



Peel Hall Primary School

Inspection Report

Unique Reference Number 105913
LEA Salford
Inspection number 277441
Inspection dates 24 May 2006 to 25 May 2006
Reporting inspector Mr Ian Thompson CfBT Lead Inspector

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

Type of school	Primary	School address	Greencourt Drive
School category	Community		Worsley
Age range of pupils	3 to 11		Manchester, Lancashire M38 0BZ
Gender of pupils	Mixed	Telephone number	0161 7904641
Number on roll	196	Fax number	0161 7904643
Appropriate authority	The governing body	Chair of governors	Mr D Cowpe
Date of previous inspection	12 June 2000	Headteacher	Mrs G Dunkley

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This average size school serves an area of social and economic deprivation. Eligibility for free school meals is very much higher than usual. The majority of pupils are from White British backgrounds; fifteen are at an early stage of learning English. The proportion of pupils with learning difficulties and/or disabilities (LDD) is well above average. The proportion of pupils with a statement of special educational need is below average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Inspectors agree with the school's and parents' views that it provides a good quality of education. Inspection findings closely match the school's self evaluation of all aspects of its work. The school provides good value for money.

Standards and quality in the Foundation Stage are good and provide children with an effective start to school life. However, opportunities are missed to support their development through outdoor learning and play.

Teaching and learning are good so that pupils achieve well as they move through the school. The majority of lessons are planned well to meet pupils' needs but occasionally are over directed by teachers. The level of challenge is not consistently matched well enough to pupils' needs so that some find work difficult while others find it too easy. Overall standards show an improving trend but the school is aware that there is still work to be done to improve standards in science.

Pupils' personal development and well being are good as a result of the way the whole staff care for and support pupils. A main strength is the way that the school develops pupils' social skills and builds their confidence. The curriculum meets pupils' needs well. An outstanding feature is the work experience week for Year 6 pupils; this initiative contributes much to their personal development.

Leadership and management are good at all levels. The headteacher has developed a common sense of purpose among the staff. The extensive system of monitoring performance has contributed well to the school's improvement. Governors provide effective support for the school's work. Progress since the last inspection has been good and the school has a good capacity to improve further.

What the school should do to improve further

- Ensure consistency of challenge in raising expectations for all groups of learners.
- Make full use of opportunities for outdoor learning through play to promote physical development in the Foundation Stage.

Achievement and standards

Grade: 2

Pupils achieve well as they move through the school as the result of good teaching and the attention the school gives to building their confidence. They enter the school with well below average standards, particularly in communication, language, literacy and social skills. Results in national tests at the end of Year 2 have been below average but show an improving trend, particularly in English and mathematics. Challenging targets for English and mathematics were exceeded at the end of Year 6 in 2005. The school acknowledges that performance in science has not been as good and has taken steps to bring about improvement that was evident during the inspection. Pupils with additional learning needs are well supported to make good progress particularly through

small group work led by classroom assistants. The needs of pupils at an early stage of learning English are assessed using home languages so that the school can plan effective support for them and ensure that they make similarly good progress to others. As a parent wrote, 'Our children have been making good progress in learning a new language.'

Children in the Foundation Stage develop their skills well. However, best use is not made of the opportunities for physical development. The majority make good progress, particularly in communication and behaviour, which prepares them well for their life in the school.

Personal development and well-being

Grade: 2

Pupils enjoy school and say they feel safe. Considerable work has been done over the last two years to reduce unauthorised absence to a level which is below the national average. Overall, attendance is satisfactory but the school is aware of the need to make further improvement. Most pupils are considerate of others, adopt safe, sensible practices in moving around the school and have a good attitude to learning. Behaviour in lessons and around the school is lively and well managed by staff. Pupils get on well with their peers and adults. The use of 'talking partners' in lessons enhances social skills. The school council enthusiastically drives forward pupils' issues, for example, they made a flower bed where there used to be a muddy patch in the Foundation stage play area and initiated an 'Italian day' in the school canteen. Pupils are well aware of the need for a healthy lifestyle through the high focus in the curriculum and annual visits from the Life Education caravan. Spiritual, moral, social and cultural development is impressive. Pupils make a positive contribution to their wider community through charity fund-raising. An excellent work experience week helps to prepare Year 6 pupils for future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. Classrooms are effective learning environments because of the calm, consistent approach teachers bring to managing pupils' behaviour. Good relationships are evident. Improvements in teaching and learning are reflected in the improving trend of standards and pupils' good achievement. The impact of regular monitoring of classroom standards is seen in the way teachers plan their work to keep pupils interested and learning so that time is usually used well. Classroom assistants make a significant contribution to pupils' learning by providing sensitive support in lessons and promoting progress in small groups. Teachers make good use of targets to let pupils know how well they ought to be doing and how to achieve better. The majority of lessons are planned effectively to meet pupils' needs. However, there are occasional lessons that are over directed by the teacher and not

enough is expected of pupils. In these lessons, the level of challenge is not matched well enough to pupils' needs so that some struggle while others find the work too easy and say that they are bored.

The school is aware that still more attention is needed to marking because, although always supportive, teachers do not consistently tell pupils how to improve.

Curriculum and other activities

Grade: 2

The curriculum is well matched to the needs of all pupils, including those in the Foundation Stage. All statutory requirements are met. Work is enriched by visitors to school, educational visits and celebration assemblies. Good partnerships support the school's mission to provide its pupils with rich opportunities to develop their talents. Pupils' personal safety and citizenship education are developed effectively within the curriculum. The pupils' joy and enthusiasm for extra-curricular activities, such as sporting activities, Spanish or gardening, serve to emphasize the opportunities missed for outdoor learning and play in the Foundation Stage. Curriculum support for pupils with learning difficulties and/or disabilities is well planned and sensitive to their needs. The importance of staying safe and keeping healthy is frequently raised in class or group discussions. Pupils say they enjoy very much the activities provided for them. This motivates them to learn and raises their achievement.

Care, guidance and support

Grade: 2

Positive relationships between children and adults ensure that children feel safe and confident that there is someone to whom they can turn if they need help. Rigorous tracking of pupils' achievement identifies those needing support and this is implemented effectively by a committed support team. Most pupils know how well they should be doing from their individual or group targets in literacy and numeracy but are not consistently given clear guidance as to how to improve their work.

Under the leadership of the headteacher, staff have been fully involved in detailed risk assessments to ensure the school environment is safe and secure. Child protection and health and safety procedures are well established; staff have received relevant training. There is a strong, caring ethos that is evident in all aspects of the school's work. One parent, due to return to his homeland after five months here, said, 'It has been a great experience for our children to be accepted and well cared for in school.'

Leadership and management

Grade: 2

Leadership and management are good. In the four years since her appointment, the headteacher has brought about significant improvements in the school's management structure together with teaching and learning. However, the school acknowledges that there is still work to be done to improve the consistency of teaching and learning.

Detailed school data show that pupils' achievement has improved as a result of the clear direction she has set. The school's accurate self-evaluation closely matches inspection findings and is based on systematic monitoring of quality and performance in all aspects of the school's work. Senior staff take the lead on key issues, for example, raising standards of writing by a collaborative and focused approach to teaching and learning. They have played a significant part in the school's improvement and contribute to the school's good capacity to improve further.

The school has worked with some success to involve parents more closely in their children's education, for example, through the family literacy initiative. Responses to questionnaires show strong support for the school.

Governors are well informed and use their range of professional expertise effectively to support the school while holding it appropriately to account for its performance. Strategic planning is good. For example, governors have managed the budget well to support their plans to deal with a falling roll.

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Inspection judgements

<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

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?	2	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

How well do learners achieve?	2	NA
The standards ¹ reached by learners	3	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	3	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	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	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?	2	NA
How well are learners cared for, guided and supported?	2	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	2	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	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

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

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As you know, Mrs Hart and I visited your school to check on how well it is doing.

Thank you very much for the way you welcomed us into your school. We enjoyed talking to you about your work and your life in the school. We were very impressed by the courtesy and help you gave us. We agree with you that the school is a safe and happy place where everyone can enjoy learning.

The best things about the school are:

- everyone in the school cares for you well so that you know that you can get help with any difficulties
- you make good progress because lessons are interesting and most of you work hard
- you get on well together and help each other
- everyone we spoke to in Year 6 really enjoyed their work experience
- there are lots of extra activities that you enjoy.

We have asked your teachers to improve some things to make your school a better place to learn. These are:

- to make sure that after your work is marked, you know exactly what to do to make it better
- to make more and better use of outdoor learning and play for younger pupils.

Thank you for helping us with our work. We hope that you carry on enjoying lessons and continue to help to make Peel Hall an even better place to learn.