

Hawes Side Academy

Pedders Lane, Blackpool, Lancashire, FY4 3HZ

Inspection dates 14–15 April 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
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.

- This is a successful, inclusive and improving school.
- The Principal, ably assisted by the vice-principals, has rapidly changed the culture of the school. His determined leadership has led to improvements in teaching and raised pupils' achievement.
- Staff morale is high because all feel valued and supported.
- Staff share a tireless determination to improve their work. They respond swiftly and effectively to the guidance they receive. As a result, teaching is now at least good and improving.
- Subjects and learning experiences are linked together in very creative and exciting ways. These promote pupils' spiritual, moral, social and cultural development well. Pupils have a good understanding of British values. They are well prepared for life in modern Britain by the time they leave Year 6.
- Strong relationships exist with parents and external agencies and partners.
- Governors provide rigorous and astute challenge and support. They are fully committed to continuous improvement.
- Pupils' behaviour is good and sometimes outstanding. They are eager and enthusiastic learners. They are proud of their school and feel safe because staff look after them well and make learning enjoyable. Punctuality and attendance are improving.
- Pupils have highly positive and trusting relationships with staff. Staff boost pupils' self-confidence and self-esteem very well. This helps pupils to try hard and persevere in their learning.
- From their starting points, all groups of pupils make good progress. As a result, standards across the school are rising.
- Children in the early years achieve well and sometimes outstandingly so from their different starting points.

It is not yet an outstanding school because

- The rate of progress is not always rapid enough, particularly in writing.
- Some teachers do not always provide tasks that sufficiently match pupils' abilities and meet their learning needs, particularly for some of the most able.
- Teachers' feedback including marking does not always help pupils improve their work.
- Pupils do not have enough opportunities to develop their writing skills in other subjects.
- Some of the ways the school records achievement are still developing. As a result, they do not help leaders check the success of pupils' learning.

Information about this inspection

- Inspectors closely observed the learning of pupils in all classes across the school, including two lessons observed jointly with senior leaders.
- The inspectors looked closely at pupils' work in lessons, in a wide range of books and on display around the school. They also spoke often to pupils during the inspection and met with groups of pupils to discuss their views of the school. Inspectors listened to some pupils read.
- Inspectors made very careful checks on records of the progress of pupils, their behaviour and attendance.
- Discussions were held with the Principal, vice-principals and middle leaders. Inspectors met with governors, including the Chair of the Governing Body and a representative of the local authority. They met with a National Leader in Education and a representative from Lancashire School Improvement Service, who have also been supporting the school.
- Inspectors reviewed a range of school documentation, including the school's own view of its performance, plans for improvement and policies and procedures.
- Inspectors also checked closely on the work of governors and a range of documents, including those relating to safeguarding.
- Inspectors considered the views of parents through checking the 35 responses to the online Parent View survey and the 290 responses to the school's own recent survey of parental opinion. Inspectors also spoke to parents during the inspection.
- The inspectors took account of the views of staff expressed in the 37 responses to the voluntary inspection questionnaire.

Inspection team

Chris Maloney, Lead inspector

Additional Inspector

Paul Edmondson

Additional Inspector

Christine Potter

Additional Inspector

Mark Williams

Additional Inspector

Full report

Information about this school

- The school is much larger than the average-sized primary school.
- There have been significant changes in staffing since the last inspection including a number of middle leaders.
- Significant proportions of pupils join and leave the school part-way through their schooling.
- The vast majority of pupils are of White British heritage. The proportion of pupils from other ethnic backgrounds and those that speak English as an additional language is significantly below average.
- The proportion of disabled pupils and those who have special educational needs is below average.
- The proportion of disadvantaged pupils, those supported through the pupil premium funding, is above average. The pupil premium is government funding for pupils known to be eligible for free school meals and children who are looked after by the local authority.
- The early years provision starts in the three Reception classes. All children attend full time.
- The school meets the government's current floor standard, which is the minimum expectation for pupils' achievement in English and mathematics by the end of Year 6.
- The school operates a breakfast and after-school club which is subject to separate inspection. Reports for this setting may be viewed at www.gov.uk/ofsted.
- There is a separate Nursery on the school site. This is operated privately and subject to separate inspection. Reports for this setting may be viewed at www.gov.uk/ofsted.
- The school has been receiving close support from a National Leader in Education. It has also been working closely with the Lancashire School Improvement Service.
- The school is involved in a number of significant partnerships. These include close working with schools in Kenya, Zambia, France, Spain and China. The school also works in close cooperation with the South Shore Academy Cluster.

What does the school need to do to improve further?

- Improve teaching and accelerate pupils' progress, particularly in writing, by ensuring :
 - teachers consistently plan work that challenges pupils of different abilities, particularly the most able
 - teachers' feedback including marking helps pupils to improve their work
 - pupils are encouraged more to use and extend their writing skills across subjects.
- Strengthen teaching and learning, by ensuring:
 - actions planned by senior and middle leaders to improve teaching and achievement are always crystal clear in how their impact will be measured
 - the systems for recording the achievement of pupils are always helpful to leaders in evaluating how well pupils are learning.

Inspection judgements

The leadership and management are good

- The Principal firmly believes that the judgements of the last inspection provided a timely 'wake-up call'. It galvanised senior leaders and governors to respond positively to the challenge. The response of the Principal and the Chair of the Governing Body in particular, has been decisive and highly effective. As a result, the quality of teaching and the achievement of pupils are improving strongly.
- The steely and unrelenting determination of the Principal to steer the school in the right direction has motivated a whole team spirit and a passionate drive for continuous improvement, which staff fully share. Senior leaders have a good understanding of how well the school is doing. They use this information well to plan effective actions that have been successful in improving teaching and achievement. However, it is not always clear how the impact of their actions will be assessed because plans do not always include precisely measurable targets. This affects the impact of the actions they take.
- The morale of staff, including those new to school since the last inspection, is high. Staff say they feel valued, supported and their efforts very much appreciated. They know exactly what is expected of them. A typical staff comment was, 'Staff are very clear that we are all here for the children. They are our main focus and everyone works hard to ensure this happens.'
- The promotion of equal opportunities is good because all pupils are offered good-quality support and equal access to a vibrant curriculum. Leaders are fully committed to making it possible for all pupils to fulfil their potential.
- Discrimination of any kind is not tolerated. Pupils' spiritual, moral, social and cultural development is promoted well. Very strong opportunities are provided for pupils to celebrate and appreciate difference and diversity in culture and traditions. The school's highly effective work with schools abroad has led to many benefits, including the creation of pen friends, internet video conversations and visits from overseas staff. Pupils have visited a school in France and taught English there and a 'Values' week was shared with partner schools in Africa. Staff promote British values well, including tolerance and respect for the rule of law. This ensures the fostering of good relationships and prepares pupils well for life in modern Britain.
- Senior leaders meet regularly with teachers to make sure that all groups of pupils are making the progress they should. Pupils who need to catch up are identified and given the support they require. The pupil premium funding for disadvantaged pupils is used effectively. Additional staff provide skilled extra support. This results in disadvantaged pupils progressing as well as, and sometimes better than, others in the school. However, some of the systems for recording pupils' achievement are not effective enough in supporting the checks on how well pupils are learning.
- Significant numbers of pupils join the school part-way through their education. Senior leaders ensure they make good progress from their different starting points.
- The increased rigour of the checks made by senior leaders on teaching has significantly strengthened the quality of teaching across the school. The highly effective work of the vice-principal, with support from a National Leader in Education, has led to a strong focus on the quality of teaching and learning. Staff are able to plan together and video each other's practice to seek out improvements. They have excellent opportunities to observe and share their practice in school and in other schools, as well as good access to training both locally and nationally.
- Middle leaders are highly enthusiastic and share the drive for improvement. However, their plans are not always fully effective in showing how the success of their actions will be checked, hindering the effectiveness of their work.
- Subjects are linked together to create highly stimulating and creative learning. However, leaders have not ensured teachers always encourage pupils to apply their writing skills across subjects. This slows pupils' progress in writing, especially that of the most able.
- Pupils enjoy an exciting range of visits, visitors and residentials. They have excellent opportunities to learn languages such as French, Spanish and Mandarin and attend lunchtime and after-school clubs.
- Good use has been made of the additional funding for physical education and sport. The employment of specialist coaches has greatly improved staff confidence and competence. Pupils have increased opportunities to develop skills and participation in additional clubs such as table tennis, 'Be Active' and competitive sports. There is clear evidence that pupils' well-being and healthy lifestyles are improving.
- Highly positive links exist with parents. Although there were a few negative responses on Parent View, discussions with many parents during the inspection and the school's own surveys found no evidence to explain these. Parents say they feel welcomed and appreciated. A typical parental comment was, 'Staff are always approachable and listen to any concerns.'
- The close links the school has with schools in the South Shore Academy Cluster have led to joint staff

training and the sharing of good practice.

- The school has accessed training provided by the local authority. In addition, the school has bought in highly effective support from the Lancashire School Improvement Service. This has led to improvements in leadership and the rigour of monitoring and evaluation of teaching and achievement.

■ The governance of the school:

- Governors are exceptionally well led. They have taken decisive and highly effective actions to improve their work. They visit regularly and know the school well. Their good range of experience and expertise is regularly reviewed. Governors' rigorous challenge and support have helped school leaders successfully tackle the areas for improvement raised at the last inspection. Governors use and interpret comparative data effectively to check on the quality of teaching and the progress of all groups of pupils. They ensure teachers' pay progression and pay rewards are closely linked to pupils' progress and the quality of teaching. Governors regularly check that extra funding, for physical education and sports and for disadvantaged pupils, has the impact on pupils it should. Governors keep a close eye on the school's finances. Robust checks are made to ensure that practice reflects safeguarding policy. These are effective and meet statutory requirements.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils have pride in their school and enjoy learning. They typically say, 'We all enjoy school. We get to learn new things and be with our friends.' Pupils' positive attitudes to learning and willingness to try their best contribute well to their improving progress. Punctuality is good and attendance is broadly average.
- Pupils are polite and friendly and help each other. They get on well together and play safely. They are very welcoming and respectful to visitors and eagerly told inspectors how much they like school.
- Pupils behave well in lessons and around the school. They try hard in class and listen carefully to teachers. Pupils' behaviour and attitudes to learning are sometimes outstanding. This is when work makes them think hard and excites their interest. However, when tasks are too easy or too hard, a few pupils sometimes fidget, chat and work less conscientiously.
- Pupils' exceptionally positive and trusting relationships with staff help to boost pupils' confidence and self-esteem well. They enjoy the wide range of responsibilities on offer. Pupils particularly enjoy being a member of the 'Green Council', a play leader or a member of the 'Teaching and Learning Council'. They also talk eagerly about the many clubs they can attend, such as multi-sports and Mandarin Chinese.
- Pupils enjoy the many opportunities they have to celebrate differences and respect for the rights of people to hold different beliefs. They benefit greatly from the strong links the school has with other schools locally, nationally and abroad. Pupils typically say, 'Everyone has the right to follow what they believe. We have the right to be different, as long as we don't hurt people.'

Safety

- The school's work to keep pupils safe and secure is good. Pupils feel safe and have a good understanding about how to keep themselves and others safe. They have a good awareness of how to avoid potential dangers, particularly those posed by strangers or when using the internet. They receive good support through assemblies, work in class and training for families. A typical comment from pupils was, 'Never share personal information on the internet with people you don't know.'
- Pupils understand the different forms that bullying can take, such as cyber-bullying. They say bullying only happens occasionally, but are confident in the way staff deal with any incident that does take place.
- Parents are confident their children are well cared for and feel safe. This is reflected in their response to the online Parent View questionnaire and their very positive comments to inspectors. It is also shown by their response to the school's own recent survey, where 98% of the 290 parents agreed their children felt safe.
- The school has robust systems in place to ensure that pupils are safe. Senior leaders and governors ensure the site is safe. All the adults who work with pupils are rigorously vetted.

The quality of teaching is good

- Teachers have highly positive and trusting relationships with pupils. They ensure they know the pupils well as individuals and celebrate things they do at home as well as in school. As a result, pupils are eager to learn and do the best they can. This contributes strongly to pupils' improving achievement.
- Regular checks are made on how well pupils are learning so tasks can be planned to meet their needs and interests. Staff have generally responded well to raising the expectations of what pupils can and should achieve. However, a few teachers sometimes plan activities that are not pitched at the right level for pupils. As a result, some pupils, particularly some of the most able, do not make the progress they should.
- Pupils are encouraged to assess how well they are doing and to help each other identify how their work could be improved. This strengthens their ability to cooperate and share ideas.
- Staff ensure pupils respond well to their high expectations of behaviour and attitudes. Teachers apply the school's behaviour policy well and encourage pupils to work towards the bronze, silver and gold awards.
- Senior leaders have improved the support for staff on how feedback including marking should help pupils improve their work. There is clear evidence that some teachers have applied this advice successfully. They are providing pupils with excellent guidance on how to make their work better. Teachers check pupils have responded appropriately. However, not all feedback consistently reflects the school's marking policy. This hinders the progress of some pupils.
- Reading is skilfully and systematically taught. This is proving successful in helping pupils to develop the skills and understanding they need to be confident readers. Any pupils in danger of underachieving receive regular additional support from highly skilled teaching assistants and this is aiding their progress well.
- Teachers provide interesting and exciting opportunities for pupils to write. They ensure pupils talk about their writing, share their ideas and re-draft their work after identifying possible improvements. Although the quality of writing is improving, pupils do not have enough opportunities to develop their writing skills when working across subjects, hindering their progress, especially that of the most able pupils.
- Teachers ensure that pupils strengthen their mathematical abilities through the provision of interesting and fun-packed problem-solving activities. They provide many opportunities for pupils to consolidate their basic skills and develop an increasing mastery of mathematical concepts.
- When teachers capture pupils' interest and challenge their abilities, they make at least good and sometimes outstanding progress.

The achievement of pupils is good

- Achievement has improved since the last inspection. Pupils now make consistently good progress from their different starting points and attainment is rising. Standards overall in reading, writing and mathematics by the end of Year 2 and Year 6 have been rising and this trend is set to continue in 2015.
- The school's own data and inspection evidence show the progress of pupils in most classes last year was at least good from their starting points. The progress of current pupils in school shows it is improving at a faster rate than last year. This is why attainment across the school is rising.
- All groups of pupils are making at least good progress from their starting points. The proportions of pupils exceeding the progress expected of them are increasing, reflecting the raised expectations across the school. This is particularly so for the current Year 6 pupils. Higher proportions of pupils are now working at the higher levels in mathematics and writing, and especially in reading.
- Pupils' achievement in reading is improving rapidly due to better teaching of the necessary skills throughout the school. Pupils read regularly at home and at school and benefit from highly skilled teaching. Pupils in danger of falling behind get the help they need to catch up. Pupils in Key Stage 2 access an online motivational reading programme to stimulate their interest and which helps them keep a track of their progress.
- In 2014, the results in the Year 1 national screening check on phonics (letters and their sounds) were above average and a significant improvement on 2013. This reflects the impact of the improved training staff have received in ensuring pupils' increasing understanding of the sounds that letters make. Pupils continue to make good progress in reading from their starting points as they move through the school. Pupils' love of reading was clearly evident during the inspection and pupils talked excitedly about books they enjoy and the authors who have visited the school.
- Pupils' progress in writing is good. This is due to a greater emphasis on pupils talking about their ideas and the improved teaching of grammar, punctuation and spelling. Pupils benefit from re-drafting their writing with improvements made to their choice of language.
- Pupils demonstrate increasing confidence in their consolidation of basic skills and mastery of mathematical

concepts. This is due to staff making learning fun and giving pupils opportunities to explain the strategies they use in solving practical problems.

- The most able pupils are usually given more demanding work to make them think hard and deepen their understanding. The information the school holds and inspection evidence show the progress of the most able pupils is good overall and improving. However, this approach to supporting and challenging the most able is not yet consistent across the school, especially in writing.
- Highly skilled and timely additional support for disabled pupils and those with special educational needs ensures they make good and sometimes outstanding progress. Pupils from minority ethnic groups, including those who speak English as an additional language, make good progress.
- In 2014, the attainment of disadvantaged pupils in Year 6 was nearly two terms behind that of non-disadvantaged pupils in the school in reading and two-and-a-half terms behind in writing and mathematics. Compared to other pupils nationally, disadvantaged pupils were two terms behind in reading, writing and mathematics. The progress of disadvantaged pupils was similar to that of other pupils nationally in reading, writing and mathematics. Inspection evidence shows the gap in attainment between disadvantaged pupils and others in the school is narrowing rapidly. Disadvantaged pupils are now achieving as well as, and sometimes better than, others in class.

The early years provision

is good

- When children start in the Reception classes, only a quarter of them have the skills typical for their age. Particular weaknesses are evident in children's language and literacy skills. However, all children, including the most able and those with special educational needs, make at least good progress from their starting points.
- In 2014, children's attainment by the end of the Reception Year rose sharply, particularly in communication and language and personal development. The proportion of children achieving a good level of development increased and was close to the national average. An even larger proportion of children currently in the Reception classes are on track to reach a good level of development in 2015, ensuring children are well prepared for Year 1.
- Children settle quickly and grow in confidence. They thrive due to welcoming and highly caring staff, well-established routines and very strong links with parents and pre-school settings. Parents have a wealth of opportunities to be actively involved in their children's education. These include attending reading workshops and using the 'Wow' cards to share information on children's achievements at home.
- Staff know children well and make detailed notes of what children say and do. They use this information to plan activities that are well matched to children's individual needs and interests. Staff ensure there is a good range of learning activities that children choose for themselves or led by adults. They make regular and skilled checks on how well children are learning and next steps for children are carefully planned.
- Reception classes 'buzz' with purposeful learning. Exciting activities help children develop skills in different areas of learning, such as fine motor skills through winding wool around cotton wool to make cocoons. Children also enjoy experimenting in making waterfalls using different containers.
- Children select activities independently. They cooperate well, such as in the role-play kitchen area. They put food in the microwave, answer the telephone and chatter together happily.
- Children enthusiastically follow their interests and demonstrate clear enjoyment in designing, making and talking about the shelters they make for minibeasts. Adult interaction with children moves learning forward and provides children with a chance to explain what they are doing. For example, staff helped children develop their descriptive language for the frogspawn they were excitedly exploring.
- Children behave well. They are excited and eager to learn. They are keen to talk about what they are doing and listen carefully to adults. They get on well together and minor disagreements are quickly resolved. Children respond well to adult instructions and are keen to be seen to be walking sensibly. They know how to stay safe, such as when using outdoor equipment. They quickly learn to use scissors safely.
- The development of children's reading and writing skills is well promoted. Staff encourage children to write their names, label pictures and write sentences with correct finger spaces.
- Children receive skilled teaching of the sounds individual and combinations of letters make. They learn to identify words containing these sounds and accurately identify these in sentences they read.
- Staff develop children's mathematical skills well. They take every opportunity to reinforce number work, such as when asking children to count how many children are present or absent when taking the register.
- Children have good opportunities to explore their learning on a wide range of visits. They particularly enjoy visits to the park, the local garden centre and the library.

- The quality of leadership and management is good. The newly appointed early years leader has a clear view of strengths and has a detailed action plan to address what needs to improve further. She has quickly ensured that staff are working as a team and share the school's plans for continuous improvement. Systems to record children's achievements are currently being reviewed to make them more helpful in moving children on in their learning.
- Children are kept safe by rigorous risk assessments and well-trained 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

Unique reference number	138538
Local authority	Blackpool
Inspection number	462346

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

Type of school	Primary
School category	Academy converter
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	612
Appropriate authority	The governing body
Chair	Sarah Blair
Principal	Michael Shepherd
Date of previous school inspection	16 July 2013
Telephone number	01253 761403
Fax number	Not applicable
Email address	admin@hawes-side.co.uk

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