

Healey Foundation Primary School

Inspection report

Unique Reference Number	105850
Local authority	Rochdale
Inspection number	377312
Inspection dates	22–23 November 2011
Reporting inspector	Melvyn Hemmings

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

Type of school	Primary
School category	Foundation
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	219
Appropriate authority	The governing body
Chair	Simon Bray
Headteacher	Susan Taylor
Date of previous school inspection	28 June 2007
School address	Earnshaw Avenue Rochdale OL12 0ST
Telephone number	01706 522770
Fax number	01706 710281
Email address	head@healey.rochdale.sch.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk

You may copy all or parts of this document for non-commercial purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



Introduction

This inspection was carried out by three additional inspectors who observed 13 lessons or parts of lessons taught by seven teachers. The inspectors held discussions with members of the governing body, staff, and groups of pupils and the school improvement officer. They observed the school's work, and looked at school documentation, particularly relating to safeguarding, records of meetings of the governing body, assessment information and curriculum planning. Work in pupils' books and displays around the school were examined. Questionnaires from staff, pupils and from 186 parents and carers were scrutinised

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

- If the rate of progress in Key Stage 1 is sufficient.
- How successfully marking has been developed to guide pupils to improve.
- Whether girls are challenged sufficiently through the school.
- The extent to which the procedures for tracking pupils' progress have been improved since the last inspection.

Information about the school

Healey Foundation is an average-size primary school. The proportion of pupils known to be eligible for free school meals is broadly average, as is that of pupils with special educational needs and/or disabilities. The proportion of pupils with a statement of special educational needs is above average. There is considerable mobility out of the school in Years 5 and 6, when a significant number of pupils transfer to catchment areas which have increased priority for gaining a place at a grammar school of their choice in a neighbouring local authority. Most pupils are of White British heritage. The school holds a number of awards, including Artsmark Silver, and has Healthy School 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?

2

The school's capacity for sustained improvement

2

Main findings

Healey Foundation is a good school. It has some outstanding features that include pastoral care, engagement with parents and carers, pupils' behaviour and the extent to which they feel safe. The close working partnership of the headteacher and senior assistant headteacher is the driving force behind the school's success. They have a sure understanding of the needs of pupils and staff, and work determinably to ensure they are met. Leaders and governors have a good understanding of the school's strengths and weaknesses because self-evaluation is accurate. As a result, planning for improvement is based on good quality information and has been successful in meeting challenging targets. Middle managers work diligently but are not skilled in analysing and using data about pupils' progress to raise achievement further. This limits their involvement in promoting whole-school improvement. The governing body is supportive of the school and influential in shaping its direction. The school has been successful in consolidating and building upon its good performance at the last inspection. The capacity for further improvement is good.

Children make a good start in the Early Years Foundation Stage and achieve well. Leaders have worked successfully to accelerate progress in Key Stage 1 and standards rose sharply in 2011, particularly in mathematics. The significant number of higher-achieving pupils leaving school in Years 5 and 6 adversely affects the test results at the end of Year 6. As a result, standards vary from year to year and are currently broadly average in English and mathematics. The school has detailed evidence that, if these pupils stayed in the school to take the national tests, standards would be above average. Importantly, school data clearly show that pupils make good progress through the school. Pupils have a wide vocabulary and speak clearly and confidently. They do not successfully apply this vocabulary in their writing to enliven it and make it imaginative. Pupils' quick mental recall skills are not well developed and this slows the pace at which they solve mathematical problems.

The school provides a friendly and welcoming environment in which to learn. The curriculum offers memorable and rich opportunities for learning, being particularly effective in promoting pupils' artistic talents. This has been recognised by the Artsmark silver award. In the Early Years Foundation Stage, curriculum planning does not provide strong enough links between indoor and outdoor learning. Teaching is consistently good throughout the school and makes a significant contribution to the progress that pupils make. Pupils' behaviour is exemplary and they show much enjoyment in coming to school, which is reflected in their high attendance. They are

adopting a healthy lifestyle in an outstanding manner. Parents and carers are particularly pleased with the care taken of their children. One typically commented, 'I could not be happier with this school, the pastoral care is impeccable'.

What does the school need to do to improve further?

- Raise attainment in writing and mathematics by:
 - improving pupils' quick mental recall skills
 - stretching their abilities to write by choosing more imaginative and creative vocabulary and ideas as they write.
- Strengthen the links between indoor and outdoor learning in the Early Years Foundation Stage.
- Improve the skills of middle managers in analysing and using data about pupil progress to bring about further improvement.

Outcomes for individuals and groups of pupils

2

Pupils achieve well from their skill levels on entering school, which are generally below those typical for their age, particularly in speech and language. They show much interest and enthusiasm in their work. Pupils carry out their activities diligently and persevere when faced with difficulty. They collaborate well to complete tasks. This was seen in a science lesson in Year 6 in which pupils were working in small groups with a variety of musical instruments to investigate how pitch changes according to different applications. Pupils enjoy discussion and are willing to listen to and appreciate the views of others. They can express their ideas through a variety of writing styles, including narrative, poetry and instructional writing, across the curriculum. Nevertheless, their writing tends to lack creativity. Pupils have secure mathematical skills but are not adept at quick mental recall. Pupils with special educational needs and/or disabilities make the same good progress as other pupils because of the well-targeted support they receive. There is no significant difference between the achievements or the learning of different groups.

Pupils are extremely polite, considerate and show respect for other people's feelings and values. They have a good understanding of the beliefs and traditions of cultures different to their own. Pupils enthusiastically take on responsibilities, such as being a school councillor, member of the Eco Team, lunchtime helper and play leader. In so doing, they make a valuable contribution to the life of the school. They contribute effectively to the local community through links with the local churches, taking part in local events and raising funds for a variety of charities. The adoption of a healthy lifestyle by pupils and their knowledge of the important factors that affect their health and well-being are outstanding. Pupils have an excellent understanding of what might be an unsafe situation and say they feel safe in school at all times. Pupils' high attendance, good rate of progress and the way they work well as a member of a team, mean they are prepared well for their future lives.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	3
Pupils' attainment ¹	2
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	
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
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:	1
Pupils' attendance ¹	
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Pupils say they enjoy learning because teachers make lessons interesting and fun. Teachers are aware of pupils' prior learning and ensure that activities build on it effectively. They manage classrooms well so that little time is lost and pupils stay on task. Teachers clearly explain to pupils what they are to learn in lessons and how to achieve success. Paired and group discussions are used effectively to develop pupils' speaking and listening skills. Marking and discussion between staff and pupils ensure that pupils understand how to improve their work. This shows good improvement since the last inspection. Teachers do not place enough emphasis on developing pupils' quick mental recall skills. Also, there is not enough emphasis when teaching writing of the use of a rich and varied vocabulary. Teaching assistants are skilled at supporting different groups and make a positive contribution to the progress that pupils make.

The curriculum is tailored to meet the changing needs of individuals and groups. It is enriched by a wide range of extra-curricular activities, which are well attended and include sports, music and dance clubs. Visits to places of educational interest, including Blackpool Zoo, and opportunities to work with a variety of visitors extend pupils' skills and widen their horizons. Planning builds methodically on previous work and there are good links between subjects. Involvement in a variety of partnerships supports pupils' learning and development, particularly in sport and the arts. The curriculum places strong emphasis on encouraging pupils to make informed choices to adopt healthy lifestyles. This has been recognised by the school achieving Healthy School status.

The care, guidance and support of pupils are good overall, with pastoral care being outstanding. This is exemplified by the support given to pupils who are potentially vulnerable because of their circumstances, which very effectively promotes their learning and development. Transition arrangements are thoughtfully planned throughout the school and onto secondary school, and contribute to pupils' good development. Good links with a variety of outside agencies, including the school's

¹The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

educational psychologist and healthcare professionals, ensure extra assistance is available for individual pupils if required. Pupils who have medical needs are looked after effectively to ensure their well-being.

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 enthuse staff and, as a result, morale is high and there is a shared commitment to drive up standards and take the school forward. The governing body is supportive of the school and proactive in evaluating its performance and influencing its development. Middle managers lack expertise in analysing and using data about pupils' progress in order to effectively promote further improvement in achievement. Safeguarding arrangements are comprehensive and ensure the safety and well-being of pupils and staff. The training of staff in safeguarding, particularly child protection, is of good quality. Issues about safety are integrated into the curriculum so pupils have a strong understanding of how to stay safe.

The promotion of equality of opportunity is good, with no form of discrimination being tolerated. The procedures for checking the performance of different groups have been improved since the last inspection. This has enabled leaders to identify that girls were not doing as well as boys. Action taken to address this issue has proved successful and, as a result, any difference between boys and girls and any other groups is now minimal. The school works effectively in partnership with others and this contributes to pupils' good achievement and well-being. Partnerships have enhanced pupils' learning and development in ways the school could not provide on its own, in such areas as sports development and work in the creative arts.

Leaders actively promote community cohesion within the school and pupils from different backgrounds get on well with each other. There are effective plans that promote engagement with a range of community groups beyond the immediate locality. Excellent engagement with parents and carers ensure they are strongly involved in their children's learning and the work of the school. This has a powerful impact on the progress that pupils make.

These are the grades for the 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	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2

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

Children make good progress and achieve well within a caring and stimulating setting. Adults work well together to plan activities that are practical and often linked to children's personal experiences. The good balance between activities that are led by adults and those initiated by children makes a positive contribution to their development as independent learners. Children play happily together, willingly sharing resources and taking turns fairly. They enjoy their activities. As one child commented, 'I like school because we have lots of fun together and learn new things.'

Children's language development is effectively promoted by sessions that stress the importance of linking letters and sounds. This is important, as increasing numbers of children are entering school with poorly developed language skills. In one activity, children effectively developed their ability to identify and sound out words that ended in 'll' such as bell, ball and hill. Children's behaviour is exemplary and they enjoy their activities. This was seen to good effect in the role-play area, set up as a Fairytale Castle, in which they were lost in a world of their own.

The curriculum is enriched by opportunities to go on nature walks and on visits, such as to the local church to look at and talk about the stained glass windows. The outdoor area is limited in space and does not fully promote children's learning and development. This is because activities do not always successfully consolidate and build upon learning that has taken place indoors. Good leadership ensures that staff use assessment information well to plan activities that meet the needs of individual children. Comprehensive policies and procedures ensure the welfare and safety of children. Excellent engagement with parents and carers makes a significant contribution to the progress that children make.

These are the grades for the Early Years Foundation Stage

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

Views of parents and carers

A high proportion of parents and carers returned their questionnaires. Almost all were positive about the school's work and the efforts of all staff. Two comments were typical, 'My son is happy at school, he says it's like a big family,' and, 'Healey is a wonderful example of a caring, achieving primary school.' The inspection team saw many examples in school that reflect parents' and carers' positive views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Healey Foundation 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 186 completed questionnaires by the end of the on-site inspection. In total, there are 219 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	135	73	50	27	1	1	0	0
The school keeps my child safe	155	83	29	16	2	1	0	0
The school informs me about my child's progress	129	69	52	28	2	1	0	0
My child is making enough progress at this school	120	65	59	32	2	1	0	0
The teaching is good at this school	134	72	49	26	0	0	0	0
The school helps me to support my child's learning	112	60	67	36	3	2	0	0
The school helps my child to have a healthy lifestyle	111	60	72	39	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)	112	60	62	33	1	1	0	0
The school meets my child's particular needs	124	67	57	31	1	1	0	0
The school deals effectively with unacceptable behaviour	114	61	64	34	4	2	0	0
The school takes account of my suggestions and concerns	100	54	72	39	3	2	1	1
The school is led and managed effectively	137	74	48	26	0	0	0	0
Overall, I am happy with my child's experience at this school	141	76	42	23	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 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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">■ 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 pupils' 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.



24 November 2011

Dear Pupils

Inspection of Healey Foundation Primary School, Rochdale, OL12 0ST

Thank you for the friendly welcome you gave the team when we inspected your school. We enjoyed meeting you and seeing the many interesting things you do.

The inspectors judge that yours is a good school and that:

- you make good progress and achieve well
- staff take exceptional care of you
- you have an excellent understanding of how to stay safe and are adopting a healthy lifestyle in an outstanding manner
- the school works with parents and carers in an outstanding way to support your learning
- your behaviour is exemplary and you enjoy school, as is shown by your high attendance
- staff and governors are working hard to help you do even better.

What we have asked your school to do now is to:

- improve your quick mental recall skills and ability to write imaginatively
- develop the use of the outdoor area for Reception children to better support their learning
- fully involve all leaders in helping the school improve.

A special word of thanks to the head girl and head boy who showed us around the school at the start of the inspection; you are both a credit to your school.

Yours sincerely

Melvyn Hemmings
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email enquiries@ofsted.gov.uk.