

# Hartford Manor Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	111144
<b>Local Authority</b>	Cheshire
<b>Inspection number</b>	310515
<b>Inspection dates</b>	25–26 June 2008
<b>Reporting inspector</b>	Clare Henderson

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	361
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Joan Pennington
<b>Headteacher</b>	Mrs H Madeley
<b>Date of previous school inspection</b>	7 February 2005
<b>School address</b>	Stones Manor Lane Hartford Northwich Cheshire CW8 1NU
<b>Telephone number</b>	01606 76183
<b>Fax number</b>	01606 76359

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This larger than average sized school serves an area of relatively high social advantage. Most pupils are White British. The proportion of pupils entitled to free school meals is broadly average, as is the number with learning difficulties and/or disabilities. The school has gained a number of awards including National Healthy Schools, Investors in People, Inclusion Quality Mark, Activemark, Fairtrade School, Effective Early Learning and Investors in Children (Reception class).

## 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 school with outstanding features. Pupils flourish in this caring and welcoming school so that they make outstanding progress in their personal development and achieve well. Excellent partnerships, for example with parents and in the locality, help pupils to feel a strong sense of belonging; as a result, they are very eager to contribute positively to all aspects of school life. Parents are confident that their children receive a high quality education. Comments typical of them include, 'Everyone is very approachable,' and 'My child has come on in leaps and bounds.' The school is mostly accurate in its view of its own effectiveness and provides good value for money.

Achievement is good. Most pupils start school with the skills typically expected for their age. Standards reached by the end of Year 6 are generally above the national average in English, mathematics and science. However, in Years 3 to 6, a minority of pupils do not always make the progress of which they are capable. This is because, although the quality of teaching is good overall, in some lessons there is not enough challenge to enable all pupils to achieve their potential. In good lessons, pupils build effectively on what they know and understand, and learn in an enjoyable way. However, this is not always the case and pupils' learning slows when the work they are set is either too easy or too difficult. Teaching assistants provide effective support for individuals so that pupils with social, behavioural or learning difficulties and/or disabilities develop in confidence and make good progress.

Pupils are excellent ambassadors for the school, reflected in their above average attendance and excellent behaviour. Their spiritual, moral, social and cultural development is outstanding. They are proud to share what they do to promote healthy and safe lifestyles. Pupils thoroughly enjoy learning because the curriculum includes an outstanding range of enriching experiences, both in lessons and beyond the normal school day. These include the opportunity to learn French and to develop their musical and sporting interests and talents. Pupils make an outstanding contribution to their community. The school has strong links with a number of community partners that help pupils very effectively to appreciate their wider social responsibilities. Pupils who are school councillors or playground buddies ensure that everyone is happy and safe in the playground, helping younger pupils to benefit to the full from the activities available. In these roles, pupils gain valuable skills that help them prepare well for their future.

Leadership and management are good. A key factor in this is the effective leadership of the headteacher. Making sure that every child is nurtured in a very caring and supportive environment is never off her agenda. The school does not stand still and is continually searching out opportunities for achieving more. However, although leaders and managers are extremely committed and supportive, they do not use information gathered about pupils' progress well enough to ensure that pupils in all year groups reach their potential. Governors are well informed, fully involved in the life of the school and act effectively as critical friends. The good improvements seen since the previous inspection demonstrate that the school has a good capacity to improve even further.

## Effectiveness of the Foundation Stage

### Grade: 2

Provision in the Foundation Stage is good and children achieve well. Parents agree, with typical comments such as, 'We are extremely pleased with our choice of school,' and, 'My child is very happy, settled and enjoys school.' Children begin with skills around those typically expected for their age. Very good induction procedures ensure that they get off to a good start. The curriculum provided shows a good balance between informal and closely supervised learning. Consequently, children learn to make choices and become very much involved in their own learning. During their time in the Foundation Stage children make good progress, and particularly so in their reading and writing skills. This is because of the effective way in which letters and sounds are taught, stimulating learning through play-based activities. Outdoor areas are used well so that learning takes place both inside and outside. An improvement to outside areas in Reception has been planned with the intention of developing the quality of provision still further. The Foundation Stage is well led and managed effectively. Planning is successfully matched to children's needs because it is based on thorough observations of the children. By the time they enter Year 1 all children are working within the goals expected for their age in all areas of learning.

### What the school should do to improve further

- Improve the quality and consistency of teaching during Key Stage 2 to ensure that all pupils are given work at a suitably challenging level.
- Make better use of assessment and tracking information so that all pupils achieve their full potential.

## Achievement and standards

### Grade: 2

By the end of Year 2, standards in reading, writing and mathematics are above average and, in relation to their starting points, pupils achieve well. By the time they leave Year 6, pupils attain above average standards in English, mathematics and science. However, although pupils achieve well and make good progress, in Years 3 to 6, too few reach the higher levels. This is because, in some lessons, there is insufficient challenge and systems in place to check that pupils are achieving their potential are not fully effective. Pupils with learning difficulties and/or disabilities, and the small minority who present challenging behaviour, progress well against their targets because of the effective support they receive. Consequently, they make similar progress to their peers.

## Personal development and well-being

### Grade: 1

Pupils' personal development is greatly enhanced by an excellent range of enrichment activities both during and outside the school day. These activities successfully impact upon their well-being, physical development and enjoyment of school. Relationships between pupils and adults are very good. Pupils' great enjoyment of school shows in their willingness to talk about their learning and in the good quality of work in books and on display. These very positive attitudes and excellent behaviour are strong factors in their good achievement. Pupils say that they feel safe and know who to turn to if they have a problem. They play an important role in the day-to-day running of the school. They take their responsibilities very seriously and feel

that their views are valued and acted upon. Their understanding of the importance of healthy lifestyles, not just for themselves, but for the world at large, is outstanding. A large proportion of pupils take part in sports activities as a result of excellent links made with the local high school.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

In most lessons, presentations are very clear, so that pupils rapidly understand new ideas. Activities are interesting and fun and immediately motivate pupils. Assessment information is used effectively to enable pupils to succeed and pupils themselves evaluate their own and each other's work. Pupils make most progress when they are given opportunities to investigate ideas for themselves or to discuss their ideas with a partner. Where this is the case, they speak confidently to explain their ideas and present their work to a wider audience. In a minority of lessons however, opportunities are missed to do this and consequently the pace of learning slows and pupils' interest and engagement is reduced. In all lessons, teaching assistants give good support to lower-attaining pupils and those with learning difficulties and/or disabilities. This enables these pupils to participate confidently in whole-class activities and to complete tasks successfully.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is good and meets the learning needs of most pupils. However, in some classes, it does not provide sufficient opportunity for pupils to reach their potential. The school has developed effective links between curriculum areas across the school. This has been most successful in stimulating pupils' interest in, for example, writing. Provision for information and communication technology is strong although, in a minority of lessons, teachers do not take full advantage of it to provide opportunities for learning. The personal, social and health education programme is particularly successful in promoting pupils' social, moral and personal development. Activities outside the classroom such as visits, trips and residential experiences enhance the curriculum, excite pupils and inspire them in their work. A large proportion of pupils eagerly participate in sports, the arts, crafts and other activities after school. The school works very well in partnership with parents and carers.

### **Care, guidance and support**

#### **Grade: 2**

Pupils and parents appreciate the good quality care, guidance and support. Safeguarding pupils is a high priority and senior leaders work well with outside agencies to enable the school to comply with government regulations on this aspect. Effective health and safety systems are in place and relevant policies are reviewed and amended regularly. Pastoral care is a strength. The school works closely with parents and levels of attendance are above average. Very effective links with local high schools ensure a smooth transition from Year 6 into Year 7. Pupils have challenging targets to achieve and are involved in assessing their own progress towards meeting them. Recently introduced systems to check progress mean that pupils who need extra help or who are falling behind are identified early. However, this procedure is at an early stage of development and its full benefit in raising pupils' attainment is not fully realised.

## Leadership and management

### Grade: 2

The headteacher provides strong leadership. She has a clear vision of what she wants pupils, staff and governors to achieve. This is based on effective teamwork and concern for the well-being of all pupils and their families. Staff enrich pupils' experiences and, by the close attention they pay to this, ensures that pupils' personal well-being is outstanding. Since the last inspection the school has worked hard to improve the role of subject leaders and their involvement in evaluating pupils' work is strong. As a result, pupils' achievement is good. However, staff do not always use the information gathered well enough to ensure that pupils in all classes achieve the best they can. The school has set the correct priorities for improvement and put in place clear actions to achieve them. Governors contribute well to this process of school improvement. They present a clear understanding of the school's work, providing effective support and challenge.

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## Annex A

## 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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
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?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
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?	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?	2

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
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**

Inspection of Hartford Manor Community Primary School, Northwich,  
CW8 1NU

Thank you for your friendly welcome during our recent visit to your school. You were all very helpful and polite. We enjoyed chatting with you and listening to your views.

You told us that your school is very friendly and we agree with you. We judge it to be a good school. There are excellent things of which you should be proud in your school. You have a superb range of activities to enjoy which develop your talents well, for example in sport and music. You say school rules are fair and we were delighted to see how well you behave. You told us that you feel safe and well cared for and we saw how well you get along together in class and on the playground.

One of the reasons for our visit was to see how your school could improve. We want you all to be challenged to do your best in every class. We would like your teachers to use the information they collect, when they check how well you are doing in your work, more closely. This is to help them set work which will help you to achieve the very best you can. Your teachers know about this and will be working very hard to make things even better for you. You can help by listening very carefully to your teachers' instructions and always doing the very best you can in lessons.

Carry on working hard and enjoying school.