

# Haveley Hey Community School

Nearbrook Road, Manchester, M22 9NS

**Inspection dates** 15–16 January 2015

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected as an academy	
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management	Good		2
Behaviour and safety of pupils	Good		2
Quality of teaching	Good		2
Achievement of pupils	Good		2
Early years provision	Good		2

## Summary of key findings for parents and pupils

### This is a good school.

- The new headteacher has made clear her vision for improvement and is well supported by senior staff and governors of the trust. All share the passion to provide the very best for the pupils at this school. Leadership and management are good.
- The whole staff team have worked together with a tireless determination to continue the journey of improvement. The school is a caring and nurturing place in which pupils feel safe. Teaching is good. Relationships at all levels are very positive.
- Pupils make good progress from starting points which are below those typically found. Progress is improving rapidly as a result of the good teaching pupils receive and the high quality of pastoral support provided. Attainment by the end of Year 6 is rising and is almost average. Achievement across the school is good.
- Children get off to a good start in the early years due to a high focus on developing strong links with parents and the promotion of basic skills to aid good progress.
- Staff and parents are unanimous in their praise for the work of the school. Parents are warmly welcomed into school for a variety of events and workshops.
- Behaviour and safety are good. Pupils have great respect for others in this rights respecting academy. They behave well wherever they are, around the school building or outside.

### It is not yet an outstanding school because

- Standards have not yet reached the national average. Standards in writing and English, grammar, punctuation and spelling are below those in reading and mathematics.
- Provision in the Reception classes, particularly in the indoor environment, is not as strong as it is in the Nursery class.
- Some teachers and support staff make spelling and punctuation errors in their written feedback to pupils. In discussions with pupils, some staff occasionally use a poor standard of English.
- Mathematics is not promoted enough in other subject areas.
- Occasionally, the pace of learning is too slow and a minority of pupils lose focus on their learning tasks.

## Information about this inspection

- The inspectors observed teaching and learning in 18 lessons or parts of lessons; one session was jointly observed with the headteacher.
- The inspectors heard pupils reading and observed pupils' behaviour at lunchtimes and break times. The inspectors looked at a range of pupils' workbooks with senior staff.
- Meetings were held with pupils, staff, governors and a quality assurance representative who visits the school termly. Inspectors also considered the effectiveness of the school's website.
- Inspectors took account of 36 responses to the Ofsted online questionnaire (Parent View), of views written in letters by parents and sent to the inspection team, and of those views gathered verbally during the inspection.
- The team looked at a range of documents, including the school's most recent data on pupils' progress, the school's own view of its effectiveness and its plans for improvement, minutes of governing body meetings and information on the checks made by senior staff on the quality of teaching and learning.
- Arrangements for the safeguarding of pupils and records relating to behaviour and attendance were also considered.

## Inspection team

Barbara Flitcroft, Lead inspector	Additional Inspector
Jane Holmes	Additional Inspector
Terry Bond	Additional Inspector

## Full report

### Information about this school

- Haveley Hey Community School converted to become an academy school in April 2013. It is part of the Children of Success Schools Trust. The school has a strong supportive partnership with the other primary academy in the trust. When its predecessor school, also called Haveley Hey Community School, was last inspected by Ofsted, it was judged to be good overall.
- Since becoming an academy, some new staff have been appointed, including a new headteacher and a new deputy headteacher.
- This is a larger than average sized primary academy. There are two classes in each year group from the Nursery Year to Year 6. Children in both Nursery and Reception Years attend full time.
- The vast majority of pupils are of White British heritage.
- The proportion of pupils who are disabled or have special educational needs is a little higher than average.
- The proportion of disadvantaged pupils, those eligible for support through the pupil premium, is approximately three times the national average. The pupil premium is additional funding for pupils known to be eligible for free school meals and children who are looked after by the local authority.
- At the start of January 2015, the governors opened a base on site where those pupils who have a high level of additional need can have some alternative provision each morning.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

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

- Extend the very good practice that exists in the Nursery class to further improve the all-round experience of school for Reception children.
- Raise pupils' attainment further by:
  - ensuring that teachers and other adults in the school promote the good use of standard English in their verbal exchanges and written feedback to pupils, including the correct spelling and punctuation
  - checking that all lessons move on at an appropriate pace to keep all pupils engaged in learning
  - mirroring the already established good practice of developing pupils' English skills across the new curriculum by a similar approach to promoting the use of their mathematics skills in all subjects.

## Inspection judgements

### The leadership and management are good

- The headteacher has engaged the enthusiasm and commitment of the governing body and the staff team to drive through improvements since she was appointed in March 2014.
- Improved conditions for pupils' pastoral and behavioural support have had a positive impact on pupils' achievement. There is a rights respecting culture that promotes good behaviour and pupils' social skills.
- The whole staff work successfully in engaging parents in children's learning. One parent spoke of the 'amazing transformation' from when her first child left the school four years ago to how the school is today. Parents were delighted that some of their ideas are taken and used in the school.
- Senior leaders work with the other academy in the trust and other local schools to provide good professional development for staff which brings about improvements for pupils' learning and their pastoral care. Staff know pupils well and appreciate the training opportunities.
- Middle leaders are clear about their responsibilities and are proactive in their particular areas. They provide knowledgeable support for their colleagues and contribute well to the success of the school. Some middle leaders are fairly new to their role so the impact of some of their actions is still to be fully realised.
- Effective procedures are in place to check how well the school is progressing and to identify further areas for improvement. Leaders' judgements about the different aspects of the school's work are rigorous and accurate. They know the school's strengths and what needs to be developed further, for example raising standards further.
- Good leadership ensures that disadvantaged pupils across the school, those who are eligible for the pupil premium funding or those who have a disability or a special educational need, are well supported so they can achieve at least good progress.
- Effective appraisal systems ensure that all staff are held to account and are given appropriate levels of challenge in their roles. Pay awards are dependent on their successes in the classroom.
- The staff have worked hard to implement a new curriculum which engages and enthuses all pupils, preparing them well for life in modern Britain. British values are promoted well. The school has strong links with other local schools and with a school in South Africa, which has been visited by some staff. The curriculum is enhanced by after-school activities, visitors, events in school and school trips.
- The primary school sports funding has been carefully used to raise standards in physical education (PE), including enabling the mapping of the school grounds for orienteering. The funding has also ensured that staff are adequately skilled to teach the higher expectations in the new PE curriculum and that PE opportunities for pupils are promoted more effectively in school and beyond.
- The pupil premium funding is used well to raise pupils' standards in reading and writing; to train relevant staff in certain areas for their support roles; to support a mental health initiative in the school; to support families; and to provide some nurture provision. The way in which this funding is spent is having a positive impact, not just on the targeted pupils but also on the families the school serves.
- School staff and governors strongly promote equal opportunities, foster good relations, and effectively tackle discrimination.
- The academy trust has provided effective support and a high level of challenge. It has confidence in the leaders' ability to continue to make the improvements. The local authority use some aspects of the academy's work as exemplars of good practice for other schools.
- **The governance of the school:**
  - Governors share the ambitions of the senior leaders for the school to improve further. They work very well with senior leaders and school staff to help to achieve this. Governors visit the school frequently and know very well the school's strengths and areas for improvement, which they help to identify. Governors have their own action plan for the improvement of governance. Governors understand about the importance of high quality teaching; they check how teachers' performance is managed and how any underperformance is tackled. They understand the analysis of the school's performance data and play their part in checking that school funding is used to get the best outcomes for pupils. The academy chain oversees some aspects of governance as part of its structure.
  - Legal requirements for safeguarding are met.

### The behaviour and safety of pupils are good

#### Behaviour

- The behaviour of pupils is good. They are polite, respectful and rightly proud of their school. Pupils are keen to apply their learning and to explore the interesting topics in their newly-designed curriculum. Behaviour in lessons is good and sometimes excellent. However, occasionally there is some low level disruption by a small minority of pupils. This tends to be when the pace of the lesson slows down and they lose concentration.
- Staff manage pupils' behaviour very well. There is a consistent approach and high expectations throughout the school, with visual displays to encourage good behaviour and the appropriate rewards and sanctions.
- Behaviour around the school and on the playground and field is good. Pupils play happily together and supervision is good. Pupils conduct themselves well.
- Pupils are motivated by praise and encouragement. They love to be awarded a differently coloured sweatshirt (yellow instead of the usual purple) in assembly time if they have achieved 'pupil of the week'. The Eco committee and school council wear differently coloured sweatshirts so they are easily identifiable and are obviously proud of their responsibilities in school.
- Pupils' rights and responsibilities are regularly shared in assemblies. The high focus on pupils' rights has brought about rapid improvement in behaviour. Pupils are very knowledgeable about their rights. Exclusions have reduced dramatically and are now almost non-existent. Three schools worked together on the charter of rights after the Manchester riots.
- The new centre on the school site, which offers a space for alternative provision in the mornings, caters well for a small minority of pupils from the two academies in the trust. It provides an ideal environment for a specific focus on learning behaviour and life skills development for those with the highest levels of need. These pupils have effective individual support every morning and have good opportunities to develop their social skills by learning alongside their peers in class during afternoon sessions.
- The staff work successfully to encourage good attendance. It has a high profile in assemblies. The outcome of this is that attendance has improved and is now very close to the national average.

### Safety

- The school's work to keep pupils safe and secure is good.
- Pupils say they feel safe at school and parents agree with this view. Pupils know who to turn to if they have a worry or a problem and they are confident this will be addressed.
- Pupils show some awareness of the different forms of bullying, including cyber-bullying. Annual e-safety work with pupils helps to remind them how to keep safe when using the internet.

### The quality of teaching

is good

- As a result of good teaching, some of which is outstanding, pupils learn quickly and make good progress in lessons that are varied and interesting. For example, in a Year 5 mathematics lesson, pupils were very keen to calculate whether their teacher had got a bargain in her supermarket offers or whether it was cheaper to buy the items separately.
- A large number of committed support staff skilfully assist those pupils who need additional help with their learning. A senior support assistant ensures that these staff are adequately trained for delivering a range of support programmes and the success of this support is regularly checked by senior leaders and governors. There is a good sense of teamwork throughout the school.
- Staff have good questioning skills and use these to reinforce pupils' learning. Occasionally, discussion with pupils reveals a misuse of standard English by a minority of staff, such as, 'Which is the bestest?'
- Classrooms are stimulating and attractive. Many displays promote English with text for pupils to read. On too many displays in the school, there are punctuation errors and this presents a poor model to pupils.
- There has been a huge focus on the promotion of reading skills within the school and with families. This has brought about improvement in reading standards and pupils' progress, as pupils read more widely and more frequently. Leaders have correctly identified that the special focus on writing, currently being promoted with writing across the curriculum and blogs, is raising standards in and enthusiasm for writing.
- Pupils' English skills are promoted well across the wider curriculum; however, pupils' skills in mathematics do not get an equally wide promotion.
- Pupils' work across the school shows a sense of pride and a good development and progression of their skills. Work is marked well with green highlights for good work and pink for 'think' about how to improve the work. Sometimes teachers make careless punctuation or spelling errors in their marking comments. Again, this is unhelpful for pupils to improve their own English.

- Teachers use computing equipment well in their teaching and in the recording of children's achievement in the early years. The school had just received some new computer equipment and this was used well to promote learning during the inspection.

### **The achievement of pupils** is good

- Children begin school in the early years with skills below those typical for their age.
- For the last three years, year on year, children in early years have improved their achievement, making good progress. Because of their low starting points, many children have not caught up to typical expectations by the time they start Year 1; however, this gap is closing.
- Progress across Key Stage 1 is good. The proportion of pupils reaching the required standard in the phonics screening check (letters and the sounds they represent) is rapidly increasing and is now at the national average. By the end of Key Stage 1, the proportion of pupils reaching national expectations in reading and mathematics is average, but slightly below average in writing.
- Progress across Key Stage 2 is also good with the vast majority of pupils making at least the progress expected of them and some exceeding this expectation. Standards were broadly in line with the national average in mathematics and reading, but below average in writing and English grammar, punctuation and spelling in 2014, when Year 6 had a larger than average proportion of pupils with particular special educational needs.
- The proportion of most able pupils reaching the higher standards in reading, writing and mathematics is below average but again this group of pupils make good progress as a result of teachers setting work that fully challenges them.
- Disabled pupils and those with special educational needs make good progress from their individual starting points as a result of the excellent provision and support the school offers.
- Disadvantaged pupils achieve well and make good progress as a result of the high focus on appropriate and effective support to help to address any gaps in pupils' learning. In 2014, in reading, writing and mathematics, disadvantaged pupils at the school were approximately two terms behind other pupils in the school and three terms behind non-disadvantaged pupils nationally. In English grammar, punctuation and spelling, disadvantaged pupils were three terms behind non-disadvantaged pupils in the school and nationally. However, the gap is closing, as can be seen in the pupils' progress data.
- It is too early to report on the achievement of the pupils who access some provision in the new centre which is managed by the governing trust because it opened less than two weeks before this inspection.
- New home-school reading logs are encouraging pupils to develop their own independent reading as they progress through the school and are starting to form an ongoing communication between child, parent and school.
- Across the school, pupils' skills in writing and English grammar, punctuation and spelling are not as well developed as their skills in reading and mathematics. Senior leaders have identified this and there is a greater focus on improving these weaker skills throughout this school year and in making sure that staff have strong subject knowledge to accurately assist good learning and progress.

### **The early years provision** is good

- The leadership and management of the early years are good. A new leader took up post in the early years in September 2014. She has inspired staff to improve provision, especially in the Nursery unit. The impact of this is very powerful and can be seen in the children's daily tasks where speaking, listening, reading, writing and number work are well promoted. For example, during registration, Nursery children watched carefully as their key worker held up cards on which their first names were written; she encouraged them to work out the names and 'read' them from the initial letter on the card and, afterwards, they counted together how many children were present in the group.
- Provision over time in the Reception unit, while still good, is not as strong. This is due to some staff changes. A new teacher has been recruited and is due to start in the unit at Easter. Teaching in the early years is good.
- Nursery and Reception children share a very well resourced outdoor area which reflects the indoor learning areas. Relationships are strong and make a good contribution to the children's emotional health, safety and well-being, including their spiritual, moral, social and cultural development. Behaviour is good.
- Good progress is made by all groups of children in the early years, including those with disabilities or

special educational needs and the most able. Parents come into the Nursery and Reception units to assist with some learning for the first 15 minutes of each school day. This enables excellent communication between parents and early years staff.

## 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>	139263
<b>Local authority</b>	Manchester
<b>Inspection number</b>	449840

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

<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	447
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Judith Summers
<b>Headteacher</b>	Sarah Murray
<b>Date of previous school inspection</b>	Not previously inspected
<b>Telephone number</b>	0161 234 1188
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