

# Little Heaton Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	105812
<b>Local Authority</b>	Rochdale
<b>Inspection number</b>	336563
<b>Inspection dates</b>	15–16 March 2010
<b>Reporting inspector</b>	Jim Kidd

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>	Voluntary controlled
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	146
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Alison Burrows
<b>Headteacher</b>	Mrs Lindsay Addington
<b>Date of previous school inspection</b>	25 April 2007
<b>School address</b>	Boardman Lane Middleton Manchester M24 4PU
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## Introduction

This inspection was carried out by two additional inspectors, one of whom examined safeguarding procedures. The inspectors visited nine lessons and observed all the teachers in their classrooms at least once. The inspectors spent almost half the allotted time observing learning. They held meetings with governors, staff and groups of pupils, including members of the school council. They observed the school's work and looked at pupils' exercise books, a range of relevant policies, the school improvement plan and monitoring information on pupils' attainment and progress. In addition, inspectors analysed 37 questionnaires returned by parents and carers, 57 returned by pupils and eight returned by staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the trend in attainment in Key Stage 1, particularly in writing
- consistency in teaching across the school and particularly the levels of challenge for more-able pupils
- the involvement of middle leaders in the school's self-evaluation and the rigour with which governors hold the school to account
- provision in the Reception class.

## Information about the school

This school is much smaller than average and it serves a mixed area. The number of pupils on roll fell over a four-year period, following the local demographic trend, but is now rising again and the current Reception class is larger than it has been for some years. The school has a below average but increasing number of pupils from minority ethnic heritages. Few are at an early stage of learning English as an additional language. The percentage of pupils known to be eligible for free school meals is almost twice the national average. The proportion of pupils with special educational needs and/or disabilities is above that usually found. Little Heaton Church of England Primary is an Investor in People and has Healthy Schools status.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Little Heaton Church of England Primary is an improving school which provides a satisfactory education for its pupils. Care, guidance and support are good and teachers and teaching assistants do what they can to ensure that all pupils, irrespective of their levels of ability, can take full advantage of what the school offers them. Pupils are proud of their school, behave well and believe their teachers are approachable when difficulties arise.

Children enter the Reception class with below age-related skills and, because of well-planned activities and a stimulating environment, they achieve well during the year in both their academic and personal development. Learning, progress and achievement are satisfactory across the rest of the school and pupils reach broadly average levels of attainment by the end of Year 6. Pupils', particularly boys', skills in writing are underdeveloped but are beginning to improve and the school recognises that pupils do not always have sufficient opportunities to produce writing assignments in all subjects of the curriculum.

Teaching is satisfactory, overall, but there are examples of good practice in The Early Years Foundation Stage and in Key Stages 1 and 2. Pupils learn and progress well when questioning and challenge motivate them to reach for the highest standards. However, challenge is not always realistic enough to require pupils to think more deeply about the subject matter. On occasions, too, their individual needs and interests are not met consistently well and their learning suffers as a result.

The curriculum is complemented by French, a range of educational visits and sports partnership links with a local high school and a Premiership football club. The school is working hard to develop curriculum continuity across key stages and to enable pupils to see the many links between the subjects they study. The high quality of display demonstrates that pupils have a good awareness of cultures and religions which are different from their own.

The committed headteacher and her senior leadership team have a generally accurate view of the school's performance: self-evaluation is satisfactory and improving. The recently introduced monitoring system highlights the school's strengths and areas for development and is enabling the governing body, which is most supportive, to hold the leadership to account with increasing rigour. As a result, the school's capacity to improve further is satisfactory.

## What does the school need to do to improve further?

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- Further improve the quality of pupils' learning across the school by:
  - sharing good practice in challenge across all years, ensuring that expectations of what pupils can do are consistently high
  - ensuring that teachers' questioning encourages all pupils to aim for the levels of attainment of which they are capable
  - ensuring that work is always matched closely to pupils' individual needs and interests
  - embedding the good practice already evident in assessment and marking, in order that all pupils are fully aware of what they need to do to improve their work
  - ensuring that there is increasing continuity of content and of teaching methods when pupils enter a new key stage in school.
- Improve the quality of writing, particularly of boys by:
  - giving pupils more opportunities to reinforce their writing skills in all areas of the curriculum
  - further ensuring that reading activities support writing assignments
  - encouraging pupils to share their ideas in small groups before putting pen to paper.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

Pupils enter classrooms with smiles and are eager to learn. They behave well in lessons and enjoy the opportunities they have to work collaboratively with their classmates. In most lessons they are fully engaged in the activities. Pupils enter Year 1 with broadly average attainment and achieve satisfactorily across the school to reach average standards in the core subjects of English, mathematics and science by the end of Year 6. As a result of sensitive support from teachers and teaching assistants, pupils with special educational needs and/or disabilities achieve as well as their peers.

Pupils' attainment in Key Stage 1 is improving. After two years of below average standards at the end of Year 2, attainment in 2008 and 2009 was broadly average and inspection evidence demonstrates that this trend of improvement is continuing, with more-able pupils now beginning to reach the standards of which they are capable. In both Year 1 and Year 2, pupils enjoy their lessons, are keen to learn and make satisfactory progress in their studies. There is a similar picture in Key Stage 2: achievement is satisfactory here also but, as in Years 1 and 2, pupils' standards in writing are not as high as they are in mathematics and boys' skills in particular are underdeveloped. After somewhat of a 'blip' in 2009, pupils' scientific skills are now broadly in line with what is expected.

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The school council, playground leaders and playground pals are just three examples which demonstrate that pupils are more than keen to take on responsibility and to support their younger counterparts. Their social conscience goes further: they are proactive in leading charity appeals and have already raised over £600 for the Haiti earthquake appeal. They feel secure in school and have an enviable understanding of Internet safety and of how to keep themselves safe outside the school environs. 'Our school looks after us,' they say, 'and our teachers listen to us when we have problems.' They add that bullying is rare, but that when it does occur the school takes it seriously and 'solves the problem'. Pupils have a good understanding of what constitutes a balanced diet and talk extensively about the importance of fruit and vegetables. Attendance is satisfactory, overall, but the school is working closely with the small number of pupils who do not always attend as regularly as they should. Pupils' spiritual, moral, social and cultural development is good and the school is a racially harmonious community.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Teaching is characterised by warm relationships in the classroom and pupils are eager to learn. In lessons where challenge is realistic and where there are high expectations of what pupils can do, progress is good. Indeed, when the subject matter is directly related to their needs and interests, pupils are delighted at the standards they can reach. In Year 2, for example, the use of living plants reinforced their ability to identify the main parts of the plant and there was a gasp of surprise when a cactus and then an ivy were taken out of a box. Similarly, probing questions from the teacher enabled Year 6 pupils to make perceptive comments on the thoughts and feelings of characters in their class novel.

Teaching, however, is sometimes inconsistent and on occasions lessons are based on 'one size fits all' and teachers direct activities too much. This diminishes the level of challenge and pupils do not, therefore, always aim for the standards their abilities warrant. Moreover, pupils do not always have enough time to discuss their ideas with their classmates in small groups before beginning to write. Assessment is satisfactory and there are strengths in marking, the best of which gives pupils detailed advice on how they can improve their work.

The curriculum, including the personal, social and religious education programme, has a positive impact on pupils' personal and social development. All pupils in Key Stage 2 receive tuition in French and display on the corridors comprises a wealth of phrases to help pupils converse in the language. Pupils speak highly of the wide variety of visits and visitors and they also benefit from the school's close links with the local authority music service, taking part in brass or guitar lessons. Music is indeed a strength and pupils have recently been commended for their inspiring presentation on 'Tamboo Bamboo Rhythms of Trinidad' as part of the 'Rochdale's Got Talent Showcase.' Sporting links are strong too and the school is involved in a sports partnership with a local high school. The school recognises, however, that the curriculum does not always have the impact needed on pupils' academic progress. They are aware, for example, that it does not always provide pupils with sufficient opportunities to see the links between subjects and to reinforce their writing skills in all subjects. Teachers are also working hard to ensure greater continuity in teaching methods and subject matter from the Reception class to Year 1 and from Year 2 to Year 3.

Pupils are grateful for the good care, guidance and support they receive from the adults who work with them. Their parents and carers agree and add, 'There is so much care for our children and they are happy and safe in school.' The Social and Emotional Aspects of Learning (SEAL) programme has a positive impact on raising pupils' self-esteem. Pupils with special educational needs and/or disabilities receive good individual support in class and also in extra sessions. They make the same progress as their peers as a result. The school identifies vulnerable pupils rapidly and accurately and places great emphasis on meeting their specific needs.

*These are the grades for the quality of provision*

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<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>3</b>
	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The effectiveness of leadership in embedding ambition and driving improvement is satisfactory, but the relatively new leadership team and also subject coordinators are gaining an increasingly more accurate view of the school's performance in all aspects of its life. As staff comment: 'Our headteacher ensures that there is two-way communication here and she emphasises the importance of teamwork. We all contribute to school self-evaluation.' Indeed, the recently introduced monitoring programme is giving all staff a greater understanding of the strengths of the school and also where improvements need to be made; governors, who are very supportive of everything the school tries to do, are now using this documentation to challenge the leadership with more rigour.

The school's promotion of equality, including the tackling of discrimination, lies at the heart of everything it tries to do and is good overall. Pupils of different heritages get on well with each other and those with special educational needs and/or disabilities and those considered vulnerable are well catered for. Teachers have good relations with parents and carers, who have the utmost confidence in the school. There is a wide range of links with outside agencies for the benefit of pupils.

Child protection and safeguarding procedures are satisfactory and meet requirements. Recent developments in record keeping are effective but more needs to be done.

The school's contribution to the promotion of community cohesion is satisfactory but the school has not yet fully evaluated the impact of its work. It is currently forging links with schools which serve pupils from different ethnic heritages.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b> Taking into account: The leadership and management of teaching and learning	<b>3</b>
	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>



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<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

The Early Years Foundation Stage comprises a Reception class and children come from a variety of pre-school settings. They enter the Reception class with below average age-related skills, overall, but with some strengths in shape, space, measure and creativity. They make good progress during the year as a result of well-planned and purposeful activities, related to 'super heroes' for example, which engage their interest and often fascinate them. They are confident and most welcoming to visitors, who they invite to look at their work. They even offer them a magnifying glass to look more closely at the make-up of quartz! By the time children enter Year 1, many have met the expectations for their age but writing, particularly of boys, is a relative weakness.

Effective preparation, ongoing assessment and good use of the small but perceptively planned outdoor area help children to learn well. They are encouraged to take responsibility for their learning and also to support each other in the range of activities open to them. Home–school links are improving apace and parents' and carers' meetings are well attended. Procedures to ensure children's safety and well-being fully meet requirements and the adults in the area are always sensitive to their children's feelings. Leadership and management are good and the Early Years Foundation Stage coordinator, who is supported fully by a talented nursery nurse, sets clear direction for development, with a strong focus on achievement and enjoyment for all.

### *These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Although there was only a 25% return of questionnaires, the overwhelming majority of parents and carers who returned the forms believe that their sons and daughters enjoy school and they are entirely satisfied with what Little Heaton Church of England Primary

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is doing for their offspring. As they comment: 'The school is a safe place for our children. They are happy and enjoy their education. Staff are approachable and always listen to our concerns.' A small minority of parents and carers believe more could be done to prepare pupils for the next stage in their education. Inspectors judge that the school has good relationships with local high schools and that pupils are well prepared for their new surroundings in Year 7. Some parents and carers are of the opinion that the school does not deal well with unacceptable behaviour. Inspectors believe that behaviour management in lessons and around school is good and that pupils conduct themselves well.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Little Heaton Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 37 completed questionnaires by the end of the on-site inspection. In total, there are 146 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	27	73	10	27	0	0	0	0
The school keeps my child safe	21	57	14	38	2	5	0	0
The school informs me about my child's progress	12	32	21	57	3	8	1	3
My child is making enough progress at this school	13	35	21	57	2	5	1	3
The teaching is good at this school	13	35	21	57	2	5	0	0
The school helps me to support my child's learning	12	32	22	59	2	5	0	0
The school helps my child to have a healthy lifestyle	12	32	22	59	2	5	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	12	32	18	49	1	3	0	0
The school meets my child's particular needs	13	35	23	62	1	3	0	0
The school deals effectively with unacceptable behaviour	14	38	18	49	2	5	1	3
The school takes account of my suggestions and concerns	13	35	20	54	2	5	0	0
The school is led and managed effectively	13	35	20	54	3	8	0	0
Overall, I am happy with my child's experience at this school	18	49	17	46	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



17 March 2010

Dear Pupils

Inspection of Little Heaton Church of England Primary School, Manchester, M24 4PU

Thank you all for your warm welcome when I visited your school recently. You were all very friendly and polite and were so keen to show me your work and to tell me just why you enjoy Little Heaton Church of England Primary. I am particularly grateful to those of you who came to talk to me on Tuesday lunchtime. I would also like to congratulate you on your wonderful achievements in music. You wanted to know what I found out about your school, so here goes!

Your school provides you with a satisfactory education but it is getting better all the time and the children in the Reception class get a really good start to their school careers. You reach satisfactory standards in the main school, but your writing (especially yours, boys!) is not always as good as your reading and mathematics. I have asked your headteacher and all the other staff to help you get better at writing and to give you more chances to write in all your subjects.

Your teachers and teaching assistants care for and look after you well. Often they challenge you to reach even higher standards and they give you work which interests you and motivates you to learn. This does not always happen, however, and so I have asked them to make sure that they always let you know that they expect you to do well and that they ask you some harder questions to make you think even more!

You are very proud of your school and you behave well and are always keen to look after each other and to support those who are less fortunate than you are. Well done! Your headteacher and all the other staff are proud of you too and they are trying their best to make sure that Little Heaton Church of England Primary continues to improve. You can help them by always working hard and making sure that you come to school regularly.

Thanks again for your kindness to me. I really enjoyed meeting you all.

Yours sincerely

Mr Jim Kidd

Lead inspector

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