

Hawes Side Primary School

Inspection report

Unique Reference Number	119245
Local Authority	Blackpool
Inspection number	301712
Inspection dates	2–3 May 2007
Reporting inspector	Dave Byrne

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	521
Appropriate authority	The governing body
Chair	Mrs Julie Whelan
Headteacher	Mr Michael Shepherd
Date of previous school inspection	1 June 2003
School address	Pedders Lane Blackpool Lancashire FY4 3HZ
Telephone number	01253 761403
Fax number	01253 838868

Age group	4–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a large school which serves an area with slightly above average levels of deprivation. The vast majority of pupils are of White British origin. The percentage identified with learning difficulties and/or disabilities (LDD) is below average and the proportion taking free school meals is just above average. A small number of pupils have English as an additional language. The attainment of children starting school in Reception is broadly average. There have been a number of staff changes in the last two years. Out of school facilities are provided before and after school and during holidays.

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 an improving school that provides a satisfactory quality of education. This judgement matches the schools' own evaluation. After a period when standards were declining, progress is now improving and achievement is satisfactory. Standards are broadly average. Pupils with LDD make good progress, but inconsistencies in the quality of teaching results in the more able pupil sometimes underachieving. Pupils of all abilities could do better in writing. In the Foundation Stage, children progress steadily and achieve satisfactorily.

Pupils' personal development and spiritual, moral, social and cultural development are good. Pupils behave very well and parents are quite right when they say that the school keeps pupils safe, secure and well cared for. Many recent improvements in the school have given pupils many opportunities to become good citizens. They thrive on being school council members or simply helping others in class. Pupils enjoy learning and work hard in lessons. Very effective links with other schools and the local authority enhances the curriculum significantly; for example, in gaining great success in creating digitally made films. Pupils benefit from access to an excellent range of extra-curricular activities and from experiencing many educational visits and learning from visitors to school.

Teaching and learning are satisfactory but improving. Under the strong and effective leadership and management by the relatively new headteacher, the strengths of teachers are recognised and placed in classes where they can have the greatest effect. Teachers now make much better use of assessment and pupils are increasingly involved in evaluating their own work. As a result, the rate of progress is quickening across the school. Many key staff manage their subjects and areas of responsibility well, but the provision for the Foundation Stage is only satisfactory because the quality of teaching varies and does not always challenge children enough.

The vast majority of parents are very supportive of the school. They like the way it keeps them informed about what is going on as well as how well their children are progressing. Many feel that their children are well educated in how to be safe, healthy and fit. A significant number of parents commented in their questionnaires that the headteacher is very effective, very approachable and willing to listen to their views.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What the school should do to improve further

- Improve the consistency of teaching and learning across the school to raise standards in writing and improve the achievement of the more able.
- Strengthen the provision in the Foundation Stage.

Achievement and standards

Grade: 3

Achievement is satisfactory and standards are broadly average. Pupils with LDD achieve well as a result of the good support they receive but the needs of the more able pupils are not consistently met and their achievement could be better. Pupils' gains in writing are less than in other subjects and although some improvement in progress is currently occurring, pupils

could still do better. Pupils with English with an additional language make similar progress to other pupils.

Pupils start school in Reception with skills that are typical for their age. They progress satisfactorily and most reach the standards expected for their age by the start of Year 1. In Key Stage 1, results in national tests have declined over the past three years from above average to broadly average in 2006. The current Year 2 pupils are on course to reach average standards. In Key Stage 2, standards dipped to being significantly below average in 2006. Swift action to improve teaching in Key Stage 2 has stopped this decline and the current Year 6 standards are broadly average. In other subjects, pupils do well in art, music and physical education, with some exceptional work in information and communication technology.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral and social development, is good. A well-planned programme of personal, social and health education and assemblies develop good spiritual and moral awareness and sensitivity towards others; although, their understanding of the cultural diversity of our society is satisfactory.

Pupils work industriously in class and in most, but not all classes, confidently work independently. Behaviour is very good and pupils are courteous and polite. They like the recent improvements in the school, which is reflected in the improvement in the rate of attendance from below average to average. Pupils feel safe and secure and say that their views are valued. The various pupil councils make a real difference to life for pupils in school and in the local community. Pupils also contribute to discussions on local issues, such as transport, through a joint council of local schools. Pupils have a good awareness of how to keep themselves healthy, safe and fit. The good social skills of pupils coupled with their ability to take responsibility and the development of sound academic skills prepares them well for the future.

Quality of provision

Teaching and learning

Grade: 3

The school is accurate in its judgement that quality of teaching and learning is satisfactory. In the Foundation Stage, teaching is satisfactory with good contributions by the teaching assistants. Often, however, activities are not clearly planned to meet children's individual needs, which slows their progress. Elsewhere in the school, recent strategies to improve teaching are working, most noticeably in lower and upper Key Stage 2. Lessons are now well-planned and assessment is increasingly being used to set work that meets pupils' needs. Good teamwork between teachers and teaching assistant makes for good provision for pupils with LDD. The more able pupils, however, are not always challenged enough for them to reach their full potential. ICT is used effectively to enhance learning. It enhances teachers' explanations and gives pupils good opportunities to use computers to support learning. Specialist teaching of music and physical education boosts standards and achievement in both subjects. Very good links with other schools and the local authority enhances the teaching and learning of ICT and French. Assessment has undergone many changes in recent years and is now satisfactory. There are some very good examples of marking, which simply but clearly encourages pupils' improvement, but there are still many inconsistencies in this aspect of teaching.

Curriculum and other activities

Grade: 2

The curriculum is good and has improved significantly in the last two years in partnership with the local authority and other schools. Provision for children in the Foundation Stage is satisfactory. The use of outdoor learning is good but there is a need to improve planning for indoor activities. In Key Stages 1 and 2, all subjects are effectively planned to meet the needs of most pupils with the exception of some more able pupils. A recently increased focus on literacy and numeracy, which includes more links between subjects, is improving pupils' basic skills and beginning to raise achievement in writing. Provision for ICT is good, in particular in the use of digital technology. Art, music and physical education are well catered for and the recent introduction of French is extending some pupils' language skills. The good quality of provision in art and physical education is recognised by the school's acquisition of the Activemark and Artsmark. Lessons are enriched by a very good range of additional activities and pupils have access to an excellent range of after school and lunchtime clubs. The school's recent policy of extending the use of educational visits, including residential stays, benefits pupils' academic and personal development.

Care, guidance and support

Grade: 2

Care, support and guidance are good. Very good relationships between pupils and staff underpin the care for pupils. All recommended procedures for safeguarding pupils are in place. The school works very well with external agencies to provide good levels of care and support for pupils with LDD, including those with social or emotional needs. Consequently, pupils achieve well and make good progress. Well-qualified and experienced teaching assistants support learning well in classrooms and in small groups. Procedures for helping children to settle into school in Reception are good and arrangements to support pupils when they move between classes and onto secondary education are imaginative and well organised. Good systems have recently been put in place to track pupils' progress. They identify underachievement at an early stage, but are not yet fully informing the provision for all the more able pupils. Parents talk of very good communication from the school about their children's progress and ways of helping them with learning at home.

Leadership and management

Grade: 3

Leadership and management are satisfactory but improving. Since the headteacher's appointment two years ago, his strong and effective leadership, coupled with good support from the local authority, has reversed the decline in standards at Key Stage 2. There have been improvements in the quality of teaching, a more imaginatively planned curriculum and better systems for assessment. A new senior management team has been established, although its effect on standards is not yet fully evident, a promising start has been made. Many key areas of the school are well managed; for example, in English, mathematics, science, ICT, the provision for LDD and personal, social, health and citizenship education. In the Foundation Stage, management is satisfactory. The performance management of staff has recently been strengthened and now leads to accurate school self-evaluation and satisfactory school improvement planning. Governors are supportive of the school and make sure that statutory

requirements are met. The innovative appointment of a business manager has benefited the school by gaining significant grant funding to boost resources and by setting up very good systems for financial management. There has been satisfactory improvement since the previous inspection and given the current educational direction of the school, it has satisfactory capacity to improve further in future. The school provides satisfactory value for money.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	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?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
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	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
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	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
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?	2

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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
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	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

4 May 2007

Dear Pupils

Inspection of Hawes Side Primary School, Blackpool, FY4 3HZ

When we visited your school recently, we found you friendly, not just with us, but most importantly with each other. Most of the time you behave very well and in lessons you usually work very hard and try to do your best.

We agree with you that your headteacher is doing a good job and that your teachers are working hard to bring in new ideas to liven up your lessons and make learning fun. Recent changes in the school have lifted standards in most classes. Whilst you do satisfactorily in mathematics and science many of you could do better in writing and we have asked the school to work with you to do this. At times, we feel that some of you are given work that is too easy, and we have suggested that harder, more interesting work would help some of you to reach even higher standards. You are rightly proud of your superb work in ICT and you also do well in art, music and physical education. In the Reception, some good learning opportunities are shared by all, but at times activities could be better managed to meet every child's needs and the school has been asked to find ways of doing this.

All the jobs you do in school and the way many of you help others as prefects and mentors certainly helps you to become good future citizens. It is good to see that many of you know what you need to do to be safe and keep healthy and fit. All of you are given lots of help by teachers and teaching assistants, which mean that you are safe and secure at all times.

Your school is getting better all the time. You are part of its increasing success and we hope you continue to try hard to do your best, not only in learning in subjects, but also in how you treat others.

Best wishes,

Dave Byrne, Shirley Herring and Gill Salter-Smith (Your Inspectors)