant staff.
- The school receives good support from the local authority particularly through a close partnership with a neighbouring school. They have provided a range of training and support which has strengthened many aspects of leadership and teaching.
- The school promotes pupils' spiritual, moral, social and cultural development well. It is a very welcoming and caring school, which many parents comment on. There are well-planned themes built around visits or visitors which form the background to much of pupils' learning. Close partnerships with the church and other schools contribute strongly to pupils' self-awareness and raise their self-esteem.
- The school makes a good contribution to pupils' health and well-being. The effective use of the primary school sports development funding to improve teachers knowledge of how to teach physical education skills and introduce new sporting experiences complements this well. This has already contributed to the development of staff skills in teaching physical education and further participation by pupils in clubs and team activities.
- **The governance of the school:**
  - The governing body is led and managed well. Governors now receive regular and detailed analyses of data on pupils' achievement and other aspects of the school's work, such as attendance. The governing body has been re-structured and developed since the previous inspection. It is now well informed through its own regular monitoring procedures, scrutiny of data on achievement, detailed reports from the headteacher, the local authority and other external consultants. As a result, governors are fully involved with pupils' progress and the quality of teaching. Governors play a full role in making decisions as to whether teachers and staff should be rewarded with salary increases, and reviewing targets for the headteacher.
  - Governors take full advantage of a wide range of training opportunities to improve their effectiveness. They manage the school's finances well by, for example, carefully scrutinising the use made of pupil premium funding and its impact on 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>	105812
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	442332

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>	Voluntary controlled
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	184
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev Marcia Wall
<b>Headteacher</b>	Mrs Lindsay Addington
<b>Date of previous school inspection</b>	7 November 2012
<b>Telephone number</b>	01706 927242
<b>Fax number</b>	Not applicable
<b>Email address</b>	office@littleheatonce.rochdale.sch.uk



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