

# Heygreen Community Primary School

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

**Inspection dates** 24–25 June 2014

<b>Overall effectiveness</b>	Previous inspection:	Inadequate	4
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

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

- Attainment still requires some improvement. By the end of Key Stage 2, it remains below national averages.
- Too many pupils still have insufficient knowledge of a wide range of vocabulary to always understand what they are reading or to apply these effectively to their writing.
- The progress pupils are making is improving but is still inconsistent, especially in some classes at Key Stage 2. This reflects the disruption many of these pupils have had to their learning in the past.
- Writing remains a weakness.
- Inconsistencies in teaching, though reduced, still exist.
- The impact of learning support assistants is improving but still needs further development.
- Although the teaching of phonics (letters and the sounds they make) has improved, adults are not always confident in certain aspects of the work.
- The quality of marking is not yet consistent across the school.
- Work is not always pitched at the right level to challenge and really stretch the most able pupils.
- A limited range of suitable books is currently available, especially for older readers.

### The school has the following strengths

- There is clear evidence that attainment and the progress that pupils are making are on an upward trajectory.
- Work in subjects such as science, history and geography is showing significant improvement and supporting the development of literacy and numeracy very well.
- There has been a positive and dramatic turnaround in pupils' behaviour in lessons and attitudes to learning.
- The leadership of the school has provided clear direction and the school is now in a strong and stable position to move forward with confidence.

## Information about this inspection

- Inspectors observed all teachers across all year groups in the school. In total, 14 teaching sessions were observed. These included lessons as well as guided reading and intervention sessions, where pupils were developing their speaking, listening and writing skills. Several of the lessons were joint observations with the headteacher who was also observed reporting back to teachers on the quality of their teaching and learning.
- The inspectors spoke to teachers as well as the Chair of the Interim Executive Board. They also talked to a number of parents at the end of the school day. They heard some pupils read and talked to them about their reading habits. In addition, formal and informal discussions were held with groups of pupils. A discussion was also held with representatives of the local authority.
- The inspectors observed the work of the school and looked at a range of evidence, including pupils' work. A range of documents was scrutinised, including information relating to the school's pupil premium (additional funding provided by the government for children in the care of the local authority and pupils known to be eligible for free school meals ), primary school sports funding, teachers' performance records, monitoring reports, safeguarding procedures, minutes of Interim Executive Board meetings, the school's self-evaluation and improvement plan, monitoring and evaluation records and the data tracking pupils' progress.
- There were only three responses to the online questionnaire (Parent view). Inspectors did, however, take into account the school's own evidence of feedback from parents.

## Inspection team

Leszek Iwaskow, Lead inspector

Her Majesty's Inspector

Sharon Bruton

Additional Inspector

## Full report

*In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.*

### Information about this school

- Heygreen Community Primary school is smaller than the average sized primary school.
- The majority of pupils are of White British heritage, although the proportion of pupils from minority ethnic groups is growing and higher than average. The proportion of pupils who speak English as an additional language is higher than average.
- The proportion of pupils supported through school action is above 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 and children looked after by the local authority.
- Since the last inspection, there have been significant changes in staff. The high level of staff turbulence has now abated and there is much greater stability.
- An Interim Executive Board provides governance of the school.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.

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

- Continue to raise achievement to good or better for all pupils across all subjects by:
  - improving pupils' ability to write well and at length
  - continuing to develop pupils' vocabulary and love of reading
  - reducing inconsistencies in teaching
  - ensuring that all adults are fully trained to teach phonics well
  - improving the quality of marking so that it informs pupils how to make their work better
  - ensuring that work is pitched at the correct level, especially for the most able pupils
  - improving the quality and range of books available to pupils, especially in the school library
  - continuing to develop the skills of learning support assistants so they can support pupils more effectively
  - continuing to develop teachers' subject knowledge so they have the confidence to enable them to teach a wide range of subjects effectively.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Heygreen is an improving school with clear evidence that attainment and the progress that pupils are making are on an upward trajectory. Pupils feel secure because they now have a regular teacher who they can relate to. This greater stability in staffing is contributing to the improving progress that the great majority of pupils are making from class to class.
- Many children join the school with skills below those expected for their age, especially in their social and communication skills. The re-organisation of learning in this Early Years Foundation Stage provides clear routines with which the children are now becoming familiar. They make good progress in their use of number and in their reading although their development of writing remains weaker. Simple strategies, such as ensuring they learn to hold a pencil correctly, are beginning to have an impact on their ability to shape letters, for example.
- Attainment still requires some improvement. In Key Stage 1 it is now broadly in line with the national average and there have been some clear improvements in writing as a result of better teaching which is beginning to eradicate historic underperformance.
- Improved phonics teaching (letters and the sounds they make) is having an evident impact on improving reading and to an extent writing in Key Stage 1.
- Attainment by the end of Key Stage 2, although below national averages, is showing signs of maintaining the improvement that has been made recently. Writing, however, remains a weakness. A legacy of under attainment remains but the gap is closing because the pupils are making good progress, especially in reading and mathematics.
- The school has taken the necessary and rigorous steps to continue to close the knowledge and the skills gap in English and mathematics. It is now in a more secure place to move forward more rapidly to develop consistently good practice throughout the school.
- Improved phonics teaching is having an evident impact on improving reading and writing in Key Stage 1. The results of the end-of-Year 1 screening check in phonics were low in 2013 but the improved teaching projects that this will rise from 41% to 69% this year, reflecting the improvements being made.
- Pupils are keen to read and they now regularly take reading books home. Parents commented positively about this. They are able to sound letters and read with increasing fluency, but many still have insufficient knowledge of words and vocabulary to always understand what they are reading. A limited range of suitable books is currently available for older readers.
- The legacy of poor teaching has also had an impact on the progress of different groups, which also varies from class to class with no discernible pattern. Pupils make good progress in Key Stage 1 and in Year 6. Elsewhere in Key Stage 2, progress can be more inconsistent and reflects the disruption many of these pupils have had to their learning in the past.
- There is no trend or pattern in terms of the progress and attainment of vulnerable or other groups of pupils. For example, pupils known to be eligible for free school meals are currently outperforming the other pupils in some classes, such as Year 1, and are making more progress in Year 5. In other classes, pupils not eligible for free school meals are performing better. There is no significant pattern emerging across the school with each individual year group presenting its own individual characteristics. Higher ability pupils are not challenged enough to do better.
- The tracking of pupils' progress is much improved and the data are now more secure. Anomalies in progress reflect inaccurate monitoring in the past.
- Pupils benefit from the use of the new primary sports funding which is used to provide additional coaching in sport as well as other physical activities including organised play at lunchtimes.
- Work in subjects such as science, history and geography is showing significant improvement and is supporting the development of literacy and numeracy very well. For example, there are many examples of good quality writing in history linked to the recent project on the Second World War. Pupils benefited from a visit to the Western Approaches War Room near Liverpool Town Hall, which was the command centre for the Battle of the Atlantic. As a result, they were able to write at length and with conviction about that important part in the history of their own city.

There are many examples of high quality work linked to these other subjects around the school. As one pupil remarked, 'We are learning more and more things because we visit places and see how it is.'

## The quality of teaching

## requires improvement

- Improving teaching has been a major focus of the work of the school. Although inconsistencies still exist, the improvements being made are having an impact and are improving outcomes for pupils.
- Pupils are fully appreciative of the improvements being made: 'The school is getting better and lessons are more exciting.' They speak passionately about 'enjoying learning, particularly other subjects outside English and mathematics'.
- Staffing stability is making a difference and there is now minimal disruption to pupils' learning. Pupils have noticed the impact that 'having the same teacher all the time' has on the continuity in their learning.
- The restructuring of the Early Years Foundation Stage has ensured that the children become familiar with routines and there is a clearer and sustained focus on developing the basic skills of many children, which has hampered their progress in the past.
- Guided reading sessions are now well organised and managed. Pupils are coming to understand the clear routines and procedures. Adults engage pupils better and provide scaffolding so that pupils can access the task. Pupils listen to adults and each other as they discuss the text they are reading. Other groups work quietly on prescribed tasks or read on their own. As a result, these sessions are becoming more productive.
- Teaching is improving. Teachers are much clearer about what they have to do and are increasingly confident of teaching across a wide range of subjects. The response from pupils has been very positive and this has further enhanced teachers' confidence. Pupils are readily lapping up the new areas of knowledge which have been opened up for them. In a history lesson, eight-year-olds were able to recount and name the Tudor Kings and Queens in chronological order. What was more impressive is that one youngster informed the teacher that she had missed one out – 'Lady Jane Grey'; he said triumphantly 'she was queen for nine days'. To which another joined in and said the next kings were not Tudors but Stuarts.
- In a geography lesson, nine-year-old pupils were discussing why people left their own country to come to live in Britain. Pupils from Africa, the Far East and the Middle East shared their experiences and everyone discussed what was good about living in Britain. They were using 2011 National Census data to examine patterns of migration and drawing simple conclusions. These are just two of the examples seen by inspectors of how teachers were using a wide range of subjects to engage with their pupils and enhance speaking, listening, writing and numeracy skills.
- There is a distinct culture change in the classroom. Dictionaries are a now feature on nearly every desk in the school. There is an expectation that these are used to check spellings and look up the meanings of new words. Although not yet uniform across the school, pupils are opening and using dictionaries on a regular basis and this is beginning to have a positive impact on improving their spelling in particular.
- Working Walls (which provide key vocabulary and guidance for pupils) are in place in every classroom and are regularly used by teachers and pupils to support ongoing work.
- Pupils feel that the first-hand experiences they engage in are now a strength of the school and add value to their learning. A wide range of trips, visits and activities are used to support subject specific teaching. Pupils have recently been involved in a Science week, where the focus was on investigation through extensive use of experiments. They have visited Roman Chester as part of a history study and the slavery exhibition at the Maritime Museum.
- The impact of learning support assistants is improving but still needs further development. When very well briefed they support the learning of small groups of pupils very well. However, practice is not consistent and there remains a tendency for some to direct the pupils to the correct

answer rather than focusing on questioning and prompting so that pupils work things out for themselves. Some pupils are still too dependent on adults to get them to the right answer.

- Although the teaching of phonics has improved, adults are not always confident in certain aspects of the work. For example, they do not always pronounce words clearly or make use of the correct technical vocabulary. Equally, some adults are not always confident about the correct use of grammar and fail to correct pupils' errors or misconceptions. The school is aware of the need for further training to improve this aspect of teaching.
- The quality of marking is not yet consistent across the school. It is best developed and informative in English where pupils are able to respond to specific points for improvement of their work. In mathematics, some misconceptions are not challenged as rigorously as in English. Marking in other subjects does not have the same rigour as teachers do not always have sufficient subject knowledge to be able to suggest next steps in learning.
- Work is not always pitched at the right level to challenge and really stretch the most able pupils. In some classes, challenge is the norm, especially in English and mathematics lessons, in others it is less successful and pupils often end up completing similar tasks.
- Extensive use is made of Blogs on the school website to display and celebrate the wide range of work that pupils are involved in. Pupils were proud and pointed out to inspectors what they had done. Unfortunately, parents do not make sufficient use of these opportunities to comment on the activities and work of their children.

### **The behaviour and safety of pupils are good**

- The behaviour of pupils is good. There has been a dramatic turnaround in pupils' behaviour in lessons and attitudes to learning. Pupils are engaged in the wide and varied range of formal lessons and enrichment opportunities. They take a real pride in their learning and were keen to bring their work to inspectors to show what they had achieved.
- Disruption in lessons has all but been eradicated and, even in those classes where pupils have a high level of need, behaviour is managed well. Some pupils have the potential to manifest challenging behaviours but issues are dealt with firmly but sympathetically before they become a problem. Pupils are helped by clear routines and procedures which are becoming more and more established in everyday school life. Pupils accept this and react positively.
- When asked what has changed around the school in the last year many pupils identified that 'behaviour has improved – it is a lot better now'. They stated that there was little bullying and when disagreements occurred, these were quickly resolved by adults.
- The school's work to keep pupils safe and secure is good. Pupils feel safe in school and are aware of how to keep safe outside school and on the internet.
- Pupils are polite and courteous and hold doors open for adults and other pupils. They are proud of their school and are keen to tell you about what they are doing. They are confident and conduct themselves accordingly. No incidents of poor behaviour were seen during the inspection.
- During playtime and lunchtime, the open areas around the school are an oasis of calm, fun, activity and laughter. Resources and equipment have been purchased using pupil premium and primary sports funding to provide pupils with a balanced range of activities to engage with. This has also improved behaviour. Pupils co-operate well with one another. They are equally happy initiating their own independent activities or engaging in adult-led play. They looked after their environment and are encouraged to share responsibly and co-operatively. Pupils were clearly happy.
- Pupils are well dressed and take pride in their uniform and feel that it has also had an impact on improving behaviour and attitudes around the school. As one pupil put it, 'If we look smart – we think smart.'
- Attendance has steadily improved and is now close to the national average. Rigorous procedures to tackle poor attendance are in place and pupils also respond well to incentives.
- Punctuality to lessons after break and lunch is excellent. However, there are some issues with punctuality, as a small number of pupils habitually are brought late to school by their parents.



- Safeguarding strategies and policies are in place and meet statutory requirements. All policies and requirements, including risk assessments are in place.

## **The leadership and management are good**

- The culture of the school has been transformed. Staffing has been stabilised. The leadership of the school has provided clear direction and the school is now in a strong and stable position to move forward with confidence. The impact that leadership has had on the school is undeniable.
- Pupils also have a renewed sense of pride in their school. 'We are proud to be in Heygreen – it's really buzzing now!' was a comment made by one pupil which summed up the improved atmosphere around the school.
- Senior leaders have been successful in addressing the weaknesses identified when the school was placed into special measures. They have systematically addressed an issue at a time focusing on practical actions which had an immediate impact in the classroom and boosted staff confidence. Morale is high and adults feel they are now part of a team. Monitoring is accurate, regular with a clear focus on improving practice.
- Subject and phase leaders have a clear mandate to develop and improve their areas of responsibility. For example, the newly-assigned leader in the Early Years Foundation Stage is developing greater consistency across the Nursery and Reception classes. In the short time she has been in the school, she has identified weaknesses and provided clear direction and leadership. Although in its early stages, this has provided a clear focus and has begun to make an immediate impact. There is a clear awareness of what needs to be done in order to improve provision and bring greater consistency to the classroom.
- The partnership between the acting headteacher's own school, St Silas C of E Primary, and Heygreen has been central to supporting improvements. This has not only involved the sharing of good practice and joint training but has also involved staff coming full time from the partner school to ensure stability of staffing.
- Middle leadership is at an embryonic stage of development but middle leaders are beginning to have a clear impact on improving aspects of learning in their respective areas of responsibility. Middle leaders talked enthusiastically about their plans to improve provision in the school. They explained how they accessed outside support, both from St Silas but also from other sources, such as local authority link meetings and specifically subject associations. The new team spirit in the school is exemplified by initiatives such as subject breakfasts where teachers and support staff discuss teaching approaches, the use of effective resources and share good practice and planning.
- The curriculum has been reviewed to bring it more in line with new requirements from September. Subjects are taught discretely and this is having a positive impact in engaging pupils as well as supporting the development of basic skills. This curriculum is enriched with a wide range of focused out-of-classroom learning experiences. During the inspection, Year 2 visited the Blue Planet Aquarium linking science to their geography topic about Australia and specifically the Great Barrier Reef. Year 4 were involved in a visit to the Walker art gallery to develop their knowledge about portraits, as part of their study of Tudor art.
- The greater majority of parents are positive about the improvements that are apparent around the school. Many referred to the fact that 'more learning was taking place now' and that 'reading books were being taken home more regularly'. The overall feeling was that the headteacher has turned the school around and most understand the need for the changes being made.
- Systems to check on teachers' performance have been established. All teachers and subject leaders have clear and very specific targets which are reflected in their performance management. They are held more to account for the progress of pupils.
- Pupil premium and primary school sports funding is accounted for and has been spent on providing resources and personnel to support provision. The impact of this is less well documented.
- The local authority has provided effective support for the school. Teachers have the opportunity

to take part in subject meetings through the school network. Training has been provided for learning support assistants. Management has been supported with monitoring activities, including termly reviews of the school's progress. The local authority has an accurate picture of current achievement and teaching.

■ **The governance of the school:**

- The Chair and members of the Interim Executive Board have invested time and expertise into supporting the management of the school. In the short period of time when they have been in existence, they have concentrated on staffing issues to ensure that these were resolved as quickly as possible and that stability returned to the school. They are currently also heavily involved in plans about the future re-organisation and status of the school.



## 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

<b>Unique reference number</b>	104547
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	441693

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<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 Interim Executive Board
<b>Chair of Interim Executive Board</b>	Mr David Cadwallader
<b>Acting Headteacher</b>	Jonathan Nichols
<b>Date of previous school inspection</b>	6 March 2013
<b>Telephone number</b>	0151 7331719
<b>Fax number</b>	0151 7342883
<b>Email address</b>	heygreen-ht@heygreen.liverpool.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://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](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.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 and 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 assesses 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](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational 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 St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2014

