

Hawes Side Primary School

Inspection report

Unique Reference Number	119245
Local Authority	Blackpool
Inspection number	339387
Inspection dates	11–12 May 2010
Reporting inspector	Michael Sheridan HMI

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 of pupils on the school roll	562
Appropriate authority	The governing body
Chair	Mr David Thomas
Headteacher	Mr Michael Shepherd
Date of previous school inspection	2 May 2007
School address	Pedders Lane Blackpool Lancashire FY4 3HZ
Telephone number	01253 761403
Fax number	01253 838868
Email address	michael.shepherd@hawes-side.blackpool.sch.uk

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

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Introduction

This inspection was carried out by two of Her Majesty's Inspectors and two additional inspectors. Inspectors observed 19 teachers in 25 lessons. Meetings were held with governors, a representative from the local authority, pupils, and members of staff. Inspectors scrutinised the school's improvement planning, policy documents, pupils' work, pupil tracking data, plans for the curriculum and attendance data. Inspectors also scrutinised questionnaires from pupils and staff and 202 parental questionnaires.

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

- the school's ability to maintain and build upon improvements in attainment since the last inspection
- the effectiveness of support for pupils who fall behind in their learning
- the impact of the school's curriculum in motivating learners.

Information about the school

This is a much larger than average primary school situated in the South Shore area of Blackpool. Most pupils are from a White British background. The proportion of pupils known to be entitled to a free school meal is above average. The proportion of pupils with special educational needs and/or disabilities is well above the national average and this is rising. The proportion with a statement of special educational needs is in line with the national average. The Early Years Foundation Stage consists of three Reception classes who work together as a unit. The school runs an after-school club and breakfast club. A privately run nursery is housed in a separate building on the school site. The school has received numerous local and national awards including: Activemark, Artsmark silver, Healthy School award, Basic Skills quality mark, Dyslexia Friendly Schools Status and the Engaging Parents to Raise Achievement award (EPRA).

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?

2

The school's capacity for sustained improvement

2

Main findings

This school has made considerable improvements since the last inspection. The impact of the improvements in teaching and in the curriculum mean that, on average, pupils make the equivalent of two terms more progress overall than they did at the time of the last inspection. The current Year 6 is on target to reach standards of attainment that are above average in writing and broadly average in reading and mathematics. This represents good achievement from their below average starting points.

Relationships between staff and pupils are very positive and this contributes to the positive personal skills that pupils develop. Pupils are courteous, curious and friendly. Behaviour, in the main, is good.

Pupils and parents enthuse about the rich and exciting range of activities at this school. Pupils say that they enjoy school a great deal. The new creative curriculum is particularly exciting and pupils enjoy learning through topics such as 'Blackpool Tower' and 'visiting Australia'. These activities spark pupils' imagination and this has a significant impact on the quality of their work, particularly when writing.

Pupils make good progress in the great majority of lessons. However, some variation in the quality of teaching still exists, partly due to the exceptionally high number of staff absences in the last year. The differences in effectiveness are mainly found in lower Key Stage 2, where more lessons tend to be satisfactory rather than good. In the less effective lessons activities do not capture pupils' imagination as effectively. Work is not as well matched to individuals' needs and as a result, the progress of some pupils with special educational needs and/or disabilities slows. Consequently, a small number of pupils disengage in a few lessons and their behaviour slips below what would be expected.

Additional support helps pupils who fall behind to catch up. This is particularly effective in upper Key Stage 2 and in Key Stage 1. The school accurately recognises the time is ripe to develop similar support strategies in lower Key Stage 2 so that pupils who fall behind in these years can be given targeted support more quickly.

This is a school where decisive and effective leadership has led to rapid and significant improvements. Leaders and managers have been relentless in their drive for improvement. They have rightly focused their efforts on improving teaching and the quality of the curriculum. Leaders have a clear understanding of the next stages of improvement. The school improvement plan shows that their analysis is accurate and their plans are suitably focused. They have proven their good capacity and determination to continue to move forward.

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What does the school need to do to improve further?

- Increase the consistency of good or better teaching further by:
 - developing opportunities for the most effective teachers to demonstrate the strategies they use to motivate, engage and guide pupils of all abilities
 - using highly effective teachers to provide mentoring support for new and temporary teaching staff
 - holding all teachers more firmly to account for the progress pupils make.
- Ensure pupils who fall behind are able to catch up quickly by:
 - developing further the intervention strategies used in Years 3 and 4 so they are as effective as those seen in Years 5 and 6 and in Key Stage 1
 - ensuring that all lessons include activities that are specifically designed to meet the needs of groups and individuals within the class.

Outcomes for individuals and groups of pupils

2

Pupils are very positive about the experiences they have at school. They enjoy the rich curriculum that includes interesting topics and a range of visits and visitors that bring learning alive. Pupils work independently and in groups with confidence. Pupils ably develop their own questions and research using a range of sources including the internet. In most classes, pupils know that expectations are high and they work hard to meet these. Work in pupils' books shows that they are making good progress in literacy and numeracy. Pupils with special educational needs and/or disabilities who fall behind generally make satisfactory progress overall because of the opportunities provided for them to catch up in Years 5 and 6. Inspection evidence shows that standards of attainment are on track to continue rising as a result of increased progress throughout the school and an improvement in the quality of Early Years Foundation Stage, giving pupils a stronger start than at the time of the last inspection.

Pupils say that they enjoy school. They say that they feel safe and that they know how to stay safe in a range of situations. They recognise that adults in school care for them and they appreciate the calm and positive atmosphere in most classes. Pupils have a strong social and moral awareness. The behaviour of most pupils in most situations is very good. Pupils are exceptionally polite and courteous and this contributes significantly to the positive, friendly atmosphere around school.

Through good links with other schools, pupils are developing a wider understanding of the rich cultural diversity in the United Kingdom. Links with other European schools further develop their understanding of cultural diversity and commonality. Pupils say that they enjoy opportunities to talk and work with pupils from other schools.

These are the grades for pupils' outcomes

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

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

How effective is the provision?

Improvements in teaching and in the quality of the curriculum are at the heart of this school's improvement. Inspection evidence shows that, while there is still some variation in the quality of teaching, the great majority of lessons are good or better, leading to good achievement for most pupils. The curriculum effectively captures pupils' imagination and increases motivation. Well planned opportunities exist for pupils to develop literacy and numeracy skills across different subjects and topics. The use of information and communication technology is a strength of the curriculum. Teachers often use technology to enhance learning. For example, one lesson used videos of pupils talking about an imagined trip to Australia. Pupils really enjoyed watching themselves and their fellow pupils on the interactive whiteboard and this led to increased motivation in the following writing task.

The school's systems for guiding and supporting pupils are effective. Adults in school understand their pastoral duties and take these seriously. Established systems make sure potentially vulnerable pupils are identified quickly and effectively supported. Highly effective systems for communicating, consulting and engaging with parents and carers have resulted in the development of a valuable partnership between school and home. The school has employed a family support worker and this contributes further to the outstanding work of the school in engaging with parents and carers.

¹ 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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These are the grades for the quality of provision

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

How effective are leadership and management?

Senior leaders have accurately identified key priorities since the last inspection. Their decisive and often innovative action has led to considerable improvements in the quality of education pupils receive. Their progress has been hampered somewhat recently by the high number of long-term staff absences. Nevertheless, they have continued to focus their increasingly accurate knowledge of the school's strengths and areas for development so that their energies, and the efforts of their highly committed staff, are accurately placed.

Leaders are effective at promoting equality of opportunity. They are able to point to striking examples of where gaps in performance between different groups have been narrowed and eradicated. Racist incidents are rare and dealt with quickly and effectively. The school effectively promotes an ethos of cohesion, and opportunities for pupils to develop a wider understanding of cultures and lifestyles exist through partnerships with several different schools.

Systems for safeguarding pupils are effectively evaluated and rigorously enforced. All statutory requirements for safeguarding pupils are met. The governing body effectively meets its statutory duties. The new Chair of Governors is working tirelessly to develop a full understanding of the day-to-day workings of the school. His vision for the work of the governing body is impressive. The governing body provides the school with effective support but their analysis of the schools strengths and areas for development are insufficient to fully hold the school to account for its actions.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2

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

Early Years Foundation Stage

Reception classes, including the outdoor area, are a hive of stimulating activity. Children effectively learn through play and a range of adult-led small group activities. Adults are skilled at asking open-ended questions which guide, challenge and support children's development.

Effective links with the privately run on-site nursery and with parents have led to children making a smooth transition and a rapid start to their school journey. Children quickly learn skills that enable them to cooperate with each other and behave well. Children enter Reception with skills below those expected for their age and make good progress in all areas of their learning so that most reach the expected early learning goals by the time they move to Year 1. This is a significant improvement since the last inspection and has come about through highly focused leadership leading to a considerable improvement in:

- the quality of resources and use of space
- the culture of how staff use information move effectively to identify needs more quickly
- the quality of teaching, particularly when supporting independent learning or guiding small groups.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

Most parents are very happy with the work of the school. Almost all parents said that their child enjoys school. Several parents who spoke to inspectors were very positive about the ways the school communicates with them and takes their views into account. A few parents raised concerns about the how behaviour is dealt with and the

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approachability of some members of staff. Inspectors explored these issues and discussed them with the school's leaders. While there was some evidence of behaviour slipping in a very small number of classes, no evidence could be found to suggest that these views reflected anything other than isolated experiences.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hawes Side 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 202 completed questionnaires by the end of the on-site inspection. In total, there are 562 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	113	57	85	43	2	1	0	0
The school keeps my child safe	129	65	70	35	1	1	0	0
The school informs me about my child's progress	96	48	97	49	5	3	0	0
My child is making enough progress at this school	102	51	89	45	6	3	0	0
The teaching is good at this school	110	55	84	42	5	3	0	0
The school helps me to support my child's learning	93	47	99	50	8	4	0	0
The school helps my child to have a healthy lifestyle	87	44	112	56	1	1	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)	74	37	107	54	2	1	0	0
The school meets my child's particular needs	87	44	107	54	3	2	0	0
The school deals effectively with unacceptable behaviour	82	41	101	51	14	7	0	0
The school takes account of my suggestions and concerns	71	36	115	58	3	2	0	0
The school is led and managed effectively	110	55	84	42	1	1	0	0
Overall, I am happy with my child's experience at this school	117	59	80	40	2	1	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



13 May 2010

Dear Pupils

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

You may remember that I inspected your school recently along with three other inspectors. This letter is to let you know what we found out.

We found that you go to a good school. We really liked your creative curriculum. We could tell that you like this too through the things that you told us, the work in your books and your impressive learning logs. We found that a lot of your lessons are good and you are all really motivated to do well in these. We have asked your school to make sure all lessons are good so you all really want to learn.

We were impressed with your behaviour around school. We found that, when you were enjoying your work, you were sensible, hard working and determined to do your best. In some of the lessons you didn't enjoy the tasks that teachers gave you and one or two of you started to behave in a silly way. This was disappointing because it means that we couldn't say in our report that behaviour is fantastic all the time. We have asked your teachers to make sure activities are interesting and designed to be just right for each of you. We have also asked your school to make sure you get help to catch up in your learning quickly if you fall behind.

I have spoken in this letter about some silly behaviour but I want to finish by saying that we were all very impressed indeed by the way that most of you behaved in school. It was lovely to spend time talking to such polite and well mannered young people who clearly enjoyed all of the fantastic opportunities they had in their school.

I wish you all well

Yours sincerely

Mr Michael Sheridan

Her Majesty's Inspector

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