

# The Heys Primary School

Whiteacre Road, Ashton-Under-Lyne, Greater Manchester, OL6 9NS

**Inspection dates** 21–22 April 2015

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

## Summary of key findings for parents and pupils

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

- There has not been enough time for leaders' actions to secure sufficient improvements in pupils' progress, to promote good achievement over time. The legacy of low attainment is still hindering achievement.
- Pupils do not make consistently good progress in all year groups, particularly in writing.
- Not enough teaching is consistently good. Teachers do not always give pupils work that stretches their abilities, particularly the most able.
- Not all marking helps pupils to understand how to improve their work. Teachers do not always check that pupils have acted on the advice they have given.
- Pupils do not have plentiful opportunities to apply their writing and mathematical skills in different subjects. This slows pupils' progress.
- Plans for improving teaching and achievement are not always sufficiently precise in how their impact will be measured. This hinders their effectiveness.
- Not all middle leaders are as effective as possible in improving teaching and the achievement of pupils.
- Children's language skills are not always promoted well enough in the early years.

### The school has the following strengths

- The headteacher, ably supported by the deputy headteacher, shows an unrelenting determination to improve the school. Staff and governors share his passion for continuous improvement.
- Underperformance in teaching and the underachievement of pupils are being tackled robustly. As a result, the progress of current pupils is improving and standards are now rising.
- Gaps between the achievement of disadvantaged pupils and their peers are closing.
- The achievement of disabled pupils and those with special educational needs is improving, due to the skilled additional support they receive.
- Children in the early years make good progress due to good teaching and skilled leadership.
- The behaviour of pupils is good, they feel safe and their attendance is improving strongly.
- Governors provide rigorous challenge and support. They have helped to drive through improvements in teaching, pupils' achievement and the pupils' behaviour and attitudes to learning.
- Pupils' spiritual, moral, social and cultural development is well promoted, and they are well prepared for life in modern Britain.

## Information about this inspection

- Inspectors closely observed the learning of pupils in all classes across school.
- The inspectors looked closely at pupils' work in lessons, in a wide range of books and on display around school. Inspectors listened to some pupils read.
- Inspectors spoke often to pupils during the inspection and met with groups of pupils to discuss their views of school. Inspectors made very careful checks on records of the progress of pupils, their behaviour and attendance.
- Discussions were held with the headteacher, deputy headteacher and middle leaders. Inspectors met with governors, including the Chair of the Governing Body and a representative of the local authority. They also met with a school improvement partner commissioned by governors to support 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 61 responses to the online Parent View survey and the responses to the school's own survey of parental opinion. Inspectors also spoke to parents during the inspection.
- The inspectors took account of the views of staff expressed in the 27 responses to the voluntary inspection questionnaire.

## Inspection team

Chris Maloney, Lead inspector

Additional Inspector

Robert Pye

Additional Inspector

David Halford

Additional Inspector

## Full report

### Information about this school

- The school is an average-sized primary school.
- The school has resourced-based provision for pupils with moderate learning difficulties. There are only two pupils in this provision and these are currently fully integrated into classes.
- There have been significant changes in staffing and governors since the last inspection.
- The current headteacher was appointed at the time of the last inspection.
- The proportion of pupils from other ethnic backgrounds and those that speak English as an additional language is high compared to the national average.
- The proportion of disabled pupils and those who have special educational needs is above average.
- The proportion of disadvantaged pupils supported through the pupil premium funding is above average. The pupil premium is government funding for those pupils known to be eligible for free school meals and those children who are looked after by the local authority.
- The school Nursery operates mornings only. Children attend the Reception class full time.
- In 2014, the school did not meet 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 has been receiving support from a National Leader in Education and an independent school improvement partner. It has also been working closely with Everyonelearning@, Audenshaw, Manchester and its associated alliance of schools.

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

- Improve teaching, so that pupils in all classes make consistently good progress, in order to raise attainment, particularly in writing, by ensuring:
  - teachers consistently plan work that challenges the abilities of all pupils, particularly the most able
  - teachers' marking regularly helps pupils to improve their work
  - pupils are encouraged more to use and extend their writing and mathematical skills across subjects.
- Strengthen teaching and learning, by ensuring:
  - actions planned by senior and middle leaders to improve the quality of teaching and achievement of pupils, are always crystal clear in how their impact will be measured
  - middle leaders, particularly those new to role, have the full range of opportunities they need to be more effective in improving teaching and learning.
  - staff in the early years consistently promote and develop children's language skills, particularly in the outdoor learning area.

## Inspection judgements

### The leadership and management

### requires improvement

- Progress since the last inspection has been hindered by a period of significant instability in staffing. This led to a sharp decline in standards, particularly in writing, in Key Stage 1 and Key Stage 2. Pupils in most classes last year did not make the progress they should. While securing improvements, senior leaders have not yet established consistently good teaching and achievement across the school.
- The achievement of different groups is inconsistent. However, despite the need to provide more challenging and engaging learning for boys and the most able, senior leaders are committed to promoting equality of opportunity for all.
- Some improvements to teaching, achievement and behaviour are clearly evident in school, particularly in the current academic year. The headteacher displays a steely determination and strong commitment to steer the school on the right track.
- The headteacher is ably supported by the deputy headteacher. They have not shied away from taking tough and decisive actions to eradicate inadequate teaching and halt the legacy of underachievement. Staffing turbulence has been managed well and all staff have been energised in supporting senior leaders' vision of continuous improvement. As a result staff morale is high. A typical staff comment was, 'The headteacher is very helpful and supportive, especially in my professional development.'
- Senior and middle leaders have ensured that they are focused on the right priorities to improve the quality of teaching and achievement. However, their plans to bring about improvements do not always show precisely how the effectiveness of their actions will be measured.
- Senior leaders have improved the rigour of checks on the quality of teaching. Teachers are given more effective guidance on how to improve and benefit from opportunities to observe good practice in school and in other schools. Senior leaders are working well with a National Leader in Education and an independent school improvement partner. These have helped to improve the quality of teaching and teachers' ability to plan challenging work for all pupils. However, some inconsistencies remain.
- Robust checks are now being made by senior leaders on the progress of all groups of pupils, including those supported by the resourced provision. Decisive actions are taken to support any pupils in school in danger of falling behind. This is proving effective and current pupils are doing better, with more pupils working at the higher levels. However, this is not consistent across school.
- Good use is made of extra funding to support disadvantaged pupils. The targeted support given by additional teaching assistants and the school's learning mentor has led to pupils making improved progress. The attainment gap between such pupils and others not eligible for the funding is closing.
- Middle leaders, including those new to role, are enthusiastic and fully supportive of the drive for improvement. However, they are not all completely effective in checking how well their actions are improving the quality of teaching and learning.
- Subjects are linked together in creative and exciting ways to help pupils follow up questions about areas of learning. The establishment of an outdoor learning experience in the school grounds is a wonderful addition providing great interest and opportunities to investigate and explore learning. The curriculum is also enriched with a wide range of visits, visitors and residential. The pupils particularly benefit from visiting experts and specialists, such as in music, art and ancient Greece. They also enjoy an exciting range of clubs.
- Senior leaders ensure that discrimination of any kind is not tolerated and good relationships are fostered across school by the strong promotion of pupils' spiritual, moral, social and cultural development. Pupils learn about different faiths and enjoy opportunities to celebrate the diverse nature of the world they live in. Their knowledge of British values is enhanced through first-hand experience of democratic elections to the school council and school parliament. They regularly take on responsibilities and work with staff to create school rules. Pupils understand the importance of tolerance and the rights of individuals.
- Good use has been made of the additional funding for physical education and sport. The employment of specialist coaches has improved staff confidence and competence. Pupils have increased opportunities to develop skills and participation in clubs and competitive sports. There is clear evidence that pupils' well-being and healthy lifestyles are improving.
- Strong links exist with parents. Although there were some negative responses on Parent View, discussions with many parents during the inspection and the school's own surveys found no evidence to explain these. A typical parental comment was, 'This school is great at getting parents to interact.'
- The school has close links with Everyonelearning@, Audenshaw, Manchester and its associated alliance of schools. This has helped the school improve teaching and learning.
- The school is currently receiving good-quality support from the local authority in making improvements in

leadership and the rigour of monitoring and evaluation of teaching and achievement.

- Arrangements for safeguarding meet requirements. Clear policies and procedures are in place. Regular checks by senior leaders and governors ensure they are effective. All staff are trained to the appropriate levels.
- **The governance of the school:**
  - The Chair of the Governing Body provides highly effective leadership. Governors are rigorous in their support and challenge in holding the school to account. They have been successful in supporting improvements to teaching, the progress of current pupils and pupils' behaviour and attitudes to learning. The skills and experience of governors has been strengthened and they eagerly access training to help improve the way they undertake their work. Governors visit regularly to make sure that the drive for improvement is continuing and report their findings back to governors and staff. They ensure that they receive the information they need to check on the quality of teaching and the progress of different groups of pupils. Governors rigorously review the performance of teachers, reward good teaching and make sure that teachers' pay progression is closely linked to pupils making at least good progress. Governors scrutinise school finances and ensure extra funding for disadvantaged pupils and physical education and sports has the impact on pupils that is intended. Governors regularly monitor the school's safeguarding practices to ensure they reflect school policies. These checks are effective in ensuring that safeguarding meets statutory requirements.

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

### Behaviour

- The behaviour of pupils is good. Pupils enjoy learning and show a pride in their school. They typically say that, 'I like school because teachers are friendly and help you discover new things.' Pupils have positive attitudes to learning and this is reflected in their improving progress. Their eagerness to learn is shown in their broadly average and much-improved attendance.
- Pupils get on well together, play cooperatively and are welcoming to visitors. Pupils behave well in lessons and around the school. They try hard because of the positive and trustful relationships they have with staff and the interesting work they are given. Staff enhance pupils' self-esteem well as reflected in this typical pupil comment, 'Teachers boost you up.'
- The behaviour of pupils and their attitudes to learning are occasionally outstanding. This is when work is challenging, makes them think hard and grabs their interest. However, when tasks are too easy or too hard, a few pupils sometimes chat and stop working, hindering the progress they make.
- Pupils enjoy the wide range of responsibilities on offer, such as being a health and sport ambassador or a member of the 'Heys Parliament'. Other pupils relish being a school councillor, play leader or playground buddy. Pupils enjoy a wide range of clubs such as hockey, tag rugby, cheer leading and cross-country. They also enthusiastically learn to play musical instruments such as the tenor horn or learn French.
- Pupils have a good understanding of the rights of people to hold different beliefs. They regularly enjoy opportunities to celebrate cultural differences and traditions. Pupils typically say, 'It's ok to believe in different things. Treat people as you want to be treated.'

### Safety

- The school's work to keep pupils safe and secure is good. Pupils say they feel safe and have a good awareness of how to avoid the potential dangers, particularly those posed by strangers or the internet. Pupils in Key Stage 2 go swimming so that they learn how to enjoy water safely.
- Pupils understand the different forms that bullying can take, such as cyber-bullying. They say that on the occasional times that bullying happens, staff deal with it fairly.
- Parents are confident their children are safe and secure. This is reflected in their very positive comments to inspectors, their response to the online Parent View and to the school's own survey.
- Senior leaders and governors ensure the site is safe. The school has robust systems in place to ensure that pupils are safe. These are checked regularly to ensure they are effective. All the adults who work with pupils are rigorously vetted.

## The quality of teaching **requires improvement**

- Teaching is improving in Key Stages 1 and 2 but has not yet reached a level where it is consistently good. Improvements have not had sufficient time to address the weaknesses in achievement, especially in

writing.

- Teachers do not consistently plan work that challenges the abilities and interests of pupils, particularly boys and the most able. Work is sometimes too easy or too hard, hindering the progress pupils make.
- The quality of marking is improving as a response to implementing the school's marking policy. Some teachers are skilled in providing pupils with clear guidance on how to improve their work and regularly checking that they have done so. However, this practice is not consistent across school.
- The teaching of writing is improving. Pupils are presented with some exciting opportunities to write, talk about their ideas and to work with partners to identify improvements. Although there are clear improvements in the teaching of writing, progress is slower in writing than in reading and mathematics. This is because teachers do not consistently provide pupils with work precisely matched to their learning needs. Pupils are not encouraged to use and extend their writing skills when working in other subjects.
- Recent improvements to the teaching of phonics (the sounds that letters make) in Key Stage 1 have led to pupils' improved progress. Year 2 pupils show increased confidence in reading and the most able pupils are able to read and spell tricky words accurately. Reading continues to be taught systematically through school with a strong emphasis on developing a love of reading. This is aiding pupils' improving progress.
- Teachers ensure that pupils have regular opportunities to review and consolidate basic skills in mathematics. They plan tasks that place a greater emphasis on the mastery of concepts. This is reflected in the way pupils are given opportunities to choose the most efficient strategies to use when solving problems. However, pupils are not always encouraged to develop their mathematical skills by applying them across subjects.
- Pupils are eager learners when work is well matched to their needs and interests and challenges their thinking. This was evident in the work of Year 2 pupils who particularly enjoyed re-drafting their work on describing monsters to make it better. Staff shared pupils' writing to show 'what a good one looks like'. Pupils eagerly 'upstaged' their writing with better punctuation and vocabulary.
- Staff know the pupils very well as individuals and develop highly caring and trusting relationships with them. Pupils who need extra help, particularly those identified as having special educational needs including those from the resourced provision, are well supported, aiding their progress. Pupils who speak English as an additional language benefit from skilled support, including from bilingual teaching assistants.

### The achievement of pupils

### requires improvement

- Pupils do not make consistently good progress in Key Stages 1 and 2 and attainment is too low over time by the end of Year 6, particularly in writing. This is because expectations of what pupils can achieve have not been high enough and the quality of teaching has varied too much between classes.
- In 2014, pupils' attainment at the end of Year 6 was significantly below average overall and in reading, writing, mathematics and spelling, punctuation and grammar. The proportion of pupils making or exceeding expected progress from the standards they reached in Year 2 were well below average. These pupils had made some accelerated progress during Year 6, but they had far too much ground to make up on their very low standards at the start of the year.
- In 2014, the attainment of disadvantaged pupils in Year 6 was half a term behind other pupils in the school in reading, a term behind in mathematics and two terms behind in writing. Compared to others nationally, pupils were three and a half terms behind in reading, four and a half terms behind in mathematics and nearly five and a half terms behind in writing. The progress of disadvantaged pupils was significantly below other pupils nationally in writing and mathematics and well below in reading. However, the gaps in attainment between current disadvantaged pupils and others in school are narrowing and their progress is improving.
- The achievement of the most able pupils has not been good enough over time. Too few pupils have been reaching the higher levels at the end of Year 2 and Year 6 in reading, mathematics and particularly in writing as evidenced in the 2014 national tests.
- Inspection evidence shows that the progress of current pupils across school is improving and attainment is rising, with more pupils working at the higher levels. Current pupils in Year 2 and Year 6 are well ahead of last year's Year 2 and Year 6. The most able pupils in some classes are making good progress because they receive work that is demanding and deepens their understanding. However, this is not consistently the case in all classes, particularly in writing. Planned work does not always offer sufficient challenge for them to accelerate their learning.
- Disabled pupils and those who have special educational needs are now making good progress because their needs are identified quickly and well supported. The progress of pupils who speak English as an additional language is also improving due to the skilled additional and bilingual support they receive.



Those pupils who benefit from the resourced provision are well supported in class and are making good progress from their starting points.

- The proportion of pupils reaching the nationally expected level in the Year 1 screening check on reading in 2014 were above average. This reflects pupils' improved understanding of the sounds that letters make. Pupils continue to develop their skills and love of reading as they move through school.
- Pupils are making better progress in writing. This is due to the emphasis on pupils talking about their ideas, the better support for writing sentences and improved teaching of grammar, punctuation and spelling. Pupils benefit from re-drafting their writing to improve its choice of vocabulary and expression of ideas.
- Pupils demonstrate increasing confidence in their use of basic skills and mastery of mathematical concepts, and most current pupils are making good progress. This is due to staff providing more engaging activities and giving pupils opportunities to explain the strategies they are using when solving practical problems.

### The early years provision

is good

- When children start in Nursery, only one in 10 have the skills typical for their age. Particular weaknesses are evident in children's language and communication skills. However, all children, including the most able and those with special educational needs make good progress from their starting points and their achievement is good.
- Although still well below the levels expected, the proportion of children achieving a good level of development increased in 2014. An even larger proportion of children currently in the Reception class are on track to reach a good level of development in 2015. Children are now better prepared for Year 1, but children's skills and abilities in writing and mathematics in particular, lag behind other areas.
- Children settle quickly and grow in confidence due to welcoming staff who get to know the children well. Good teaching ensures routines are well established and very positive links with parents aid relationships with families. Parents have good opportunities to contribute to their children's learning, through workshops and 'stay and play' sessions. They also use the 'Wow Wall' to share information on children's achievements at home.
- Staff ensure there is a good range of learning activities that children choose for themselves or those led by adults. They make regular checks on how well children are learning to inform their next steps.
- Children enthusiastically follow their interests and demonstrate clear enjoyment in building sandcastles, experimenting with bubbles or exploring how to negotiate spaces on their scooters. Adult interaction with children moves learning forward. However, staff do not always ensure that they grasp every opportunity to develop children's language skills, particularly when children choose to learn in the outdoor area. This hinders children's progress.
- Children behave well and are excited and eager to learn. They get on well together, take turns and show respect for adults. Children respond well to adult instructions and are eager to please. They know how to stay safe. They use equipment safely, such as scissors.
- The development of children's reading is well promoted. Children receive skilled teaching of the sounds individual and combinations of letters make. They are excited when they recognise some of these in their own names and that of other children when the register is taken. They use their phonics knowledge to aid their reading of labels and simple sentences.
- Staff encourage children to write for many different reasons. Children enjoy writing their names and showing they can write sentences accurately such as, 'I like fish.'
- Staff develop children's mathematical skills well. Staff take every opportunity to reinforce number recognition and early calculation skills. Children were particularly excited in shaking egg boxes and reading the numbers the pebble landed on.
- Children have good opportunities to explore their learning on a wide range of visits.
- The quality of leadership and management is good. The returning permanent leader has worked very effectively with the acting leader to ensure improvements in teaching and learning since the last inspection. They have a clear view of strengths and what needs to improve further. All staff work well as a team and share the drive for improvement.
- Children are kept safe through rigorous risk assessments and well-trained staff. These systems are checked regularly by senior leaders and governors to ensure children are safe and secure.

## 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>	106201
<b>Local authority</b>	Tameside
<b>Inspection number</b>	462303

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	261
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Arati Patel-Mistry
<b>Headteacher</b>	Andrew Card
<b>Date of previous school inspection</b>	16 April 2013
<b>Telephone number</b>	0161 330 1847
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