



# Hurdsfield Community Primary School

Inspection Report

Better  
education  
and care

**Unique Reference Number** 111233  
**LEA** Cheshire  
**Inspection number** 278631  
**Inspection dates** 1 March 2006 to 2 March 2006  
**Reporting inspector** Mrs Anna Dawson CfBT Lead Inspector

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

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<b>Type of school</b>	Primary	<b>School address</b>	Hulley Road
<b>School category</b>	Community		Macclesfield
<b>Age range of pupils</b>	4 to 11		Cheshire SK10 2LW
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01625 423225
<b>Number on roll</b>	105	<b>Fax number</b>	01625 423680
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Ms L Stevens
<b>Date of previous inspection</b>	8 May 2000	<b>Headteacher</b>	Mrs C Pickard

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## Introduction

The inspection was carried out by an additional inspector.

## Description of the school

This is a small school, which serves an area of some economic and social need. Nearly all pupils are of white British heritages. The proportions of pupils who are eligible for a free school meal, at 33%, and the pupils with learning difficulties and/or disabilities, at 25.7%, are above average. Pupils start in the Reception year with skills that are below average. A significant proportion has poor language and communication skills. A privately run playgroup is on site. Most children transfer from the playgroup to the Reception class. There have been four changes of headship since the last inspection. The school is working towards the Healthy Schools Award.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 3**

This is a satisfactory and improving school with good features. It gives satisfactory value for money. The inspector generally agrees with the school's effective self-evaluation and recognises its good capacity to continue to improve. Leadership and management are satisfactory. The headteacher leads the school well with vision and purpose. The governing body is knowledgeable and supportive. A period of settled staffing has enabled an improved quality of provision and standards are beginning to rise. The full impact of the drive for improvement by the subject leaders has not yet been realised. The quality of teaching and learning is satisfactory. Teaching, although improving, is not yet consistently good: some lessons lack pace and challenge. Provision for children in their Reception year is satisfactory. Given their below average starting points children make satisfactory progress and most work towards the expectations for children of this age by the end of their Reception year. This satisfactory progress is continued throughout school. Pupils in Key Stage 2 have lost some continuity in their learning in the past, but data shows that although standards are below average in English, mathematics and science by the end of Year 6, the pace of learning is now satisfactory and improving. However, a minority of the average and higher attaining pupils across the school could do better. Pupils with learning difficulties and/or disabilities make good progress because they get good help and support. Pupils' personal development is good. The school takes good care of all pupils and is working hard to raise self-esteem and achievement within a 'can do' culture. There is an enriched curriculum with outstanding opportunities for pupils to succeed and follow their interests. Although at present there are insufficient opportunities for pupils to apply their skills of literacy, numeracy and information and communication technology (ICT) in all subjects. There are good links with the parents, community and neighbouring schools.

### **What the school should do to improve further**

- Improve the standards of the average and higher attaining pupils in English and mathematics by raising the expectations of pupils' achievement on their targets.
- Improve the pace and challenge in the quality of teaching and learning so pupils learn consistently well.
- Plan more opportunities for pupils to practise their skills of literacy, numeracy and ICT across the curriculum.
- Develop the roles of the subject leaders further so the impact of their work results in higher standards of achievement.

## **Achievement and standards**

### **Grade: 3**

Pupils make satisfactory and sometimes good progress throughout the school. Some year groups are small and so care must be taken when judging standards. Pupils attain standards, which are below average by the end of Year 6. There has been an

improvement in pupils' achievement since 2004 and during this year. This is because the challenging targets that are set in English and mathematics are resulting in more of the pupils achieving at a higher level than previously. However, a minority of higher and average attaining pupils could do better in English and mathematics. Most children enter the Reception year with below average skills except in their communication and language skills, which are poor for a significant minority. The children make satisfactory progress and work towards the expected standards for this age by the end of their Reception year. This rate of progress is continued and by the end of Key Stage 1, pupils attain broadly average standards in reading, writing and mathematics. Throughout Key Stage 2, the pupils' are now making satisfactory progress. Standards in English and mathematics, which are lower than in science, reflect past underachievement. This was the result of frequent staff changes, which hindered the pupils' progress. A settled staff profile and a determined push for improvement is raising achievement and standards are set to rise. Good attention is given to those pupils with learning difficulties and/or disabilities who make good progress towards their targets.

## **Personal development and well-being**

### **Grade: 2**

Personal development and well-being is good. Parents agree that the vast majority of pupils are positive about school and have good attitudes towards their learning. Pupils' spiritual, moral and social development is good. This is promoted successfully through art, dance, music, personal, social and health education and circle times. Although pupils have a good knowledge of different cultures and traditions, their awareness of Britain as a multicultural society is not as strong. Due to the effective measures put in place, attendance has risen from below average to being broadly in line with the national average. Most pupils behave well in lessons and around school. However, a significant small minority of pupils have extremely challenging behaviour and disrupt lessons and hinder the progress of others.

There are many opportunities for children to become self-reliant, to develop their awareness of industry and to participate in the school more actively. For example, because of the efforts of the school council, safety in the car park has improved, as the children discouraged parents from parking at school. Pupils say they enjoy being a 'buddy' to another child and being a prefect. Links with the local fire and police services and the work of the road safety and recycling officers encourages the pupils to think of their own safety and wider community issues. The school has received local awards for its work in promoting health, consequently pupils have a good understanding of keeping safe and healthy.

## Quality of provision

### Teaching and learning

#### Grade: 3

The quality of teaching and learning is satisfactory overall. Where learning is good, teachers use encouragement well and a good range of teaching methods so that pupils' concentration is sustained and they learn at a good rate. In the best lessons planning is finely tuned to the precise needs of pupils. Pupils enjoy these lessons and 'step up to the challenge'. However, where teaching is satisfactory, planning is variable and does not detail sufficiently the challenge for some of the average and higher attaining pupils in English and mathematics. At times, the learning objectives are not made clear to pupils and pupils are not sure about the relevance of their learning and do not stay on task. The teachers use assessment data well to set targets for pupils in English and mathematics. These targets are helping pupils to achieve better standards but the pace in lessons is not always fast enough for pupils to make consistently good progress. Consequently, some of the average and higher attaining pupils are not yet achieving their full potential. Basic skills are mostly taught well. Those pupils with learning difficulties and/or disabilities make good progress because tasks although challenging meet their needs. Teaching assistants give good support in helping pupils who find learning difficult to overcome barriers to learning. Teachers generally manage all pupils' behaviour well and relationships are good.

### Curriculum and other activities

#### Grade: 2

The curriculum is of good quality and matches the interests of all groups of pupils. Accommodation is good and used very well to support learning. The basic skills of ICT, literacy and numeracy are generally planned well in English and mathematics lessons. This is demonstrated in the improving standards and achievement of pupils. However, there are insufficient opportunities for pupils to apply their literacy, numeracy and ICT skills in other subjects, and in some lessons the average and higher attaining pupils could do more. A good start has been made in improving the curriculum by linking subjects together to provide a cohesive and enjoyable curriculum. After school and enrichment activities are outstanding. Educational visits to the local area and visitors, including the contribution of specialist teachers, increase pupils' enjoyment in learning and give additional opportunities for success, particularly in drama, music and sports. This underpins the school's commitment to promoting sport and the arts. Pupils' personal, social and health education is of good quality with emphasis placed on the development of pupils' good emotional health and well-being.

### Care, guidance and support

#### Grade: 2

The care, guidance and support for pupils are good. This is seen in the good quality of the school's arrangements for the safeguarding of pupils, which are regularly

reviewed. The school works well with parents and other agencies to ensure that the pupils are safe. There is good communication with parents to help them support their children's learning at home.

Good arrangements are in place for induction to school and for students transferring to high school. Arrangements for dealing with incidents of bullying are adequate, for example pupils reported that incidents are in the main dealt with. The school provides well for pupils with learning difficulties through careful recording and monitoring of progress. Pupils know the targets set for them by teachers in English and mathematics and understand how to improve their work. However, more rigour is needed in the checking of the pupils' progress, so that all pupils are sufficiently challenged to reach their full potential.

## **Leadership and management**

### **Grade: 3**

The leadership and management of the school are satisfactory. The headteacher and other key staff have established a clear vision for the school. It is characterised by a caring ethos that values the contributions made by all children and is encapsulated in the school logo of 'Achieving Together.' Since the headteacher was appointed two years ago, the quality of provision and standards has risen. Previously, the school went through an unsettled period with a succession of different headteachers. This contributed to a fall in standards and provision. The parents appreciate recent improvements, as one parent said, 'the headteacher has brought new ideas and commitment and the whole school works really hard to achieve'.

The staff work well together towards the school priorities. The curriculum subject leaders manage their subjects satisfactorily. Appropriate action plans are in the early stages of implementation. The effectiveness of their work is not yet fully evident in rising standards. The school's self-evaluation procedures are good. Self-evaluation is accurate in the main and shared between the staff, pupils, governors and parents. The development of ICT and the further improvement of pupils' literacy and numeracy skills are already targeted for improvement. Regular monitoring demonstrates a clear focus on improving teaching and learning and consequently, standards are rising. However, the improvements made to teaching are not yet evident in consistently good practice. Teachers are well supported in their professional development and morale is high. Governors are knowledgeable, effective and keen to move the school forward. They know the strengths and weaknesses of the school well. They give good support to the headteacher and the staff through frequent visits and work in school.

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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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	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	3	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

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	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	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

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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	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

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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 very much for welcoming me to your school. I enjoyed talking to you about your work and finding out about the things you like doing.

I am pleased to say that your school has many strengths as well as some areas for improvement. These are the things that I particularly felt were good:

- the school is a happy place where you enjoy learning and participating in the excellent range of extra-curricular clubs and activities
- you know how to improve your work
- most of you behave well and get on with one another well
- the school cares for you all equally well.

I have asked your teachers to improve some things to make your school even better.

These are:

- I have asked the teachers to help some of you make better progress in English and mathematics
- I would like the teachers to plan more opportunities for you to practice reading, writing and using ICT in lessons.

Thank you for helping me with the inspection of your school. I hope that you will carry on enjoying lessons and continue to help your teachers to make Hursdsfield Community Primary School a good place to learn.