



Heyes Lane Junior School

Inspection Report

Unique Reference Number 106288
LEA Trafford
Inspection number 277527
Inspection dates 21 November 2005 to 22 November 2005
Reporting inspector Mr Steve Isherwood CfBT Lead Inspector

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

Type of school	Primary	School address	Crofton Avenue
School category	Community		Timperley
Age range of pupils	7 to 11		Altrincham, Cheshire WA15 6BZ
Gender of pupils	Mixed	Telephone number	0161 912 3709
Number on roll	342	Fax number	0161 912 3671
Appropriate authority	The governing body	Chair of governors	Mrs P Dixon
Date of previous inspection	14 February 2000	Headteacher	Mrs C Royle

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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

This is a larger than average junior school. Most pupils are white, British heritage with a below average proportion from minority ethnic groups. Very few pupils are at an early stage of learning English as an additional language. The proportion of pupils known to be eligible for free school meals is below average. The school is situated in a mainly residential area, and shares a site with its counterpart infant school. Most pupils live in the immediate area. The number on roll has fallen during the period 2002-2004, which has caused considerable budget difficulties, although there was an increase in numbers last year. The percentage of pupils with learning difficulties and/or disabilities 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

This is a good, rapidly improving school that has outstanding capacity to improve still further. Inspectors agree with the school's evaluation of its effectiveness and judge that it provides good value for money. The school uses its self-evaluation effectively to guide improvement. Pupils make good progress from Years 3 to 6 to reach the challenging targets that are set for them. This is the result of consistently strong teaching, high quality learning opportunities and high standards of care and guidance. This is a forward thinking, reflective school that knows itself well. As a consequence, it is well aware of how the quality of teaching and learning can be improved further by increasing opportunities for pupils to assess their own progress.

Pupils' personal development is good and impacts strongly on their achievement. Pupils respond well to the good support they receive and enjoy school because members of staff are skilled in enabling them to feel secure and valued. Leadership is of the highest quality and the school is managed very effectively. The headteacher gives an outstanding lead and has had a strong impact on raising standards since her appointment in 2002. She is very well supported by senior staff and subject leaders. Monitoring and evaluation of the school's work is thorough and consistent. Staff work very effectively as a team, to improve provision and raise standards. Governors give outstanding support to the school and are very well aware of strengths and areas for development. The school has improved outstandingly well since the last inspection, particularly in relation to the consistency of teaching and the effectiveness of monitoring. Parents are very appreciative of the education provided for their children because of the commitment of the staff and the way they work together for the benefit of all pupils.

What the school should do to improve further

- Develop the consistency of assessment across all subjects by involving pupils further in assessing their own work so that it is more helpful to them in identifying the next steps in their learning.

Achievement and standards

Grade: 2

Achievement and standards are good overall. Children start Year 3 with broadly average standards but by the end of Year 6, standards are consistently above average in English, mathematics and science. In 2004, pupils' achievement in English was particularly impressive with outstanding progress made since Year 3. Achievement for higher attaining pupils is consistently strong.

In the 2005 Year 6 national tests, standards improved significantly, with over two thirds of pupils achieving above average standards in science and almost half reaching this standard in mathematics. Pupils have continued to achieve well in English, although too few boys achieved the higher levels in writing. Overall, standards by the end of

Year 6 in 2005 were above average and challenging targets have been exceeded in all major subjects.

Pupils with learning difficulties and/or disabilities make good progress, benefiting from effective additional support from teachers and staff.

Children from minority ethnic groups achieve well in response to the support provided by the school and make good progress.

Pupils are prepared very well for the next stage of education and for adult life because of their good acquisition of basic skills.

Personal development and well-being

Grade: 2

Pupils' personal development is good. Their enthusiasm for learning is fuelled by interesting lessons, lively teaching and a rich curriculum. As a result, they enjoy school and want to do well. Pupils say, 'I like the teachers because they make learning fun', which explains why they are keen to succeed. Pupils' good behaviour supports their learning. Outstanding relationships between pupils and with teachers underpin the development of personal skills, as seen when Year 4 thrived on the teacher's constant praise for their efforts. Provision for pupils' spiritual, moral, social and cultural development is outstanding. A rich range of experiences develops pupils' understanding of themselves and their place in the wider world. Attendance is very good.

Pupils have a strong sense of their own well-being. They know how to make healthy choices in the food they eat and the exercise they take. They explain that some foods are fine, as long as they are 'treats'. Pupils feel safe at school and they are aware of dangers out of school. They express their opinions, especially through suggestion boxes and the School Council. They like the way staff not only listen to their ideas but help implement them, such as introducing 'buddies' to help other children at play time. Special responsibilities for the older pupils give them a good understanding of contributing to the community.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good, and sometimes outstanding. Well-planned, interesting lessons, with varied activities, enthuse the pupils, such as when drama enlivened the writing of play scripts in Year 4. Teachers' management of pupils' learning, based on productive relationships, is a strong feature of most lessons. They are quick to praise good work and behaviour. Teachers use questioning very skilfully to explore and extend pupils' understanding. The outstanding teaching has pace and flair, which results in highly motivated pupils who make rapid progress. However, very occasionally, teachers do not use their time most effectively to target the learning of groups of pupils.

Teaching assistants help individuals and small groups to make good progress. Parents play an active part in supporting their children's learning at home.

Teachers assess pupils' learning effectively in lessons, which helps them to decide what needs to be taught next. All lessons have a clear learning focus. Teachers are beginning to set individual targets for pupils' learning but, as yet, this is not consistent across the school. More formal assessments keep a track of pupils' attainment over time and identify those who may not be doing as well as they should. This information is used effectively to improve the curriculum and pupils' learning. Assessment is used well to identify the needs of children who have learning difficulties, to set targets and to monitor progress.

Curriculum and other activities

Grade: 2

The curriculum is good, meets all requirements and links subjects together productively. Visitors often fire children's understanding and imaginations. For example, children sat in awe as an actor made Viking history come alive. They volunteer correctly that learning is 'fun and varied'.

The skills of literacy and numeracy are developed effectively to raise standards. The particular needs of all children are met well. Information and communication technology (ICT) enriches learning, but the school is rightly aware that its use in all subjects could be increased. The curriculum promotes healthy attitudes and safe behaviour; sex and drugs education is covered well. School council membership allows children to contribute effectively to the school community. An understanding of issues beyond the school is developed well. Year 6 children, for example, raised funds for 'Children in Need'. Clubs are prolific; in sports, music and ICT, for example. Children speak proudly of the superb range on offer including ukulele lessons.

Care, guidance and support

Grade: 2

Provision is good. One child asserted, 'teachers look after you and make sure that you are safe'. Child protection procedures are in place and followed well. Children are confident that adults will lend a listening ear. The school's rigorous procedures, including risk assessments, ensure that children are safe, well cared for and that they enjoy school. The level of care expressed by the desire to make the building a safe and exciting place in which to learn, is first-rate. Parents are treated as partners; and they appreciate the school's good level of support. One parent expressed the views of many by saying that, 'this is the best school that my child has been to'. Learning is well supported generally. However, there is still room for improvement, for example in involving children more fully in assessing their own progress and pursuing their own targets. Some good work exists, particularly in writing, but it is not consistently good.

Leadership and management

Grade: 1

Leadership and management are outstanding. During the past three years, rapid improvements have been made to pupils' achievement and standards. The school is not complacent. It knows the aspects of pupils' work that need to be even better. Staff, parents and governors are fully involved in the school's evaluation of its work and in the drive to raise standards.

The headteacher has had an outstanding impact upon school improvement since her appointment three years ago. Her exceptional and outstanding leadership is based on a crystal clear vision of a caring community in which each child enjoys learning and achieves their potential. She has been very successful in convincing staff and governors of this vision and increasing expectations within the whole school community. In raising the bar and pressing the correct buttons, she has effectively ensured that the leadership team is confidently poised to push the school on further. As a result, there is a very strong sense of teamwork and morale is high. Senior leaders check carefully on the quality of teaching and learning, spotting areas of weakness and taking effective action to raise standards. For example, the school correctly identified that the achievement of more able pupils in writing, particularly boys, requires some improvement in extending the range of activities to engage and enthuse the pupils. Effective action has already been taken. The school's rapid response to potential underachievement is a very strong feature of its work.

This is a school where the leadership strives with considerable success to ensure that all pupils do equally well. Those with learning difficulties are supported effectively, and the few learning English as an additional language make good progress.

The governing body plays a key role in shaping the school's direction and in holding it to account. Its members are extremely committed, discharge their duties very well and offer outstanding support and challenge to the headteacher.

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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	NA	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	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	1	NA
The behaviour of learners	2	NA
The attendance of learners	2	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	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?	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?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	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	1	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

Thank you for being so polite and welcoming when we visited your school. We very much enjoyed talking to you and seeing how much you enjoy your work.

We are pleased that you behave well and work hard in lessons and get on well with each other. Your teachers are good at making your work interesting and helping you to do your best. We are pleased you are finding that learning is often fun.

We are glad that you are taught well so that you make good progress in your learning. Mrs Royle and all the staff and governors work very hard to make the school as good as it can be and we are sure that it will continue to get better. We have asked them to do some thing to help with this. This is:

- we would like you to be more involved in checking the progress that you are making.

We appreciated talking to you about our work and watching you learn. We wish you well for the future.