

Heygreen Community Primary School

Taunton Street, Wavertree, Liverpool, Merseyside, L15 4ND

Inspection dates 6–7 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Inadequate	4
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Inadequate	4

Summary of key findings for parents and pupils

This is a school that requires special measures.

- By Year 6, pupils' attainment in English and mathematics is significantly below average. It has declined since the previous inspection and shows little sign of improvement.
- Pupils do not make enough progress from their well-below average starting points. Boys in particular underachieve.
- Teaching is inadequate overall. Teachers do not use the information they collect about pupils' progress well enough to ensure pupils receive the necessary support or challenge. This means that some pupils find tasks too easy while others find them too difficult.
- Pupils are not clear about what is expected of them, how to tackle tasks and how to improve their work, especially their writing.
- The teaching of reading is poorly organised. Too often, activities fail to take enough account of pupils' varying levels of skills and knowledge.
- Attendance is below average and shows little sign of improvement. This adversely affects the progress of some pupils.
- Behaviour requires improvement in lessons where pupils lose concentration or drift off the task, slowing their learning and progress.
- Leaders do not provide clear direction and are not demonstrating the ability to improve the school. They do not focus well enough on improving the quality of teaching or pupils' achievement, especially in English. Gaps between the performance of different groups are too wide.
- Senior leaders, such as those responsible for leading English and mathematics, are not given the opportunity to help improve the quality of teaching or pupils' achievement in their subjects.
- Governors do not challenge the school's leaders effectively or hold them to account.

The school has the following strengths

- Children in the Early Years Foundation Stage make good progress as a result of good teaching. Teachers plan activities that take account of children's next steps in learning.
- Pupils are usually polite and courteous, keen to do well and have good relationships with each other and with adults.
- Pupils who are at the early stages of learning English make good progress in acquiring the language as a result of the effective one-to-one support they receive.

Information about this inspection

- The inspectors observed 16 lessons; seven of these were joint observations with the headteacher and senior leaders. The observations included a number of short visits to lessons and other activities led by teachers and trained assistants.
- Meetings were held with groups of pupils, the Chair of the Governing Body and deputy-chair, representatives of the local authority and school staff, the headteacher and senior leaders, including those responsible for leading English and mathematics.
- There were no responses to the on-line questionnaire (Parent View) but inspectors took account of surveys of parents' views carried out by the school.
- The inspectors observed the school's work and looked at a number of documents, including the school's data on pupils' current progress, planning and monitoring documentation, records relating to behaviour and attendance and documents relating to safeguarding.

Inspection team

Judith Tolley, Lead inspector	Additional Inspector
Colleen Taylor	Additional Inspector

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Information about this school

- Heygreen Community Primary is smaller than the average-sized primary school.
- Most pupils are of White British heritage, although the proportion of pupils from minority ethnic groups is higher than average. The proportion of pupils who speak English as an additional language is broadly average.
- The proportion of pupils supported through school action is high at almost twice the national average but it varies from year to year. The proportion supported through school action plus or with a statement of special educational needs is above average.
- The proportion of pupils known to be eligible for support through for the pupil premium is about twice the national average. (Pupil premium funding is provided by the government to support pupils known to be eligible for free school meals, children looked after by the local authority and the children of military personnel.)
- The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress.
- Since the last inspection there have been significant changes in staff.
- The school has a number of awards including Healthy School status.

What does the school need to do to improve further?

- Improve the quality of teaching, so that it is at least good in all year groups by:
 - ensuring that pupils know their targets and how to achieve them, are clear about what is expected of them and understand how to tackle tasks so that they can complete them successfully without relying too heavily on support from adults
 - ensuring that the work given to pupils matches their varying needs and abilities and is not too easy or too difficult
 - improving marking so that pupils are always given good written guidance about how they can improve their work, especially their writing.
- Rapidly raise pupils' attainment, especially that of boys in their reading and writing, so that it is at least in line with national expectations and pupils make good or better progress by:
 - ensuring that reading and writing skills are taught systematically as pupils move through the school
 - making sure that the work provided and the resources used in phonics (the sounds that letters make) and guided reading lessons, precisely match pupils' varying knowledge and skills
 - improving pupils' skills in spelling, punctuation, grammar and handwriting
 - providing more opportunities for pupils to practise their literacy skills in subjects other than English.
- Urgently improve the impact of leadership, management and governance so that the school's performance improves rapidly by:
 - taking swift action to eliminate inadequate teaching and to improve the remainder
 - ensuring there is a clear, whole-school focus on raising attainment in reading and writing

- ensuring senior leaders responsible for leading subjects are given the time and opportunity to be fully involved in checking that the quality of teaching is at least good, that all pupils are making at least good progress and that, as leaders, they are leading improvement in their subjects, especially in English
 - making sure that all teachers are held accountable for the progress pupils make
 - ensuring governors have a good understanding of the school's performance and the impact of strategies aimed at raising pupils' achievement as well as closing the wide gaps in the performance of different groups, especially that of the boys
 - undertaking an external review of governance in order to assess how this aspect of leadership and management may be improved.
- Continue to improve attendance by finding effective ways to support those pupils who are frequently absent and their families, so that the pupils attend school more regularly.

Inspection judgements

The achievement of pupils

is inadequate

- By the end of Year 6, pupils' attainment in English and mathematics is well below the national average. Since the previous inspection, standards have declined and, although the school's assessments indicate that attainment and progress have improved, this improvement is very recent and is not borne out by the low standards seen by inspectors in pupils' work.
- Although overall the school meets the government's current floor standard, the proportion of boys that reach the nationally expected Level 4 at the end of Year 6 is much lower than seen nationally in both English and mathematics and is much lower than the girls, especially in English. For example, in Year 6 in 2012, boys' attainment was about one year behind the girls and almost four terms behind boys nationally.
- Many pupils join the school with skills that are well below those expected for their age. In the Early Years Foundation Stage, children make good progress, particularly in communication, language, their understanding of the world around them and their personal and social skills. This is because activities are well planned to enable children to develop their understanding and skills.
- Although the results of teachers' assessments at the end of Year 2 in recent years indicate that attainment is broadly average, inspection evidence shows that currently, between Years 1 and 2, pupils' progress is inadequate. Current attainment is much lower and is well below average in reading and writing and mathematics. In 2012, the proportion of Year 1 pupils reaching the expected standard in the letters and sounds screening check was well below average. Pupils' inadequate progress in reading and writing adversely affects their ability to do well in other subjects. Pupils do not have enough chances to practise their literacy skills when completing work in other subjects.
- Too many pupils have difficulty reading. They rely too heavily upon help from adults, for instance to understand worksheets and other resources they are given. Phonics and guided reading sessions do not take enough account of pupils' varying existing skills and knowledge. These sessions are too hard for some and too easy for others.
- The quality of pupils' writing is well below average. Pupils have gaps in their knowledge and learning, and as a result, struggle with spelling, punctuation and grammar and too many mistakes are repeated. Some pupils' handwriting is poor.
- The school's analysis of pupils' progress across the year groups shows that there are wide gaps in the performance of different groups of pupils. At the end of Year 2 in 2012, for example, the overall attainment of those pupils known to be eligible for a free school meal was about one term behind other pupils and in reading it was about two terms. Gaps are not closing rapidly enough and the pupil premium funding is not used well enough. As a result, too many pupils across the school who are known to be eligible for support are not making the progress expected of them.
- Pupils with special educational needs make better progress than their peers as a result of the intensive support they receive from teaching assistants and the learning mentor. Pupils at the early stages of learning English make good progress in acquiring the language as a result of the one-to-one support they receive.

The quality of teaching

is inadequate

- The overall quality of teaching over time is inadequate and results in pupils' significant underachievement, particularly in reading and writing. There is too little teaching that is good or better and there are too many lessons that require improvement or are inadequate.
- Teachers do not present new ideas clearly enough. Pupils are unsure what is expected of them or how to set about tasks. Teachers' planning does not take account of what pupils have already learnt and activities do not match pupils' varying needs and abilities well enough. Lower- and

middle-attaining pupils are not always given the support or resources they need to be able to work on their own. They rely too heavily on direct help from adults. Higher-attaining pupils are left to work on their own too often and are not always given the challenge they need to achieve their potential.

- In the few lessons where teaching is good, pupils are given opportunities to work with a partner or in small groups to explore ideas and solve problems. Teachers ask pupils searching questions to see how much they have understood and to encourage them to think for themselves and share their ideas. In whole-class activities, teachers give pupils mini-whiteboards so that they can check pupils' learning and quickly correct any misunderstandings. When teachers demonstrate activities clearly, pupils' understanding of new ideas and concepts develops quickly.
- The teaching of reading is inadequate overall. It does not enable pupils to build well enough on what they already know and can do. When pupils are taught together as a whole class, the work provided is not adapted well enough to match pupils' varying skills, knowledge or abilities. This poor match of work to pupils' varying abilities is also the reason why pupils do not learn well enough when they learn to read with an adult in smaller groups. Teachers, particularly in Key Stage 2, do not always have the necessary skills to be able to help pupils who have fallen behind with their reading and writing to catch up quickly enough.
- There are some examples of good marking of pupils' work. Here, pupils are involved in reviewing their own progress, discussing it with their teacher in order to agree and plan what they need to improve and learn next. However, in too many classes this does not happen often enough. Many pupils are unaware of their targets, especially in English. Too often, teachers' marking does not give pupils clear enough guidance about how to improve their work. Some work is left unmarked or errors are ticked as correct and so pupils continue to make the same mistakes. Opportunities are missed to improve pupils' writing in subjects other than English.

The behaviour and safety of pupils

requires improvement

- Although pupils' behaviour is often good and they are kind and considerate to each other, overall, behaviour and safety require improvement. This is because, although pupils' behaviour is seldom disruptive, they sometimes lose concentration or drift off the task they have been given. This happens when lessons fail to motivate pupils, particularly the boys, or when activities are too easy or too difficult and pupils are unsure about what is expected of them.
- In lessons, pupils are too dependent upon help from adults and many lack confidence in learning without this support. Pupils are not given enough chances to work in groups, for example to solve problems. When they are given the opportunity they take responsibility, for example, as part of the school council, seriously and eagerly.
- The youngest children in the Early Years Foundation Stage play together well, take turns and listen to one another and share their ideas.
- Pupils have good relationships with adults and feel safe. Pupils are confident that any poor behaviour is dealt with promptly and effectively. They are aware of the different forms of bullying, such as name-calling and cyber-bullying, that can take place and know how to deal with it.
- Pupils have a good understanding of the importance of a healthy lifestyle. Extra-curricular activities, including sport and the daily 'Wake Up, Shake Up' sessions are popular and well attended.
- The school has established good links with outside agencies and with parents to improve pupils' attendance. Even so, attendance is too low and too many pupils are persistently absent. The school has yet to find fully effective ways to support not only those pupils who are frequently absent, but also their families.

The leadership and management are inadequate

- Leaders and managers are having too little impact on the work of the school. Efforts to improve the quality of teaching have not been successful.
- The leaders' evaluation of the school's performance is accurate in that it identifies the key priorities for improvement. However, improvement is too slow because leaders do not provide clear enough direction and have not focused on the most pressing weaknesses. The school's ability to improve quickly without external support is weak.
- Since the previous inspection, significant changes in staff have hampered the school's efforts to improve the quality of teaching and to put a firm plan in place to raise standards, particularly in English.
- Senior leaders who have responsibility for leading key subjects, such as English and mathematics, know what needs to be done to improve achievement in their subjects. However, they are not given the time or the opportunity to plan and implement whole-school strategies or to check on and improve the quality of teaching.
- A system of appraisal and performance management is in place. However, not enough is being done to hold teachers to account for their pupils' progress or to ensure that staff receive the necessary support to improve their teaching. The quality of teaching does not, in general, support the movement of teachers up the pay scale.
- Leaders make a detailed analysis of pupils' progress to spot where pupils have fallen behind. This triggers appropriate support for some groups, such as for disabled pupils and those with special educational needs. However, it is not used effectively to inform teachers' lesson planning or to set pupils challenging learning targets that will enable them to catch up.
- Wide variances in the achievement of different groups of pupils, such as boys and girls, illustrate that the school's efforts to promote equality of opportunity are inadequate. There are no clear strategies in place to improve the achievement of boys or to ensure that pupil premium funding is used to improve the achievement of those pupils for whom it is intended.
- Pupils talk enthusiastically about extra-curricular activities, such as art and music, as well as a range of clubs and sporting activities, visits and visitors. Although there have been some improvements, notably the good provision in the Early Years Foundation Stage, the curriculum is inadequate because it does not meet the needs and interests of the pupils. Pupils do not have enough opportunities to develop their reading and writing skills systematically, including when completing work in other subjects.
- Since the previous inspection the local authority has worked with the school to improve teaching and learning in English and mathematics. Although it continues to provide a high level of support, it has had little impact.
- The school may not appoint newly qualified teachers.
- **The governance of the school:**
 - The governing body is supportive but does not have a good enough understanding of the school's strengths and areas which need to be improved. It does not challenge the school effectively. Governors are not aware that the quality of teaching and pupils' achievements, particularly in English, are inadequate. The impact of spending decisions are not scrutinised closely enough, for instance the effectiveness of the use of pupil premium funding has not been evaluated. Governors are actively involved in the life of the school and ensure that safeguarding requirements are met.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	104547
Local authority	Liverpool
Inspection number	404950

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	207
Appropriate authority	The governing body
Chair	Andy Chadwick
Headteacher	Sue Doyle
Date of previous school inspection	23 March 2011
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