

Heyes Lane Junior School

Inspection report

Unique Reference Number	106288
Local Authority	Trafford
Inspection number	324367
Inspection dates	30–31 October 2008
Reporting inspector	Carmen Markham

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	7–11
Gender of pupils	Mixed
Number on roll	
School (total)	323
Appropriate authority	The governing body
Chair	Mrs P Dixon
Headteacher	Mrs C Royle
Date of previous school inspection	21 November 2005
School address	Crofton Avenue Timperley Altrincham Cheshire WA15 6BZ
Telephone number	0161 9739850
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Heyes Lane Junior School is larger than the average primary school. It serves a relatively advantaged area in social and economic terms and the proportion of pupils entitled to claim free school meals is low in comparison to the national average. The majority of pupils are of White British heritage and the proportion from minority ethnic groups is well below average. The number of pupils with learning difficulties and/or disabilities is in line with the national average. The school has been awarded national Healthy Schools status and the Primary Quality Mark.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school. Staff and governors focus consistently on providing a high quality of care and education for all pupils. Under the leadership of the energetic and inspirational headteacher there is a very strong focus on pupils' achievement and there has been steady and significant improvement since the previous inspection. The school demonstrates an outstanding capacity to improve.

The leadership, management and governance of the school are outstanding. They ensure that all aspects of the school's provision support learning in a very inclusive environment where everyone can learn and achieve to the best of their ability. Careful monitoring of pupils' progress enables the school to plan effectively and to set challenging and realistic targets to ensure that improvement can be sustained. The school's evaluation of its work is detailed and extremely accurate. Thorough financial management ensures that accommodation, staffing and resources are of the highest quality and meet the needs of pupils and the developing curriculum very effectively. The school provides outstanding value for money.

Standards in school are high and well above the national average in English, mathematics and science. Within English, standards in reading are high but in writing a lower proportion of pupils reach the higher levels, although it is above the national average. The achievement of pupils, including those with learning difficulties and/or disabilities, is outstanding in relation to their standards at the start of Year 3, which are slightly below average. Pupils also attain very high standards in relation to their personal development. By Year 6, they are effective members of the school community and the wider world beyond school because their spiritual, moral, social and cultural development is outstanding. Pupils enjoy taking responsibility and increasingly make informed choices about their health and behaviour as they progress through the school. Their behaviour is outstanding.

These high standards are the result of highly effective learning, excellent teaching, a vibrant and well planned curriculum and the outstanding care, guidance and support that the school provides. Excellent relationships cement the harmonious atmosphere that percolates through school. Pupils feel very safe and well cared for in school. Excellent systems are in place to ensure that teachers have detailed knowledge of the progress made by every pupil. All pupils are recognised as individuals with specific learning needs. These are addressed through a very well planned and varied curriculum and the meticulous teaching of a full range of skills. Pupils who need additional help and support, including the more able, are provided with exemplary specialist teaching to move them to the next level. The exciting curriculum and skilled teaching motivates and inspires pupils to be fully involved in their learning and to take pride in their achievement.

Parents are overwhelmingly supportive of the school and typically comment on 'the caring atmosphere, excellent transition arrangements, dedicated teachers and the rapid progress' their children make in the school.

What the school should do to improve further

- Raise the standards of able pupils in writing to reflect their high attainment in reading and mathematics.

Achievement and standards

Grade: 1

Standards attained in English, mathematics and science by the end of Year 6 are consistently high. Provisional results for 2008 show that over 90% of pupils attained or exceeded the level typically expected in each of these three subjects. This is well above the national average. In mathematics and science the proportion of pupils achieving the higher level also significantly exceeds the national average. The proportion of pupils gaining the higher level in English is just above the national average, as writing is not quite as strong as reading. Boys and girls and minority ethnic pupils perform equally well. Rigorous, standardised school tests at the start of Year 3 indicate that pupils' attainment on entry is a little below average. By the end of Year 6 attainment is well above average, and this represents outstanding achievement. Pupils' work demonstrates rapid progress in all year groups. Pupils with learning difficulties and/or disabilities also make outstanding progress as their needs are quickly identified, they are very skilfully supported and their progress is very carefully monitored.

Personal development and well-being

Grade: 1

Pupils love coming to school: a typical comment is, 'There are so many interesting and exciting things to do and teachers make learning fun.' Attendance is good. The many displays throughout the school celebrate the pupils' excellent understanding of different cultures, faiths and communities. Pupils' behaviour is exemplary; they are polite, courteous and very welcoming. Pupils willingly take on responsibilities, for example as play leaders and buddies, planning and organising games for pupils in the adjoining infant school or reading with younger pupils. The school council and eco committee are fully involved in decision making and are pleased that their ideas have been used in the redesigning of the playground and the building of the outdoor classroom. Strong links with the wider community are developed through performances at local venues, extensive fundraising for charity and involvement of parents and local businesses in the building and planting out of the outdoor classroom. Pupils put their own business skills into practice very successfully as they plan, organise, cost and make items to sell on Children in Need Day. They are very well prepared for the future.

Quality of provision

Teaching and learning

Grade: 1

The exceptionally well planned lessons, stimulating learning activities and very effective use of resources, such as the interactive whiteboards, really engage pupils' interest and promote a love of learning. Lively teaching, brisk pace and delightful touches of humour contribute greatly to the exceptional progress pupils make in most lessons. Perceptive questioning enables pupils to think logically, extend their speaking and listening skills and gain in confidence as they take part in discussions. Some excellent collaborative work was seen in a Year 5 lesson where pupils researched information and very effectively presented their work about a favourite author to the rest of the class. Behaviour is extremely well managed and pupils respond to teachers' high expectations by working hard and presenting their work well. Pupils who find work difficult are well supported by highly skilled teaching assistants and this enables them to make the same progress as their classmates. Pupils' progress is meticulously assessed and

recorded. The information is used extremely well to plan work that matches their individual needs.

Curriculum and other activities

Grade: 1

The very well planned curriculum contributes in great measure to the outstanding progress made by pupils. Teachers effectively plan links between subjects, with very good emphasis on providing practical, first-hand experiences that make learning more relevant and exciting for pupils. Pupils' work is very attractively displayed throughout the school creating a stimulating learning environment where all can celebrate each other's successes. Physical education, music and art are strengths of the school and the opportunities for pupils to learn French, German and Italian prepare them exceptionally well for secondary school. Pupils have really enjoyed making their own reference books and information sheets about India, France and Italy. These are very good examples of the way in which they use their literacy, numeracy, and information and communication technology skills to support their learning in other subjects. The outstanding range of well attended out-of-school clubs, including the popular cheer leading and ukulele clubs, visits and visitors effectively extend pupils' learning experiences and help them to develop their skills and talents.

Care, guidance and support

Grade: 1

Support for all groups of pupils, including the most vulnerable, is outstanding. The school knows its pupils very well and ensures that it meets all their needs by carefully tracking their progress and working closely with parents and carers. Highly skilled teachers and teaching assistants deliver specialist programmes to accelerate the progress of pupils with learning difficulties and/or disabilities. Academic guidance is outstanding. Pupils are taught to assess their work in relation to the success criteria for the lesson and very good quality marking helps them to understand how to improve their work. Stunning displays of pupils' work confirm the outstanding provision for personal development and demonstrate the school's very good involvement with the local community. The transfer and induction procedures for the move from infant school and later to secondary school are excellent. Many parents mention how well their children have settled into the junior school. There are clear and established procedures to promote child protection and safeguarding procedures meet requirements. Health and safety arrangements, including risk assessments, are very good.

Leadership and management

Grade: 1

The headteacher, her leadership team, staff and governors share a strong vision for the school as a learning community where all are challenged and inspired to be successful life-long learners. They work as a united team to constantly monitor and evaluate performance so they are aware of the school's strengths and recognise areas that require development. This dynamic and hard-working team is able to achieve its vision because all members fully understand, and can implement, all the steps required to bring about improvement. Expectations are very high and target setting is challenging. School improvement is seen as an ongoing process. The very significant improvements in the school since the previous inspection relate particularly to pupils' achievement and provision for pupils with learning difficulties and/or disabilities. The governing

body is very active in and around the school and it therefore has an excellent knowledge and understanding of all aspects of the school. Governors are a part of the leadership team; the support and challenge provided by them is outstanding.

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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?	1
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 capacity to make any necessary improvements	1

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and/or disabilities make progress	1

¹Grade 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.

Personal development and well-being

How good are 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
The extent to which 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	1

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

Inspection of Heyes Lane Junior School, Altrincham, WA15 6BZ

On behalf of the inspection team I would like to thank you for making us so welcome in your school. You were all very helpful and polite and helped us to find our way around. We admired the beautiful displays of your work, particularly the displays on the Aztecs and the Year 6 adventure holidays. We also enjoyed talking to you and finding out about your school council and eco committee. We were very impressed by your outside classroom.

We think that your headteacher and the staff all work hard to make your school so successful. We judge it to be an outstanding school. The staff look after you very well and you feel safe and happy in school. Your teachers know how much progress you are each making so they can plan lessons to make sure that you all have work that suits you. You make excellent progress in lessons and standards are very high. Teachers make sure that they involve you in a lot of interesting topics, activities and visits so that you can practise new skills and improve your understanding of the world.

Your behaviour is outstanding so you are able to listen and learn. We noticed that you take very good care of each other so that you can all enjoy school. Many of you said that you love school because, 'There are so many interesting and exciting things to do and teachers make learning fun.' Most of you attend school regularly and arrive on time. You also know how to stay healthy and safe and make the most of all the exciting activities the school provides before and after school, including the ukulele club that so many of you take part in.

One of the reasons for our visit was to see how your school can improve. Although almost all Year 6 pupils attain Level 4 in writing, we think that there could be more pupils attaining Level 5 so we have asked teachers to help you to improve your writing even more.