

Edward Heneage Primary Academy

Edward Street, Grimsby, Lincolnshire, DN32 9HL

Inspection dates 21-22 May 2014

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils make the progress expected of them but not enough do better than this, especially in writing.
- The quality of teaching is not good enough across the school. Teaching overtime has not resulted in standards rising quickly enough.
- Not enough attention is given to ensuring that the work in lessons is hard enough for all pupils, especially the most able.
- There are too few opportunities for pupils to write at length. Pupils' handwriting is poorly formed and often goes uncorrected by teachers. Expectations of what pupils can do are not high enough.
- Some teaching assistants are not given sufficient guidance on the most effective way to support pupils throughout the lessons.
- The Early Years Foundation Stage classroom does not provide enough opportunities for children to experience books and early writing and mark-making activities. This hinders the progress they make in communication, language and literacy.
- The school's systems for gathering information on how well pupils are doing are not good enough and so leaders at all levels are unable to check how well pupils are achieving.
- Leaders, including governors, have an overly rosy view of the school because they have not accurately interpreted the information that they have about how well the school is performing.

The school has the following strengths

- The staff are passionate about the school and want to work together to improve the school so that every pupil can succeed.
- The gap in attainment between pupils supported through the pupil premium and others has narrowed significantly in all subjects.
- Pupils behave well and have good attitudes to learning. Pupils are safe and well cared for and are happy at school.
- Leaders have successfully improved the quality of reading, especially in Key Stages 1 and 2.
- Parents express positive views about the school.

Information about this inspection

- The inspectors observed 19 lessons, six of which were joint observations carried out with senior leaders.
- Inspectors reviewed pupils' English and mathematics books in order to evaluate their progress over time.
- Pupils in Year 2 and Year 6 read to the inspectors.
- Meetings were held with pupils, the Chair of the Governing Body and the vice Chair, the headteacher and other leaders and managers. The lead inspector had a number of meetings with the Trust's improvement officer.
- The inspectors observed the work of the academy and looked at a number of documents, including the academy's evaluation of its own performance, the academy's own data on pupils' progress, planning and monitoring documentation, and records of how the academy uses its funding, especially how the money from pupil premium and sports funding is spent. Records relating to behaviour and attendance and documents relating to safeguarding were also looked at and taken into account. The academy website was viewed.
- The responses of 25 parents who completed the online survey, Parent View, and 31 inspection questionnaires completed by staff were taken into account. Inspectors also spoke with parents as they were bringing their children to the academy at the start of the day.

Inspection team

Michael Wintle, Lead inspector	Additional Inspector
Derek Pattinson	Additional Inspector
Andrew Swallow	Additional Inspector

Full report

Information about this school

- This academy is much larger than the average-sized primary school.
- The proportion of pupils supported through the pupil premium is well-above average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and children who are looked after by the local authority.
- Most pupils are of White British heritage and most speak English as their first language.
- The proportion of pupils supported at school action is above average. The proportion of pupils supported at school action plus is also above average. The proportion of pupils with a statement of special needs is below the national average.
- A greater proportion of pupils than nationally join or leave the school at other than the expected times.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- Significant changes to the leadership of the academy have taken place over the last year.
- The school converted to an academy in October 2012. When its predecessor school, Edward Heneage Primary School, was last inspected by Ofsted, it was judged to be satisfactory. The academy is part of the David Ross Educational Trust.

What does the school need to do to improve further?

- Improve teaching in order to raise standards and quicken pupils' progress, especially in writing, by:
 - increasing opportunities for pupils to write at greater length
 - expecting more of pupils and ensuring work is hard enough so that pupils are fully stretched, including the most able
 - making sure handwriting and spelling skills are taught well and by paying particular attention to correcting errors and how pupils present their work in books
 - ensuring the learning environment in the Early Years Foundation Stage fully supports the development of children's communication and language development, for example, by being full of books and opportunities for children to engage in early writing skills such as 'mark making'.
 - making sure teaching assistants are fully informed of how best to help pupils and are fully deployed in lessons.
- Increase the effectiveness of leadership and management, including governance, by:
 - undertaking a more rigorous and systematic evaluation of the school's work
 - using information from the monitoring of pupils' progress to develop a more accurate view of the school's performance
 - ensuring the governing body focuses more sharply on pupils' achievement, especially in writing, in order to effectively hold the school to account.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Most children start in the Nursery with skills and abilities well below those typical for their age. They settle well in school and make the progress expected of them. Progress is not quicker because the learning environment in the Early Years Foundation Stage does not fully support their early communication, language and literacy development. For example, there are not enough suitable books and few opportunities for children to experience early writing activities.
- Achievement requires improvement. Standards in writing have been below average in recent years because pupils' progress is not as it should be. Leaders have worked hard on raising standards and this has been successful for reading and mathematics. However, the impact on improving writing has been limited.
- The high number of pupils arriving and leaving the school throughout the year partly accounts for the fluctuations in overall achievement in all subjects and in different year groups. However, in the main, it is the inconsistency of teaching that explains pupils' uneven learning and progress over time. Also, the most able pupils are not given hard enough work, which prevents them from reaching the higher standards of which they are capable.
- In the most recent national check on pupils' ability to link letters to the sounds they make (phonics), which is carried out at the end of Year 1, pupils performed close to average, although the performance of girls was stronger than that of boys. Nevertheless, both boys and girls make good progress in learning to read accurately and fluently for pleasure. Assessment data confirm that pupils who have been at the school for a long period of time make good progress in learning to read.
- Progress in mathematics is largely as expected with pupils reaching broadly average standards by the end of Year 6. However, current pupil attainment forecasts predict that standards in mathematics will be below the national average in 2014 and 2015.
- Pupils are not always neat and careful about spelling when they are writing because teachers' expectations for accuracy and presentation are not as high as those found in mathematics. As a result, some pupils who would otherwise be capable of reaching the high levels in writing are not doing so.
- Disabled pupils and those with special educational needs have constant help and are supported in their learning through a wide range of additional literacy and number work. From their starting points, many make the progress expected of them, but pupils supported by school action and school action plus make good progress in Years 2, 5 and 6 because of effective teaching.
- Current pupils who are eligible for support through the pupil premium funding make similar progress to other pupils in most classes. Leaders have planned very carefully for the use of the extra funding that they receive for this group. By the end of Year 6 in 2013, the number of pupils entitled to free school meals who reached average and above-average standards in reading, writing and mathematics was exactly the same as pupils not in this group. Gaps in the standards reached are narrowing in all areas.

The quality of teaching

requires improvement

- There is inconsistency in the quality of teaching between subjects and year groups. As a result, pupils make the progress expected of them and not any better than this over time.
- Expectations of what pupils can do are too low. Activities are not planned which challenge pupils to do their very best and achieve their full potential. As a result pupils, including the most able, spend time completing work that is either too easy or too difficult for them.
- Pupils have many opportunities to write and across many subjects. However, pupils are often confined in lessons to phrases and short sentences and are not encouraged frequently enough to write at length. This means that the most able writers are not sufficiently challenged to

extend their writing skills and, as a result, often produce work that lacks exciting and mature vocabulary.

- Pupils practise and improve their handwriting in some of their books. They do not always transfer these skills to their writing in other books and staff do not insist enough that they do so. Likewise, staff do not always insist on pupils' work being neat and tidy.
- Some teaching assistants provide good support for pupils, but others do not receive sufficient guidance on how to extend pupils' learning throughout lessons. They spend time keeping pupils at their task or telling them what to write rather than helping them to understand and gain their own skills.
- Despite these inconsistencies, pupils learn quickly when they are challenged well. In an upper Key Stage 2 literacy lesson, learning was calm, very purposeful and productive because the explanation about being able to develop a main idea for a story was clear. Its delivery was interesting and pupils were fully involved.
- Teachers' marking praises what pupils have done. It informs what pupils need to do to improve and pupils generally respond to the advice their teachers give. This is because pupils' attitudes to their learning are consistently good and they want to please their teachers.

The behaviour and safety of pupils are good

- The behaviour of pupils is good.
- There is little disruption to learning. Pupils want to learn and even when learning is not as interesting as it could be, most continue to try hard. Most parents, staff and pupils agree with this.
- Pupils say that misbehaviour happens in lessons, but it is infrequent and is managed well by teachers. However, occasional restlessness occurs when work is not set at the right level.
- Pupils' behaviour around the site is good. Pupils generally act with care and consideration. They show respect for others and make a positive contribution to the school's calm, orderly environment. They have a strong sense of 'belonging' and they have a high regard for staff. One pupil stated that the headteacher, 'Always checks on us and makes sure we are on task and happy. She enjoys coming into our lessons.'
- The academy has a clear and well thought out behaviour policy that is usually implemented well by staff.
- The academy's work to keep pupils safe and secure is good.
- Pupils feel safe and free from bullying, which is helped by what they learn in school about all forms of bullying and the risks they might encounter, particularly using the internet and social media.
- Attendance is below average but it is improving.

The leadership and management requires improvement

- The headteacher and senior leaders have not yet managed to raise pupils' standards sufficiently over time or to ensure that pupils currently at the school achieve well. That said, their approach to improving pupils' progress has resulted in a rising trend. This is best in reading and mathematics but slower in writing.
- Leaders check the academy's performance. However, this knowledge of the strengths and weakness in the quality of teaching and pupils' achievement has not been used well enough to set out clear, sharply focused objectives to improve the quality of teaching and the quality of writing throughout the academy.
- Academy leaders acknowledge that the systems for tracking pupils' progress need improvement. The headteacher is able to interpret individual performances, but current systems do not show class achievement or pupils within a key stage without first manually calculating progress. As a result, information on a range of areas, including achievement, is not used well enough to

inform governors and staff of what is working and what needs to change.

- The leadership and management of the academy are in a period of change. The governors and headteacher have reviewed the management structure and delegation of duties to allow focus on key areas of development within the academy. New leaders have been appointed including the Early Years Foundation Stage leader, but they are not yet involved sufficiently in driving developments to raise achievement in each year group.
- Subject leaders have had more success with improving the quality of teaching of reading especially in Key Stages 1 and 2. Staff have succeeded in encouraging pupils' good attitudes to reading and there has also been effective scrutiny to check standards and progress in reading, compared to writing. This has resulted in opportunities and reading materials being provided that have improved the standard of reading to good. A number of Year 2 pupils when reading to the inspector indicated their enjoyment of reading with statements such as, 'I love reading'.
- Leaders have worked hard to provide a broad and balanced curriculum. The curriculum is varied with good opportunities for physical education, sports and the promotion of a healthy lifestyle. Older pupils spoke well of the many trips and visits. An example was a Key Stage 2 visit to Magma, near Sheffield, where they excitedly talked to inspectors about natural disasters and making their own volcanoes out of plastic cups and soda.
- These factors, together with the emphasis on pupils working to support and trust each other, contribute well to pupils' spiritual, moral, social and cultural development.
- The academy is now committed to ensuring every pupil has an equal opportunity to reach their potential. Staff are keen to work together to make sure this happens. Pupils are valued for who they are and regular meetings between leaders and teachers to discuss pupils' progress are now ensuring greater equality. The academy has planned carefully how to use the new primary sports funding to best effect. Although it is too early to judge its impact, many pupils have opportunities to broaden their sports prowess. An example is the group of pupils who attended the Dret Primary Cup in Grantham to represent the academy at athletics.
- The Academy Trust is offering an appropriate level of support to help leaders and managers to raise achievement, through checks on effectiveness and guidance from specialist advisers.
- Parents are generally positive about the academy. Parents responses to Parent View and favourable comments made to inspectors, confirm that most are happy with the quality of education and care their children receive.
- **The governance of the school:**
 - Governors are committed to the academy and the community. They attend relevant training. Safeguarding and child-protection arrangements meet requirements. The Chair of the Governing Body knows the strengths and areas to develop. Governors willingly give up much of their time and this has enabled them to know a lot about the academy. The headteacher gives them detailed information, including the impact of the pupil premium on the progress of the pupils entitled to it. They are aware that staff have targets as part of the academy's performance management and have knowledge of pupils' progress and standards. However, they do not delve deeply enough into the achievement of different groups of pupils or find out why there are variations. An external review of governance will assist them in having an accurate understanding of how they can be more effective in challenging leaders about the academy's work.

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	138857
Local authority	North East Lincolnshire
Inspection number	440144

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

Type of school	Primary
School category	Academy Sponsor Led
Age range of pupils	3-11
Gender of pupils	Mixed
Number of pupils on the school roll	340
Appropriate authority	The governing body
Chair	Mike Wilde
Headteacher	Lesley Collins
Date of previous school inspection	Not previously inspected
Telephone number	01472 320016
Fax number	Not applicable
Email address	lcollins@edwardheneage.co.uk

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