

# Heygreen Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	104547
<b>Local Authority</b>	Liverpool
<b>Inspection number</b>	355596
<b>Inspection dates</b>	23–24 March 2011
<b>Reporting inspector</b>	Marguerite Murphy HMI

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 of pupils on the school roll</b>	204
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Andy Chadwick
<b>Headteacher</b>	Mrs Sue Doyle
<b>Date of previous school inspection</b>	23 January 2007
<b>School address</b>	Taunton Street Wavertree, Liverpool Merseyside L15 4ND
<b>Telephone number</b>	0151 7331719
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Eleven lessons were observed taught by eight teachers. The work of teachers and teaching assistants was also seen during other shorter visits to all classrooms across the school. Inspectors held meetings with staff, pupils, members of the governing body and the School Improvement Partner. They observed the school's work, and scrutinised a range of documentation including: monitoring and assessment information; self-evaluation and improvement planning; minutes of governing body meetings; and reports of reviews carried out by local authority advisers and consultants. Responses to 53 questionnaires returned by parents and carers, 70 completed by pupils in Key Stage 2 and 18 from members of staff, were analysed and taken into account.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well has the school improved since the last inspection and monitoring visit, and is there sufficient evidence to show that achievement is now satisfactory for all groups of pupils?
- How effectively is the school developing its provision and partnerships to have a positive impact on improving pupils' outcomes, particularly the basic skills and attitudes that will contribute to their future economic well-being?
- How effectively and consistently is the school meeting the learning and development needs of children in the Early Years Foundation Stage to give them the best possible start to their education?

## Information about the school

Heygreen is a smaller-than-average primary school. More than half of the pupils are known to be eligible for free school meals, which is significantly higher than average. Although the majority of pupils are from White British backgrounds, the proportion from a wide range of minority-ethnic heritages has risen to above the national average in recent years. The proportion of pupils who speak English as an additional language is just above average, and relatively few are in the early stages of learning English as an additional language. An average proportion of pupils has special educational needs and/or disabilities and there are currently no pupils with a statement of special educational needs.

When the school was inspected in January 2010 its overall effectiveness was judged inadequate and it was given a notice to improve. Significant improvement was required in relation to pupils' attainment in mathematics, girls' attainment, pupils' development of workplace and other skills, and their understanding of different cultures. A monitoring inspection took place in September 2010 and found that the school was making good progress in making the improvements required.

The school holds a number of awards including: Investors in People, Healthy Schools status, Sportsmark, Bronze Eco School and more recently, the International School Award. The school runs a small breakfast and after-school club.

**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****2**

## Main findings

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. The school has made considerable improvement since its last inspection and now provides a satisfactory and improving quality of education for all pupils. There are many good features in its provision that contribute to pupils' good personal development outcomes. For example, the overall quality of the curriculum and the school's care and guidance for pupils are now good. Pupils make a good contribution to their community because of the opportunities given to them to take on responsibilities in school and to interact with the wider community. They show great concern for their local environment and have a good understanding of a range of different countries, faiths and cultures. Pupils' behaviour and attitudes to learning are good and sometimes outstanding, and their attendance has improved so that it is now average.

Pupils' attainment in English and mathematics is slightly below national averages by the time they leave the school. This represents satisfactory progress over time, based on pupils' starting points, which are generally lower than those typical for their age. There is convincing evidence that standards are rising as previous underachievement is being eradicated. For example, girls are now achieving as well as boys and attainment in mathematics is no longer lagging behind English. An effective whole-school approach to the teaching of reading, writing and calculation is having a positive impact on pupils' skills in these areas. Most pupils know their targets for improvement, which are often reinforced by good quality marking in books. Information and communication technology is a regularly-used feature of the school's good curriculum. Teachers use interactive whiteboard technology well to enhance lessons and pupils use computers confidently in their everyday work.

Although teaching was good or better in just over half of the lessons observed, inspectors judged that it is satisfactory overall because it is not yet secure and consistent enough to ensure that all pupils make good progress. On occasions, the more-able pupils are not provided with sufficiently challenging work to fully stretch their abilities. Similarly, for pupils who have gaps in their basic skills, opportunities are sometimes missed to remedy these through well-tailored tasks to move their learning on in small and manageable steps. In the same way, there are inconsistencies in the Early Years Foundation Stage provision, where outcomes and overall effectiveness are also satisfactory overall.

The headteacher and deputy headteacher provide strong and effective leadership that is shared between the capable members of the senior leadership team. The governing body is effective and holds the school to account for its performance. Self-evaluation is accurate and based on robust monitoring systems and data analysis. Leaders and governors have the support of the whole staff, who share the school's vision for future development and

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are proud to be a part of it. All of these factors, alongside the good improvements made since the last inspection that are demonstrating a rising trend in pupils' achievement, contribute to the school's good capacity to improve.

Up to 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.

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

- Raise attainment and improve pupils' achievement from satisfactory to at least good by:
  - building on the positive developments in raising the quality of teaching so that it is consistently good or better across the school, sharing the best practice that is already evident
  - developing further teachers use of the school's good-quality assessment information to ensure that tasks provided in lessons are always tightly matched to the needs of all pupils
  - providing consistently high levels of challenge for the more-able pupils
  - remedying the gaps in basic skills of those who experience difficulties in their learning or have been affected by previous underachievement.
- Improve the overall effectiveness of the Early Years Foundation Stage by:
  - ensuring that the good practice seen in the Nursery is developed further across the whole of the Early Years Foundation Stage to deliver more consistently well-paced, engaging and focused teaching
  - using the good quality resources more effectively across the Early Years Foundation Stage to increase the rate of children's progress through investigative and problem-solving activities.

## Outcomes for individuals and groups of pupils

**3**

Pupils' academic achievement is now satisfactory. All groups of pupils, including those who speak English as an additional language or who have special educational needs and/or disabilities, make satisfactory progress overall. On occasions, less-able pupils' progress slows when gaps in their basic skills make it difficult for them to take in a sequence of more than one or two instructions together. Although the trend of improvement has not been established long enough to result in good progress over time, inspectors' observations during the inspection confirmed that many pupils are making good progress in lessons now.

Discussions and pupil questionnaire responses reflected their enjoyment of school and their unanimous views that they learn a lot in lessons, are given guidance on how to improve their work and that the school helps them to be healthy. Pupils know that adults care about them and listen to their views, and they also say that leaders and governors do a good job. Very few pupils think that behaviour is not as good as it could be.

Pupils respond well to teachers' imaginative use of resources to enhance lessons. For example, Year 2 pupils were excited to receive a video message from 'Dilly Dinosaur' that motivated them to contribute to a class poem, and a group of Key Stage 2 pupils enjoyed

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working with their teaching assistant to create a 'science fiction alternative' version of a well-known fairy tale. Particularly good examples of pupils' responses were observed during religious education lessons in Years 3 and 4, in exploring feelings and emotions and reflecting on their understanding of different faiths.

*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>

<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

**How effective is the provision?**

Common strengths in teaching and assessment include very good relationships with pupils and good use of marking and open questioning to promote pupils' thinking skills. Skilled teaching assistants make a positive contribution to lessons and to the impact of smaller intervention groups when pupils need more individual support. For example, pupils in Year 1 made good progress in sequencing events and planning a story because of effective teamwork by all adults in the classroom, enabling appropriate challenge and support for pupils of different abilities. When teaching was satisfactory, the focus on tasks and activities did not always make full use of the school's good quality assessment information. As a result insufficient account was taken of the pupils' previous learning to recognise that a small minority lacked the understanding that would enable them to fully grasp the learning intentions.

The curriculum provides good opportunities for pupils to develop and apply their basic skills, including information and communication technology, across a wider range of subjects and themes. Pupils enjoy a wide range and number of enrichment activities and

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after-school sports. Visits and visitors provide additional experiences to promote learning, for example, in art, drama, teamwork, environmental issues, community cohesion and the world of work.

The excellent work of the school's learning mentor makes a strong contribution to the school's good care, guidance and support for all pupils, particularly those whose circumstances may make them vulnerable. Rigorous monitoring of attendance, including working with families and providing good incentives and recognition for pupils, has had a positive impact on overall attendance figures. Reports to parents and carers on their children's progress have been significantly improved since the last inspection. The small breakfast and after-school 'working parents' clubs are well run and provide a useful and flexible service for pupils and their families.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

Leaders, including the governing body, have worked very effectively together with support from the local authority to improve the school since its last inspection. The leadership team is demonstrating the capacity to continue this improvement independently of external support. The chair and vice-chair provide strong leadership of the governing body, which is effective because governors know the school well and provide clear challenge and support to leaders and managers. Governors bring a good range of skills to their role and are actively involved in the school to the extent that some are well known by the pupils, who have an understanding of what they do to support the school.

Good safeguarding procedures are enhanced by the governing body's knowledge of child protection, health and safety and other key policies and the importance of reviewing these regularly.

Senior leaders' evaluations of the quality of teaching provide detailed feedback for staff, not only on lessons but on their planning, marking and the impact of the learning environment. This includes the monitoring of 'working walls' which are enabling pupils to access positive prompts through which pieces of their work can be developed and improved.

There is a strong commitment to promoting equality of opportunity and tackling any form of discrimination. This is reflected in the pupils' confident view that everyone gets along well together, whatever their backgrounds, and if there were any problems these would be quickly dealt with. Assessment at the whole-school level is used effectively to monitor progress and to accurately identify any variances in pupils' performance or cases of

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underachievement. Leaders are aware of the need to fine-tune some aspects of teachers' use of assessment to ensure that all lessons provide just the right level of challenge for pupils of all abilities.

The school's work to promote community cohesion is good and has some particular strengths, such as the attention paid to checking the impact of its work on pupils' outcomes. This shows their increasing understanding of different faiths and cultures within the school community and wider world. At the local level, the 'pelican crossing project' has involved pupils in expressing their views to the city council; the 'eco-house project' has enhanced their knowledge of eco-friendly lifestyles and ways to help the environment.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</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>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Many children enter the Nursery with skills, knowledge and understanding that are well below those typical for their age. They are given a good start, often making good progress in their learning and development in the Nursery. There is some variability in the rates of progress made by children in Reception, leading to satisfactory progress overall by the time they enter Year 1. Children's skills in communication, language and literacy and some aspects of mathematical development remain below average and these are identified by the school as key areas of focus in the Early Years Foundation Stage. There are strengths in children's personal, social and physical development and they benefit from a good range of adult-led and child-led activities. However, children in Reception are not always fully challenged to promote more independence in making choices about their learning.

The Early Years Foundation Stage leader, through effective monitoring and evaluation, knows the strengths and areas for development and is leading the drive to improve the quality and consistency of provision. Strengths in the Nursery provision and outcomes



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have been maintained and no inadequacies were seen in Reception. This shows the positive impact of leadership, staff training and feedback from local authority consultants.

Very positive relationships exist with parents and carers, who are encouraged to be partners in their child's learning. They appreciate being kept informed of their child's progress through 'learning profiles' and home-school diaries. The good induction arrangements, including home visits, contribute to the way in which children settle into school routines very quickly. Their welfare needs are met fully; they feel happy and safe and have good relationships with adults who provide effective care and support. The learning environment is stimulating and welcoming and children particularly enjoy the high quality provision outdoors. Observations of children's learning are generally used well to plan for their next steps. However, these do not always build sufficiently on what children already know or can do. On such occasions, resources are not used well enough to provide suitable challenges for all groups of children, particularly those who are more capable. The school recognises that there is more scope to develop investigative or problem-solving activities that enable children to take a lead in their own learning.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

Responses to the inspection questionnaire were very positive. Parents and carers who returned questionnaires agreed unanimously that their child enjoys school. Very few negative comments were added, none of which had a common theme. A very small minority did not feel that the school helps them to support their child's learning. However, inspectors found that the school regularly seeks the views of parents and carers and has invited them to attend reading workshops and a positive parenting course, for example. Positive written comments in some questionnaires include the views that the school provides a welcoming environment for pupils and their families, staff are hard-working, approachable and helpful and that the school has improved since the last inspection. Inspection findings support these views.

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

Ofsted invited all the registered parents and carers of pupils registered at Heygreen Community 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 53 completed questionnaires by the end of the on-site inspection. In total, there are 204 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	31	58	21	40	0	0	0	0
The school keeps my child safe	36	68	15	28	1	2	0	0
My school informs me about my child's progress	28	53	23	43	2	4	0	0
My child is making enough progress at this school	23	43	25	47	2	4	0	0
The teaching is good at this school	26	49	24	45	1	2	0	0
The school helps me to support my child's learning	25	47	24	45	4	8	0	0
The school helps my child to have a healthy lifestyle	22	42	28	53	2	4	1	2
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)	17	32	32	60	2	4	0	0
The school meets my child's particular needs	25	47	27	51	0	0	1	2
The school deals effectively with unacceptable behaviour	25	47	25	47	1	2	0	0
The school takes account of my suggestions and concerns	21	40	29	55	1	2	1	2
The school is led and managed effectively	24	45	26	49	2	4	1	2
Overall, I am happy with my child's experience at this school	29	55	21	40	2	4	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 all 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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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 pupils' 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.**



25 March 2011

Dear Pupils

**Inspection of Heygreen Community Primary School, Liverpool L15 4ND**

Thank you for your help during the school's recent inspection, we enjoyed talking with many of you and seeing you at work in your lessons. Your views were important in helping us to judge that Heygreen School has improved a lot since its last inspection. We could see why you are so proud of your school, as there are many good things about it, for example:

- you enjoy school very much and this shows in your improved attendance, good behaviour and the way you care about each other and about the community and wider world around you
- you feel safe, healthy and happy because adults in the school take good care of you and plan interesting activities in lessons across lots of different subjects
- your learning and progress is improving because the quality of teaching is good in more lessons now, and the teachers and assistants are very keen to help each other get even better so that all lessons can be good or outstanding
- your headteacher, the leadership team, the governing body and all staff are working successfully to move the school forward from satisfactory overall to be at least good in the future, and they are showing that this is possible because of the improvements that have already been made.

The inspection team and school leaders have agreed two key areas for the school to work on in order to raise standards and make sure that each of you makes good or excellent progress in your work. First, to make sure that each of you, whether you find learning easy or difficult, is always given work that is at exactly the right level of challenge to move your learning on quickly. Second, to continue developing and improving the provision in the Reception class so that the youngest children right across the Early Years Foundation Stage will have the best possible start to their education.

You can all help by continuing to have such positive attitudes to your learning, asking for help if there's something you do not understand, or taking on extra challenges if the work seems easy!

Yours sincerely

Marguerite Murphy, Her Majesty's Inspector

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