



Marland Hill Community Primary School

Inspection report

Unique Reference Number 105778
LEA Rochdale

Inspection number 274862
Inspection dates 17 - 18 May 2005
Reporting inspector Judith Clarke

Inspection deemed to have been carried out under section 10 of the School Inspections Act 1996 according to section 12(3) of the same act.

Type of School	Primary School	School address	Roch Mills Crescent
School category	Community		off Roch Valley Way
Age range of pupils	3 - 11		Rochdale
			Lancashire
			OL11 4QW
Gender of pupils	Mixed	Telephone number	01706 647147
Number on roll	354	Fax number	01706 710284
Appropriate authority	The governing body	Chair of governors	Mr P Millray
Date of previous inspection	21 - 24 June 1999	Headteacher	Mrs Y Weatherhead

Age group	Published	Reference no.
3 - 11	June 2005	274862

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Introduction

The inspection was a pilot of the new arrangements for inspection announced by Ofsted in its consultation paper of February 2004. It was carried out with the support and co-operation of the Marland Hill Community Primary School and of the local education authority.

The inspection was carried out by three additional inspectors and one child care inspector.

Description of the school

The school is built in and mainly serves the population of a disadvantaged area. A third of the children do not speak English as their first language. Ten per cent are at an early stage of learning English. There are children from refuges, looked after children and asylum seekers. Thirty three per cent claim free school meals. The children's skills on entry to the school are poor and declining. Thirty per cent have special educational needs, mainly social, emotional and behavioural problems.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

The school regards itself as a good school and the inspectors agree. The children enjoy school and say lessons are fun. Parents like the school and feel that it does its best for their children. Teaching is good and care is outstanding. All in the school are helped to feel valued and needed. Attainment on entry is declining; it is lower than at the time of the last inspection. Significant factors hamper learning for some. School records show standards in Year 6 are similar to those of children in schools with the same social setting. The children make good progress. The teachers ensure all are included in lessons. Children with special educational needs and those who are at an early stage of learning English have good help with their learning. The children have a good start in Foundation Unit (nursery and reception). However, there is more to do to help the youngest children to learn better when they move from the Foundation Unit to Unit 2 (Years 1 and 2); this is an area the school has already identified as an area for improvement.

The school is well led and managed and its ethos is outstanding. The school works with many other agencies to help and guide the children and reduce the stress in their lives. The school is at present insufficiently rigorous in deciding exactly what it is that the children need to do to improve further. The school has made significant improvement since the last inspection and is well placed to improve further. The school provides good value for money.

Grade: 2

What the school should do to improve further

Focus on:

- Continue to refine the precise analysis of assessment data to help children to improve even further.
- Look at more ways to help the youngest children learn better especially when they move into Unit 2.

Achievement and standards

The school data shows, and the team agrees, that the children make good progress. The school knows that there has been a decline in standards; this mirrors the decline in the school's social setting. School data shows this decline has been halted this year, although some year groups are not as strong as others. Most children start school with skills that are poor. By the end of the reception year most of the children are still working towards the levels expected of them, although their progress has been good.

In Unit 2 children make steady progress as they learn the key skills of reading, writing and mathematics. By the end of Year 2 the children's standards remain below average. Children who are at an early stage of learning English, those who find their learning hard and those who are troubled are given good help and do well. In Unit 3 and 4 (Years 3 to 6) the children make good progress. They spoke to the inspectors about the challenging targets the teachers set. School data show that the achievements of the current Year 6 are as expected when compared to the results of similar schools.

Grade: 2

Personal development and well-being

The school says that the personal development of the children is outstanding because there are many strategies in place to raise the children's self esteem. 'Dream journey' assemblies develop children's imaginations and self- belief. Achievement assemblies celebrate good work, aspirations and very good behaviour. The school knows the parents value this. The school community is proud of its successes. Children' spiritual, moral, social and cultural development is promoted extremely well. Different heritages represented in the school are celebrated. Children are fully aware of the need to adopt healthy life styles. The Healthy Schools Award, Activemark and Silver Artsmark demonstrate commitment.

The inspectors agree that the pupils' personal development is outstanding. The pupils spoke very positively about their work. They used words such as 'fun' and 'exciting'. Their behaviour is outstanding. They are polite and are respectful towards adults and each other. They share and work together very well. The school council, the 'playground pals' and 'corridor helpers' help the school community. Members of the school council have been actively involved in planning the new school, which is due to be built soon. Although attendance

was below the national median in 2002/03 it improved in 2003/04 and is now average. Punctuality is good.

Grade: 1

Quality of provision

Teaching and learning

The headteacher says that teaching is good overall in the school. She knows this because she checks the quality of teaching regularly and her assessments are rigorous. Teaching is most lively and interesting in Unit 3 and 4. Stimulating learning environments, together with very good relationships, ensure that children throughout the school are eager to learn. The headteacher says that the teachers know the children well and very largely set work that closely matches their learning needs. As a result, children are challenged in their learning. Children with special educational needs are quickly identified. They receive good help in lessons and they do well. The inspectors agree that teaching is good overall. They recognise that the school is effective at allocating extra adult help exactly where it is needed. Children who are at the early stages of learning English and those who are troubled and have significant stress in their lives all make good progress. Teachers regularly check children's understanding and keep good records. Children have challenging personal targets in English and mathematics. These are shared with parents, which enables them to be involved with their children's learning.

Grade: 2

Curriculum and other activities

The school says that the curriculum is good, with all children experiencing a wide range of activities relevant to their ages and abilities. The classrooms in the Foundation Stage provide a stimulating and exciting environment where children learn through play. The curriculum meets statutory requirements. The effective development of the creative and expressive arts and physical education curriculum gives an outstanding dimension to the opportunities for the children and increases their enjoyment. There are further improvements planned for the curriculum for the children as they transfer from the Foundation Unit to Unit 2. The inspectors agree with the school's evaluation of the

curriculum and think that the school is active in encouraging healthy and safe lifestyles. The extensive range of extra-curricular activities provided is much appreciated by the children and parents. The school also takes children on a wide range of visits, and visitors into school make learning interesting for the children.

Grade: 2

Care, guidance and support

The school says, and the inspectors agree, that this is a most caring school that is fully committed to ensuring that each child's welfare is safeguarded, and their personal development promoted to the maximum. Children feel safe in school, free from all forms of bullying and discrimination. They trust staff, and know where to turn to for help. The school has outstanding strategies in place to enable the children to manage their own behaviour if life at home or school becomes difficult. The teachers have good systems for tracking children's progress. Children have challenging targets for improvement. Child protection procedures are extremely well established. The sensitive support given by staff gives children of all abilities, ages and backgrounds the confidence to try out new ideas. The school works well with parents, specialists and other agencies, so that the children benefit.

Grade: 1

Leadership and management

Leadership and management are judged by the school to be good. School improvement is an important aspect of staff development and self-evaluation is accurate. The school works with a number of outside agencies for the benefit of the children. Every child is valued equally highly and great efforts are made to enable all to succeed. Parents feel the school listens to their views and acts on them. The inspection team agrees that leadership and management are good and regards the headteacher's vision for the school, where the well-being, safety and the quality of care for all forms a strong foundation for learning, a strength. She is outstandingly successful in achieving this and in persuading others to work with her to this end. The result is a very strong staff team who ensure the children are taught well and cared for in an outstanding way. Children's performance is regularly and carefully checked. An even sharper

analysis of information gathered would enable the school to identify more closely what needs to be done to bring about further improvements in the children's progress. Resources in the school are deployed well and used efficiently.

The governing body fulfils its statutory responsibilities. Governors are closely involved with the work of the school through visits, links to particular subjects or aspects of the school's work. They are knowledgeable about the school's strengths and weaknesses. They, along with the positive and effective leadership team of the school know how the school has improved recently and show a strong capacity to improve further.

Grade: 2

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INSPECTION JUDGEMENTS

Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.	School Overall	16-19
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OVERALL EFFECTIVENESS

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	
How well does the school work in partnership with others to promote learners' well being?	2	
The quality and standards in the Foundation Stage	2	
The effectiveness of the school's self-evaluation	2	
The capacity to make any necessary improvements	Y	
Effective steps have been taken to promote improvement since the last inspection	Y	

ACHIEVEMENT AND STANDARDS

How well do learners achieve?	2	
The <i>standards</i> reached by learners	3	
How well learners' make <i>progress</i> , taking account of any significant variations between groups of learners	2	
How well learners with learning difficulties and disabilities make progress	2	

PERSONAL DEVELOPMENT AND WELL-BEING

How good is the overall personal development and well being of the learners?	1	
The extent of learners' spiritual, moral, social and cultural development	2	
The behaviour of learners	1	
How well learners enjoy their education	1	
The extent to which learners adopt safe practices	2	
The extent to which learners adopt healthy lifestyles	2	
The extent to which learners make a positive contribution to the community.	2	
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	

THE QUALITY OF PROVISION

How effective are teaching and learning in meeting the full range of learners' needs?	2	
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	
How well are learners cared for, guided and supported?	1	
How well does the provision promote the well being of learners?	1	

LEADERSHIP AND MANAGEMENT

How effective are leadership and management in raising achievement and supporting all learners?	2	
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	
How effectively and efficiently resources are deployed to achieve value for money	2	
The extent to which governors and other supervisory boards discharge their responsibilities	2	
The adequacy and suitability of staff to ensure that learners are protected	Y	

The extent to which schools enable learners to be healthy	Yes/No/NA
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are taught about sexual health risks	Yes
Learners are encouraged and enabled to eat and drink healthily	Yes
The extent to which providers ensure that learners stay safe.	Yes/No/NA
Procedures for Child Protection meet the requirements of <i>Working Together to Safeguard Children</i>	Yes
Learners are taught about key risks and how to deal with them	Yes
How well learners enjoy and achieve	Yes/No/NA
Support is given to learners with poor behaviour and attendance	Yes
Learners' personal and academic development are monitored	Yes
The extent to which learners make a positive contribution	Yes/No/NA
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, are consulted when key decisions affecting them have to be made and their views are listened to	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
The extent to which schools enable learners to achieve economic well-being	Yes/No/NA
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop their enterprise and financial skills, and work in teams	Yes
Education and training for all learners in 14-19 is co-ordinated to give experience of work based learning	NA

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Marland Hill Community Primary School
Roch Mills Crescent
Off Roch Valley Way
Rochdale
Lancashire
OL11 4QW

18 May 2005

Dear Children

Thank you very much for welcoming us to your school. We really enjoyed the chance to meet you and talk to you and your teachers.

What we liked about your school.

- ☺ You were polite, friendly and very well behaved at all times.
- ☺ Your special assembly was amazing and exciting. Some of you are 'stars' of the future.
- ☺ You have a lot of fun at school. Many of you are so keen that you come to Breakfast Club and activities after school.
- ☺ In lessons you tried hard and listened carefully.
- ☺ You are often given interesting things to do in lessons. Your teachers teach you well.
- ☺ Your headteacher is very clever. She cares very much about each one of you. She waves her magic wand and knows lots of ways to help you at school and at home.
- ☺ All the adults in school work very hard to help you do your best.

To make things even better we have asked your headteacher and teachers to: -

- To decide exactly what they need to do to help you improve in reading, writing and number.
- To look at more ways to help the youngest children especially when they move into Unit 2.

We hope you like your new school. Please can we come and visit you in your new school and see more of the Marland Hill magic.

Best wishes

Judith Clarke
Margaret Lewis
Frank Ravey



Marland Hill County Primary School
Inspection report for early years provision

**Better
education
and care**

Unique Reference Number EY233866
Inspection date 17/05/2005
Childcare inspector Lynne Pope

Setting address Roch Mills Crescent, Rochdale, Lancashire, OL11 4QW
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Type of inspection Care

Type of care Out of School care

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ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Marland Hill County Primary School After School Club is run by the After School Committee. It opened in May 2003 and operates from the hall, gymnasium, two outside play spaces and the information technology suite within the school premises. It is situated on the border of the Sudden and Brimrod areas of Rochdale. A maximum of 24 children may attend the club at any one time. The club is open each weekday from 15.25 until 18.00 during school term time.

There are currently 24 children aged from three to eight years on roll and all attend the primary school during the day. Children come from a large catchment area. The club supports children with special needs and those who speak English as an additional language.

The club employs three staff. All of the staff, including the manager, hold appropriate

early years qualifications. All of the staff are working towards a further recognised early years qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a warm, clean, well maintained environment. They have a confident understanding of good hygiene practices through well planned routines. They ensure that they have washed their hands before snack time supported appropriately by staff. Their well being is enhanced by accessing a healthy diet. Fresh fruit, yogurts and drinks are freely available as well as being offered at a set snack time. Children enjoy the positive experience of sitting together for a snack or snacks and chatting to each other about what they have been doing.

They enthusiastically take an active part in physical activity daily. They listen to and dance to taped music indoors or play ball games, ride bikes and play games outdoors while other children select quieter activities for example sitting in the comfortable area looking at books.

Children are kept safe from the spread of infection by an effective sickness policy being in place. However records of accidents and medication are not recorded confidentially and parents or carers do not sign to indicate that they have been informed.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Effective procedures ensure children's safety in a well organised environment. Risks of accidental injury are minimised as staff use a thorough risk assessment to reduce hazards. Children independently select activities from a broad range of well organised and maintained resources. Children with special needs and those who speak English as an additional language are able to participate fully. Staff carefully plan activities that can be adapted to individual children's abilities.

Children are well protected by staff who are confident and secure in their knowledge of child protection policies and procedures. They give a very high priority to the children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle well on arrival, enthusiastically choosing purposeful and developmentally appropriate activities. They develop their self esteem, confidence and independence very well by using their initiative and making choices. Staff give children the space to decide what they would like to do and assist where needed by providing a broad range of resources, for example craft materials include boxes, paper plates, various sticking aids and markers. Children develop the craft activity saying that they are making a car.

There is a calm atmosphere in the club. Children's concentration spans are good. This is encouraged by the well thought out activities and experiences. They enjoy their time as they can choose to relax or be active. Children have positive relationships with staff which are developed in the school environment and carried forward into the club. They thoroughly enjoy dressing up and acting out different roles for example playing weddings. Regular evaluation of activities ensures that all children take part. Activities promote children's development, well being and are suitably challenging

Helping children make a positive contribution

The provision is good.

Children have a good relationship with each other and staff. They support their peers by co-operating with each other in group activities, for example a group successfully builds a railway line talking about how it should be done. They remain calm when one child knocks the bridge down. The children are well behaved. They know what is expected of them as they are involved in setting the club rules which follow the same format as the school. Staff ensure children understand the boundaries. Children receive praise for their efforts and reward systems are in place. Close working relationships with the school ensures the safety and welfare of all children as staff liaise closely with class teachers ensuring that a consistent approach is used by all, for example the same individual education plan for children with special needs is used by both the school and the club. Staff ensure that the resources positively represent the children who attend as well as the wider community. This helps children develop a positive attitude to others.

Children benefit from close relationships which are developed between staff and parents. Staff make a point of talking to them daily. They encourage children to tell the parent about what they have done keeping them fully informed.

Organisation

The organisation is good.

Overall the provision meets the needs of the children that attend. Close links are fostered between the school and the club which has a positive impact for the continuity of care for children. Their care is greatly enhanced as the governor closely monitors the club. Comprehensive recruitment and induction procedures ensure staff are aware of the club's policies and procedures. Induction is led by the chair of the After School Club / teacher who then observes the working practises of new staff. Regular meetings are held where future development of the staff and the club is discussed. On going training is encouraged. The result is that well informed staff ensure children are cared for in a well presented and safe environment that meets their individual needs. Children's time at the setting is fulfilling and productive due to the enthusiasm and commitment of the staff.

Improvements since the last inspection

The last Children Act inspection recommended that the club should improve the recording of information relating to children. The club has developed a separate record of children's attendance with times of arrival and departure recorded. Any

confidential additional information regarding the child is kept in a separate book. Regard to the data protection act should be taken into consideration for accidents and medication by recording on separate sheets.

Complaints since the last inspection

There are no complaints to report.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation:

- ensure accidents and medication are recorded confidentially giving regard to the Data Protection Act and ensure that the parent or carer signs the record acknowledging that they have been informed.

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