



Savile Park Primary School

Inspection Report

Unique Reference Number 107482
Local Authority Calderdale
Inspection number 287825
Inspection dates 12–13 December 2006
Reporting inspector Alan Giles

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

Type of school	Primary	School address	Moorfield Street
School category	Community		Halifax
Age range of pupils	4–11		West Yorkshire HX1 3ER
Gender of pupils	Mixed	Telephone number	01422 352844
Number on roll (school)	181	Fax number	01422 395522
Appropriate authority	The governing body	Chair	Dr S Whitson
		Headteacher	Mrs Karen Lomas
Date of previous school inspection	5 February 2001		

Age group	Inspection dates	Inspection number
4–11	12–13 December 2006	287825

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a smaller than average size school situated near the centre of Halifax. Pupils come from a variety of family circumstances but the proportion taking free school meals is above average. A very high proportion of pupils do not speak English as their first language, and of these just over one third are at an early stage of learning English. The number of pupils who join the school other than at the usual admission time is higher than average. The proportion of pupils with learning difficulties and/or disabilities, including statements of special educational need, is above average and includes nine pupils with hearing impairments. The school has been awarded the Basic Skills Quality Mark.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Savile Park is a good school with outstanding features. This is because it is enabling Year 6 pupils to reach broadly average standards from very low standards when starting school. The school's recent improvement is guided by its aim to provide the best experiences for every pupil. This outstanding focus for inclusive practice pervades everything the school does and is fuelled by its ambition to be an excellent place for pupils to learn. Many of its pupils already think that it is. They are very happy to come to school and talk passionately about their learning, their friends and the interesting activities they become involved in. The school is held in increasingly high esteem with parents who talk about provision with real enthusiasm and affection. Many relate how their children learn so much more because of the way the school celebrates the diversity of cultures and the work of pupils with special educational needs. This was apparent in an emotional 'signing assembly' that celebrated Eid and Christmas, and care for others via world-aid.

Children make a good start in Reception. They immediately begin to enjoy learning and grow in self-esteem through their involvement in a range of well-planned and supported activities. Standards in writing, reading, listening and mathematics have risen sharply throughout the school in response to all teachers challenging pupils to meet their learning targets. In speaking and in information and communication technology (ICT), however, pupils are not doing as well as they should because the school has been focusing more on remedying gaps in pupils' basic literacy and numeracy skills. Although the school's work is not yet being reflected in test results, there is much evidence of the good progress all pupils are now making in these key areas. Outstanding practices that individualise goals for many pupils who are at an early stage of learning English and those with learning difficulties and/or disabilities often result in quite rapid progress.

Many pupils speak enthusiastically about how they feel safe from bullying and discrimination. They respond well to the outstanding levels of care, guidance and support shown to them. They work hard to please those who have faith in them and gain confidence in their own abilities. As a result they show great initiative in responding to new school and community activities. Consistently good teaching seamlessly extends this strong caring provision into classrooms. Consequently, pupils respond eagerly to meet the personal targets and challenges set for them. Pupils have excellent attitudes to learning because they enjoy the exciting range of lessons and enrichment activities, such as sport and music, in the school's good curriculum.

The quality of leadership and management is good. Since her appointment two years ago, the outstanding headteacher has provided inspirational leadership. Through very effective, if slightly modest, self-evaluation, she has laid good foundations for improvement. All aspects of its work are rigorously monitored, and careful consideration of the value and relevance to pupils' learning is given before changes are made. This is in recognition of the clear aim that all are valued equally. There is an urgency of purpose throughout the school, reflected in the rigour of staff professional development programmes. The governing body contribute greatly to the management of change.

The school provides good value for money and has good capacity for further improvement.

What the school should do to improve further

- Identify more opportunities, in and out of lessons, for all pupils to practise speaking fluently.
- Raise junior pupils' standards in ICT so that they attain the expected levels by the end of Year 6.

Achievement and standards

Grade: 2

Over time, Year 6 pupils' test results have shown varying standards and rates of achievement. Progress has often been affected by issues such as the high number of pupils joining the school mid-term and pupils' varying competence in speaking English. However, from a low starting point on entry to the school, pupils are now making good progress and attaining broadly average standards by the end of Year 6. Good improvements are occurring because planning and teacher intervention is sharply focused on accelerating pupils' progress. Provision in the Reception class has improved greatly since the last inspection so children make quick progress in acquiring appropriate language to learn effectively. This has also accelerated progress in Years 1 and 2 so seven-year-old pupils are now close to the standards expected nationally. In Years 3 to 6, attainment levels are still varied and reflect previous slower than expected progress due to inconsistencies in the challenges provided by teachers. However, present Year 6 pupils are responding well to challenging targets and have made good progress to attain standards close to those expected nationally.

Action to address some imbalance in achievement between boys and girls, and for those at the early stages in learning English, is being implemented effectively. Throughout the school, standards in speaking are not yet good enough. Some pupils at all ages are not speaking clearly, fluently or with confidence. Older pupils of all abilities have less developed ICT skills than expected, which sometimes slows progress in subjects where computers are used to make learning more enjoyable and relevant.

Personal development and well-being

Grade: 2

Standards of personal development are good. Pupils' enjoyment of school is reflected in their good attendance. Pupils say that they 'feel safe' and that 'everyone takes part in everything, even the shy pupils. Pupils' spiritual, moral and social development is outstanding. This is promoted effectively through positive messages and posters on display around school, assemblies and the many visits and residential experiences that generate enjoyment and much reflection in learning. The positive relationships in the school are evident in the way pupils care for one another and others. Older pupils, for example, act as buddies to the Reception children and other newcomers. The pupils

grow into responsible individuals who regularly contribute to charity fundraising. The school councillors represent the pupil voice and have improved, for example, play activities at lunchtimes. Healthy lifestyle issues are well addressed through the personal, social and health education programmes and pupils are well aware of how to lead a healthy lifestyle and the impact of healthy eating and exercise. They participate regularly in community events.

Quality of provision

Teaching and learning

Grade: 2

Teaching is consistently good. It makes creative use of exciting resources; ever-changing displays of pupils' work help them to make sense of previous learning and motivate and excite them to learn more. Pupils respond well to their personal targets, knowing the reasons for them and how they relate to the next stages of the learning journey. Specifically targeted pupils, often those with hearing impairments and special needs, make rapid progress. This is because their needs are quickly identified and they receive good additional teaching and resources to support their learning.

A positive learning ethos is a feature of all classes reflecting outstanding relationships. Lessons are conducted calmly and, in general, expectations of pupils are high. Pupils meet these challenges head-on. In some lessons, however, there is insufficient focus on promoting key speaking and ICT skills, which inhibits learning in these areas and impacts on standards and the pace of learning.

Curriculum and other activities

Grade: 2

The school's curriculum provides a varied and exciting range of things for pupils to do. Work for the youngest children is planned well for the indoor and outdoor curriculum. Work that links different subjects is very appealing to the pupils and helps them to strengthen key learning skills, for example in English and mathematics. Gaps in ICT provision that have slowed achievement in this subject are being addressed. There are many visitors to the school and a good range of activities out of school that enrich the curriculum extremely well. Recent successes have been the 'Bollywood' dance and drumming production undertaken with a partner school. Pupils appreciate and enjoy these activities saying, for example, 'Teachers encourage you to try new things like pretending to be in an air-raid shelter.' Teachers' planning builds on pupils' skills and experiences and reflects the cultural diversity in the school very well. Gifted and talented musicians and mathematicians have additional activities planned.

Care, guidance and support

Grade: 1

There are excellent links with outside agencies and local schools so pupils' learning and personal needs are well met. The school cares outstandingly well for all its pupils.

There is extremely good provision, for example, for pupils who are hearing impaired and others who are vulnerable or who have learning difficulties and/or disabilities. Consequently, pupils make good and at times exceptional progress. Because of the school's procedures and the prominence given to teaching pupils how to keep safe and healthy, pupils are happy and contented. Child protection procedures are in place.

The staff are exceptionally skilled in supporting and caring for the range of pupils' languages, cultures and backgrounds. They praise pupils' social and academic achievements, which promotes good attitudes and learning. These qualities, and the racial harmony in the school, help pupils to prepare for their next school and the wider world. Teachers are aware of how well pupils are doing and set challenging targets in English and mathematics. Pupils know how to improve their work and what they need to learn next.

Leadership and management

Grade: 2

The outstanding headteacher has a powerful and infectious vision of a school and community growing and learning together. She is well supported by a dedicated deputy headteacher and staff who are totally committed to equal opportunities and raising the achievement of all.

The excellent partnerships with other schools, agencies and community partners have contributed to the rapid pace of improvement. Self-evaluation is rigorous and forms the basis for improvement; governors, pupils and parents are all included in the process. Senior managers use a range of data and other evidence of pupils' attainment effectively to plan and evaluate school strategies for improvement. Senior subject leaders share their expertise with colleagues and this is helping middle managers to evaluate the impact of provision other than in English and mathematics. Governors provide good support for the school and take part in monitoring and reviewing practice. The budget is used well to prioritise developments, for example in deploying the classroom assistants, who have played an important role in raising standards.

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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
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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?	1
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	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, 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?	2
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	2
The attendance of learners	2
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	3

The quality of provision

How effective are teaching and learning in meeting the full range of the 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

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

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	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

It was very nice of you to greet me so kindly when I came to your school recently to see how well you and your school are doing. It was immediately clear that you are very proud of your school.

I enjoyed talking to you and also visiting your lessons. You were very excited about the things you were learning and are very happy to come to school. You also told me that everyone got on very well and liked making a great effort in classrooms. I agree that your school is a very happy and safe place to be in and I enjoyed my stay very much.

These are some of the best things your school does:

- the excellent way your headteacher and other staff look after you
- the way your teachers are helping you learn and to make good progress in your studies
- making sure that you behave well, make good friends and are very keen to learn
- offering you lots of activities to enjoy inside and outside the classroom
- encouraging you to make decisions about the school, which you tell me you are keen to do, as you did about playground activities and equipment
- the excellent displays of your work around the school.

I have asked your teachers to improve some things to make your school an even better place to learn. I have asked them to:

- give you more opportunities to improve your computer skills
- provide more opportunities for you to speak out loud to your teachers and other pupils.

Thank you for helping me with my work. I hope that you carry on enjoying being in your school and continue to help to make it an even better place to learn.