



Masefield Primary School

Inspection Report

Unique Reference Number 105193
LEA Bolton
Inspection number 277315
Inspection dates 19 September 2005 to 20 September 2005
Reporting inspector Mrs Judith Clarke CfBT Lead Inspector

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

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|------------------------------------|--------------------|---------------------------|----------------------------|
| Type of school | Primary | School address | Masefield Road |
| School category | Community | | Little Lever |
| Age range of pupils | 3 to 11 | | Bolton, Lancashire BL3 1NG |
| Gender of pupils | Mixed | Telephone number | 01204 333714 |
| Number on roll | 338 | Fax number | 01204 333714 |
| Appropriate authority | The governing body | Chair of governors | Mr D Berry |
| Date of previous inspection | 11 October 1999 | Headteacher | Mr D Wilson |

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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

The school is an average sized school in a mixed social area. The majority of children are of white British heritage. None of the children is at an early stage of learning English as an additional language. The number of children known to be eligible for free school meals is average as are the numbers of children who have learning difficulties and/or disabilities. The school includes children from a travelling heritage and children who are looked after. The children's skills on entry to the school are below the levels expected. The nursery provides for children who transfer to other local primary schools. The school is co-located with Ladywood Special School.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school with some outstanding features. A significant strength of the school is its attention to detail in the care and provision it makes for all children. The children enjoy school and feel that they have good help with their learning. Parents are confident that the school takes good care of the children and feel that it does its best for them. Teaching is good and care is outstanding. All in the school are helped to feel valued and needed. Attainment on entry is below the levels expected. By the time the children leave the school in Year 6 standards are just above the national level. The children make good progress. The school rightly considers that there is more to do throughout the school to improve children's skills in writing and science. Teachers ensure all are included in lessons. Children with learning difficulties and/or disabilities, who are troubled or from a travelling heritage all make good progress because of the particular and significant help and support they receive in school.

The school is well led and managed and self-evaluation generally accurate. The ethos of the school is outstanding; this is because of the drive and commitment of the headteacher, ably assisted by the deputy headteacher and other staff. The school has made good improvements since the last inspection and the school is well placed to improve further. The school provides good value for money.

What the school should do to improve further

The school has already identified that it needs to focus on:

- improving the children's skills at speaking and writing by providing more opportunities to use them in all subjects;
- improving the children's progress in science by planning more opportunities for them to develop the skills of observation and investigation.

Achievement and standards

Grade: 2

Standards in the school have shown a steady and significant improvement over the past four years to a position above the local and national picture.

Most children start school in the nursery class with skills that are below average, particularly in their communication skills. Throughout the nursery and the reception classes children make good progress so that by the end of the reception year most children achieve the levels expected of them.

In Years 1 and 2, children continue to make good progress and reach broadly average standards in reading and mathematics. Data from 2004 confirm a need to improve the children's writing skills. In science, none of the children reach the higher levels and this is identified as an area for development by the school. By the end of Year 6 in 2004, the children continued making good progress and reached standards that were

above average with a good number attaining highly. Preliminary results for 2005 show that this strong position will be consolidated.

However, the school recognises that there is no room for complacency as all strive for improvement, especially in writing and science. All children have challenging targets for improvement and appropriate help and support in lessons. Children who have learning difficulties and/or disabilities, those who come from a travelling heritage, those who are cared for by the authorities and those from minority ethnic groups all make good progress in their lessons. This is because the teachers are focused on individual improvement when they plan their lessons.

Standards in information and communications technology (ICT) have improved well since the last inspection and are broadly average throughout the school.

Personal development and well-being

Grade: 2

Children clearly enjoy their education. They have good attitudes to their work and play and behave well. The positive way in which the children entered the hall in preparation for a whole-school assembly was a good example. Children say they enjoy school, feel safe and their suggestions for improvements are listened to. Members of the school council take their responsibilities seriously and recent examples of their work include the provision of a buddy bench and a colour-coded safety map of the school. An exceptionally wide range of opportunities are provided to encourage and promote children's personal development by being, for example, school prefects or house captains. This outstanding provision allows all children to make a very positive contribution to the school community. Attendance is average and children arrive promptly.

The provision of a wheelchair and jogging track in the school grounds is a good example of the very inclusive provision at this school. This plays a very important part in making sure the children feel valued, build self-confidence and it promotes well-being. The provision for the children's spiritual, moral, social and cultural development is a significant strength. Cultural and multicultural awareness is advanced by many visits to the locality including visits to churches and mosques. A wide range of extra-curricular activities and clubs are well attended and lead to improved access to sport and a developing understanding of the importance of healthy lifestyles.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching is good throughout the school with elements which are outstanding. Children enjoy their learning, respond well to the lively and stimulating teaching and make good progress. Teachers plan their lessons carefully and activities are well matched to meet the needs of the children. The adults clearly explain what is to be learned at the beginning of lessons and show a good understanding of subjects

when introducing new aspects of learning. The effective deployment of teaching assistants in lessons ensures that those children who have specific learning needs are well supported. Relationships throughout the school are very good and children respond well to the teachers' high expectations of good behaviour. Lessons are consequently well ordered and children listen attentively, concentrate and work hard. One of the features of the outstanding teaching is the expert use of the interactive whiteboard.

Teachers know the children well, target questions carefully and use positive comments to develop self-esteem and raise confidence. Teachers make good use of positive and developmental comments when marking work so that the children are clear about how they can improve. The school is aware that children's speaking and listening skills require developing in order to support the raising of standards in writing. However, in some lessons, opportunities to develop children's speaking skills are missed when teachers do not insist on extended responses to questions.

Curriculum and other activities

Grade: 3

The curriculum is broad and balanced and meets statutory requirements. The school has correctly identified the need to review the curriculum further to refine provision in speaking, writing and science. Careful record keeping ensures that teachers monitor children's work thoroughly and consistently.

The curriculum is significantly enriched with a wide range of out of school activities. Children are taught about healthy food options and encouraged to think about lifestyle choices. A wide range of external visitors provide support in areas such as drugs awareness and also in subjects such as music, drama and art and design. The curriculum is enriched through the extremely close relationship with the adjacent special school.

Children are taught effectively to be self-confident and work together in harmony. Through their extensive work on the school council, and their willingness to participate in a wide range of day-to-day activities, children begin to have an understanding of the wider world and to adopt skills, which will be useful in later life.

Care, guidance and support

Grade: 1

The quality of care, support and guidance available is of the highest standard and many aspects of the school's work embrace the overriding importance that every child matters. The school's significant attention to detail permeates every strand of its work and the impact on children's personal development is outstanding and is a key strength. Child protection procedures are very good. Staff are very proactive in dealing with, and recording, any incidents.

The school provides particularly strong help for any vulnerable children and those who have learning difficulties through the wide use of internal and external support staff and very effective monitoring systems and procedures. Parents are kept very well informed of their child's progress and attend multi-agency review meetings.

The school is very proactive in the way it helps all children and this often includes self-review and evaluation on the part of children in the classroom. The school's developing sporting and social contacts with the local and wider community adds to the effectiveness of this very significant provision.

Leadership and management

Grade: 2

The leadership and management of the school are good. The headteacher, ably assisted by his deputy headteacher, provides outstanding leadership for the school. It is his drive, attention to detail and commitment to the children which has supported significant school improvement. Consequently, a strong staff team has been built up and they work with common aims. School improvement is an important aspect of staff development and self-evaluation is generally accurate. The school works with a number of outside agencies and the co-located special school to make sure that expertise is channelled and targeted for the benefit of the children. The views of the children are regularly sought and acted upon and they play a significant part in the day-to-day running of the school. Parents recognise that the well-being, safety and the quality of care shown by the school form a strong foundation for learning. This is evident every day as the headteacher greets the children at the start of the school day and sees them leave at the end of the day. Children's performance is regularly and carefully checked. A sharper analysis of information gathered is now becoming available and is enabling the school to be effective in the way it targets resources. Resources in the school are deployed well and used efficiently.

The governing body satisfactorily fulfils its statutory responsibilities. Governors have efficient systems in place. They are closely involved with the work of the school. They are knowledgeable about the school's strengths and weaknesses and recognise the steady and significant improvement in the school. Governors have yet to fully take on the role of 'critical friend'.

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Inspection judgements

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| <i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i> | School Overall | 16-19 |
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Overall effectiveness

| | | |
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| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 2 | NA |
| How well does the school work in partnership with others to promote learners' well-being? | 1 | NA |
| The quality and standards in foundation stage | 2 | NA |
| The effectiveness of the school's self-evaluation | 2 | NA |
| The capacity to make any necessary improvements | Yes | NA |
| Effective steps have been taken to promote improvement since the last inspection | Yes | NA |

Achievement and standards

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| How well do learners achieve? | 2 | NA |
| The standards ¹ reached by learners | 2 | NA |
| How well learners make progress, taking account of any significant variations between groups of learners | 2 | NA |
| How well learners with learning difficulties and disabilities make progress | 2 | NA |

Personal development and well-being

| | | |
|---|---|----|
| How good is the overall personal development and well-being of the learners? | 2 | NA |
| The extent of learners' spiritual, moral, social and cultural development | 2 | NA |
| The behaviour of learners | 2 | NA |
| The attendance of learners | 3 | NA |
| How well learners enjoy their education | 2 | NA |
| The extent to which learners adopt safe practices | 2 | NA |
| The extent to which learners adopt healthy lifestyles | 1 | NA |
| The extent to which learners make a positive contribution to the community | 1 | NA |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 2 | NA |

The quality of provision

| | | |
|---|---|----|
| How effective are teaching and learning in meeting the full range of the learners' needs? | 2 | NA |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 3 | NA |
| How well are learners cared for, guided and supported? | 1 | NA |

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

| | | |
|--|-----|----|
| How effective are leadership and management in raising achievement and supporting all learners? | 2 | NA |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 2 | NA |
| How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review | 2 | NA |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 1 | NA |
| How effectively and efficiently resources are deployed to achieve value for money | 2 | NA |
| The extent to which governors and other supervisory boards discharge their responsibilities | 3 | NA |
| The adequacy and suitability of staff to ensure that learners are protected | Yes | NA |

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|---|-----|
| The extent to which schools enable learners to be healthy | |
| Learners are encouraged and enabled to eat and drink healthily | Yes |
| Learners are encouraged and enabled to take regular exercise | Yes |
| Learners are discouraged from smoking and substance abuse | Yes |
| Learners are educated about sexual health | Yes |
| The extent to which providers ensure that learners stay safe | |
| Procedures for safeguarding learners meet current government requirements | Yes |
| Risk assessment procedures and related staff training are in place | Yes |
| Action is taken to reduce anti-social behaviour, such as bullying and racism | Yes |
| Learners are taught about key risks and how to deal with them | Yes |
| The extent to which learners make a positive contribution | |
| Learners are helped to develop stable, positive relationships | Yes |
| Learners, individually and collectively, participate in making decisions that affect them | Yes |
| Learners are encouraged to initiate, participate in and manage activities in school and the wider community | Yes |
| The extent to which schools enable learners to achieve economic well-being | |
| There is provision to promote learners' basic skills | Yes |
| Learners have opportunities to develop enterprise skills and work in teams | Yes |
| Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form | NA |
| Education for all learners aged 14–19 provides an understanding of employment and the economy | NA |

Text from letter to pupils explaining the findings of the inspection

As you know, three inspectors recently visited your school to find out how well your teachers are helping you with your learning. Thank you for being so friendly and talking to the inspectors. It was really interesting to listen to what you had to say. We were particularly impressed by the way you described the prefect and house system in the school and the considerable role you play in helping the school to run smoothly. Many of you also spoke about the educational visits and visitors to the school, which make your learning enjoyable.

The things we think are really good about your school are:

- the way your headteacher and all the staff take outstanding care of you;
- the way you work hard in lessons, behave well in class and round the school, and help each other;
- the good lessons which help you learn well;
- the way you have links with other schools and the community, and especially your links with Ladywood School.

We have asked your teachers to improve some things to make your school better. They are:

- make sure you have more opportunities to improve the skills you learn in your literacy lessons in other lessons;
- to improve the science curriculum so that you have more chances to improve your skills of observation and investigation.

We hope that you will continue to work hard in school and help the teachers so that Masefield becomes an even better school.