

Heygarth Primary School

Heygarth Road, Eastham, Wirral, Merseyside CH62 8AG

Inspection dates

17–18 October 2017

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Leaders and governors work well together. They have reviewed underperformance and set high expectations about teaching and outcomes. The school is improving, and leadership is more effective than at the time of the last inspection.
- The curriculum has been reviewed. Major changes have been made to teaching strategies. Staff training has taken place. Subject leaders monitor the impact termly.
- Outcomes have improved across the school. Provisional 2017 information indicates that nearly all attainment and progress outcomes are broadly in line with or slightly above national averages at expected standards.
- Teaching is good. Staff work as teams and are innovative and collaborative. They have strong subject knowledge and high expectations for pupils' achievement.
- Effective questioning is used to check understanding and to encourage pupils to think hard for themselves about their learning.
- Pupils are confident and have good attitudes to learning. Behaviour is good. Pupils are safe and feel safe. They are willing to 'have a go' with new things.
- Teachers tackle misconceptions. They adapt their approaches when necessary to help pupils understand their work and keep up with their peers.
- Leaders work hard to ensure that additional support is given where most needed so that pupils catch up with their learning and make good progress
- Leadership of the early years provision is good. There has been considerable development of facilities. The quality of teaching is good. Staff use high-quality resources to provide stimulating learning opportunities for the children. Most children make good progress and attain a good level of development by the end of the early years. They are proud of their learning.
- Leaders and governors recognise that the most able pupils do not make consistently good progress across the whole school and in all subjects. Plans are in place to increase the challenge for these pupils.
- Leaders encourage good attendance. However, a small number of pupils could improve their attendance.

Full report

What does the school need to do to improve further?

- Further improve the consistency of teaching across the school to make sure that all groups of pupils are challenged effectively, particularly the most able, to make the progress of which they are capable.
- Continue to work closely with parents to reduce further the number of pupils who do not attend school regularly.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher has a vision for improvement which she communicates clearly to all members of the school. Leaders and governors work well together as a team. They have reviewed the school, identified reasons for underperformance and brought measures into place to bring about improvement. There has been a review of staffing roles. New appointments have been made, strengthening leadership and teaching and learning. As a result, the school is more effective than it was at the last inspection.
- Leaders and governors have effectively tackled underperformance. Expectations about the standards that pupils should achieve have been raised. Success can be seen in the good progress pupils now make. Leaders have a strong determination to achieve even better outcomes, particularly for the most able.
- School leaders and governors have an accurate and clear understanding of the strengths of the school. They know the areas they need to prioritise to bring about further improvement, such as improving the consistency of challenge for the most able pupils throughout the school.
- Staff support each other at all levels. They have an ambition for improvement and are motivated to be successful. They want to do their best for all children. Since the last inspection, they have built a strong, collaborative staff team. They work hard to make sure that they provide the pupils with a quality learning environment which helps them to thrive.
- Performance management is focused on improving the quality of teaching and learning throughout the school. Clear targets are built into the school's detailed, strategic plan. This plan includes challenging but precise success criteria to enable effective monitoring to take place.
- The curriculum is broad and balanced. Leaders have reviewed the curriculum and brought about major changes to teaching strategies for reading, writing and mathematics. The impact of these changes is beginning to be seen in improving pupils' development and progress.
- Leaders and teachers have worked to develop subjects other than English and mathematics. They have built extended writing into these subjects, for example through extended science investigations. The school is now working on building mathematics into foundation subjects such as geography, physical education (PE) and science.
- Subject leaders monitor progress against their future plans for improvement as well as reviewing pupils' progress termly. This work is shared with senior leaders and governors and discussions and review informs further development.
- The staff are positive about the training to improve their teaching which they have undertaken. Pupils and parents are positive about the standard of teaching.
- Leaders and governors ensure that pupils who require additional support are given it. The pupil premium grant is used effectively. The impact of these funds can be seen in improving outcomes. For instance, in the Year 1 phonics screening check, disadvantaged pupils achieved better results than national averages.

- The PE and sport funding is used effectively to provide a range of specialist support to work alongside class teachers in order to deliver high-quality PE across the school. There is a focus on increasing participation in competitive sport. All staff are involved in providing out-of-class activities, including football, netball, karate and the 'Full of Beans' club.
- Leaders spend the additional special educational needs funding effectively. Support is provided to meet the needs of individuals. As a result, pupils who have special educational needs and/or disabilities have achieved strong key stage 1 and 2 outcomes.
- The spiritual, moral, social and cultural development of pupils is a very high priority for leaders and governors. It threads through all aspects of the school life. Pupils learn to reflect on their own and other peoples' different faiths, and on some of life's challenges, such as homelessness and natural disasters. They extend their cultural experiences in many ways across the curriculum. Musicians have the exciting opportunity to play with the Hallé Orchestra.
- There are many examples of how the school provides the pupils with opportunities to participate in and respond positively to social, sporting, artistic, musical and cultural activities, while developing a respect, understanding and acceptance of the diversity of the world in which they live and an awareness of fundamental British values.
- Pupils of all ages have access to a wide range of extra-curricular activities, catering for many different interests and abilities, including trips and residential activities. These include music, performing arts, dance and drama, various sports such as gymnastics, acrobatics, netball and football. Pupils help the less fortunate with 'Heygarth's Homeless Angels', a group which provides meals for local homeless people. These activities are very popular. Some of them, such as karate, have waiting lists.

Governance of the school

- Governors are committed to school improvement. They have taken positive steps to ensure that the governing board has expertise across the range of areas needed, engaging with suitable opportunities for training. They visit the school regularly and receive termly reports from subject leaders, giving them a very good overview of standards across the school. As a result, they are well placed to take a strategic lead in planning for the future.
- Governors are appropriately involved in the school's system for checking that teachers are being as effective as possible. They have supported leaders in setting higher expectations within the school.
- Governors make hard decisions about how to use funding to develop aspects of the school. They are realistic yet challenging in their approach, as they monitor the improvements which have brought success to the school.

Safeguarding

- The arrangements for safeguarding are effective. Accurate records are kept of the checks made on staff, governors and volunteers.

- Leaders and governors are highly committed to safeguarding. Staff are trained about a wide range of relevant issues and receive updates from the safeguarding team. There is a culture of constant vigilance within the school. Swift action is taken when safeguarding concerns arise.
- Pupils are safe in school. They feel safe because they are taught how to keep themselves and each other safe. They know whom they would go to speak with if they had a problem, for instance saying, 'I feel safe' and 'I know if I need it, a teacher will help me.'
- Leaders ensure that pupils' online safety is a priority. Effective online filtering systems are in place.
- There is good partnership working with parents and other agencies. Any concerns are reported to the appropriate body to ensure that pupils have the support that they need.

Quality of teaching, learning and assessment

Good

- Improved teaching has been pivotal to improving outcomes. Leaders have brought together a strong teaching team across years and subjects.
- Teachers and other staff work well together devise interesting and effective plans to enable pupils to learn. Most pupils make good, and sometimes better, progress in their learning.
- Teachers tackle misconceptions and build on pupils' strengths. They are effective in checking the progress that pupils make and then identifying next steps, including extra support, if needed. Teachers change their approaches when necessary, helping pupils understand tasks and how to do them so that they can keep up with their peers. When needed, intervention programmes are used effectively and help pupils catch up.
- Effective questioning is used to make pupils think hard about their learning. Questions encourage pupils to reflect and justify their answers, which deepens their understanding.
- Teachers provide ample opportunities for discussion. This helps pupils to clarify their thoughts and share their ideas with others.
- Pupils are given guidance about what they need to do to improve their learning through feedback which is in line with the school's policy. They also reflect on their own and each other's work. Most children respond positively to the feedback they are given.
- The teaching of phonics is good. Pupils make good progress and read with increasing fluency by the end of key stage 1. Reading is promoted successfully across the school.
- The teaching of writing is effective. Teachers provide high-quality texts as a model for pupils' work. They learn about new techniques. Pupils draft and redraft their writing in a process of continual improvement. Extended writing is well developed in different subjects. However, in some pieces of work, there are too many inaccuracies in basic presentation, punctuation and spelling.
- The teaching of mathematics is developing strongly. A new teaching approach to teaching mathematics was introduced in September 2016. The changes have not yet

run through to the end of the key stages; however, pupils report enjoying mathematics lessons and are happy to discuss their learning. The school's own information about pupils' progress shows that there has already been a positive impact on pupils' progress.

- The level of challenge for the most able is not yet consistently strong across the school. Leaders see this as a priority and there are signs of a high degree of challenge. This is not consistent and at times teachers do not challenge the most able pupils as effectively. Leaders are aware that some inconsistencies exist, and are in the process of addressing this through training, monitoring and evaluation activities.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are confident learners. Attitudes are good, and pupils have a positive view of their learning. There is a willingness to try out new ideas, especially with new concepts.
- Relationships are a strength of the school. The 'pupil voice' is strong. Every individual is valued and encouraged to do their very best.
- Pupils enjoy coming to school, knowing that the work gets harder every year, as they learn more and more. Extra-curricular activities are well supported, with lots of opportunities for the pupils to be physically active. Pupils are proud of their school. They want to talk about their work and all manner of aspects of the school, for instance the outdoor play equipment, including a trim trail and a climbing wall.
- Pupils' welfare is a strength of the school. From Nursery onwards, they are taught to be aware of what is happening around them, to be calm and to acknowledge and accept their feelings, thoughts and bodily sensations. Pupils learn how to stay safe, and they say that when people join the school they make friends easily.
- The impact of the school's work to promote pupils' spiritual, moral, social and cultural development interlinks with other themes. For example:
 - All Year 6 pupils have responsibilities. They describe their pride in the school and how it is important to them to help other people. For instance, Year 6 peer mentors are trained in anti-bullying techniques, to help pupils to solve any problems when people fall out with each other, for instance during lunch times.
 - Year 6 play leaders and sports ambassadors work with younger children, encouraging them to participate in games and active play.

Behaviour

- The behaviour of pupils is good.
- Pupils understand and follow the behaviour management policy. Staff reward good behaviour, and there are clear consequences for poor behaviour. As a result, pupils learn to be self-disciplined and conduct around the school is positive.
- The school has an orderly atmosphere. Well-established routines in class and around

the school mean that learning time is rarely lost and lessons flow effectively. Most pupils respond quickly to staff instructions and stay focused on their learning. There are rare examples of low-level off-task behaviour, which are managed promptly by staff. There have been marked improvements in behaviour for individuals who have particular behaviour needs.

- A nasty sickness bug early in the school year has caused a slight year-on-year lowering of attendance. The school actively promotes prompt attendance and parents are challenged if their child misses learning. Most pupils attend school regularly, although there are a small number of pupils who could improve their attendance further.
- There has been a slight increase in the number of pupils who are persistently absent this year. The school has strategies in place to work with the families of these pupils to improve their attendance.

Outcomes for pupils

Good

- Pupils' achievement has improved because of actions taken by leaders to improve the quality of teaching and learning. The school's own information shows that most pupils are now making faster progress in their learning.
- The focus on phonics in the early years has led to an improvement in the provisional results for the Year 1 phonics screening check in 2017, which a large majority of pupils passed. Outcomes were higher than national averages. Disadvantaged pupils are achieving better than national averages.
- Key stage 1 provisional attainment in all subjects was broadly in line with national averages in 2017, although the proportion of the most able attaining 'greater depth' is lower than national. This was reflected in the mathematics books sampled from Years 1 and 2, for instance, which showed good evidence of progress for those working towards and at age-related expectations, but less evidence of challenge for those working at greater depth.
- 2017 key stage 2 provisional outcomes saw improvements in reading and writing from 2016 to 2017 at expected standards, where the results were better than the national average. Mathematics results were a little weaker than in 2016.
- The school prepares children to read well. Starting with a highly structured phonics scheme which is consistently delivered through Foundation 2 (Reception) and Years 1 and 2. Pupils in the lower part of the school read daily, moving to new books that meet their ability when ready. There is a strong ethos of reading across the school. Many books are available in classrooms and these match pupils' ability and are regularly refreshed throughout the year. Pupils are encouraged to make full use of the library facilities.
- The school is making good progress in improving the outcomes of disadvantaged pupils. Additional funding from the pupil premium grant was used effectively to focus on improving the educational opportunities for disadvantaged pupils. There was a big improvement in the 2017 key stage 2 provisional attainment in all subjects for disadvantaged pupils in comparison to national averages. The school is working hard to ensure that whenever the progress made by a pupil is found to slow, the reasons are found.

- Although the most able pupils generally make steady progress, it is not consistently good because they are sometimes not challenged enough. In 2017 the most able pupils achieved well, with key stage 2 provisional results at greater depth which were broadly in line with national averages. Leaders and governors recognise that there is a need for staff to accelerate the progress of these pupils, and have already implemented plans to increase the proportion of pupils achieving at the higher standard or greater depth in assessments.
- The small groups of pupils who have special educational needs and/or disabilities achieve good outcomes when compared to pupils with similar starting points. The school's internal data for all pupils who receive support for special educational needs shows that progress is being made. Outcomes are improving for this wider group of pupils.
- There is a strong focus on transition at every level. In particular, parents report that transition arrangements for older children moving up to high school have been very valuable.

Early years provision

Good

- The leadership of the early years provision has been reviewed by the school, and a new structure has been in place since September 2016. Leadership is good.
- Leaders and governors have an accurate picture of standards and what still needs to be done. Priorities for improvement have been identified. Systems that have been put in place are beginning to have an impact on provision.
- Effective leadership has developed a strong early years department. The provision is made up of a Nursery and two Reception classes. All staff work together as a team sharing innovative ideas to improve provision.
- Successful leadership has recently developed facilities considerably in both the indoor and outdoor areas. The environments are welcoming, attractively laid out and stimulating, with many displays about phonics and number as well as children's work.
- Across the early years, children have good attitudes to learning, behave well and are developing strong relationships with adults and their peers.
- In the Nursery children are quickly taught the expectations of school and how to behave in a class setting. Adults model for the children, so they quickly learn what is expected of them. Routines are consistently adhered to. Staff manage behaviour consistently. As a result, behaviour is good.
- The curriculum is enriched with varied opportunities to explore learning. Children respond well to the range of learning experiences. Their needs are identified, and they receive the support that they need. Pupils are motivated and are taught to listen well to adults.
- The quality of teaching in the early years is good. Teachers place a good emphasis on developing motor control and other physical skills. Staff use high-quality resources to provide varied and stimulating experiences for the children. Language development is a priority. The staff take every opportunity to talk with children, developing their vocabulary and their confidence in speaking. Quality questioning is used both to check

understanding and to challenge the children to think for themselves.

- Phonics and number are introduced as soon as the children are developmentally ready. From the beginning of Reception, children start each day with a short phonics lesson. Many children write independently.
- Children are happy to talk about their learning, and many do so with confidence. They are proud of their achievements.
- The progress of children is tracked carefully through staff observations and assessments. Assessments are accurate and moderated on a regular basis. Most children make good progress and attain a good level of development by the end of the early years.
- The early years provision has the same high standards of safeguarding and welfare as the rest of the school. Safeguarding is vigilant and effective. All statutory requirements for policies and welfare are met. The children are happy and safe.
- Leaders and staff encourage parental involvement. They build strong links between home and school. For instance, in preparation for entry to school, parents are invited into school for special sessions with their children, and home visits are carried out by staff. This is further reinforced by sharing examples of children's activities. At the end of the early years, teachers work with the Year 1 team to prepare pupils for the move up to key stage 1. Special transition arrangements have been put in place to enhance the provision in Year 1 so any pupils who are falling behind can catch up as quickly as possible with their peers.

School details

Unique reference number	130324
Local authority	Wirral
Inspection number	10036760

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

Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	347
Appropriate authority	The governing body
Chair	Jo Pires
Headteacher	Hazel Beamish
Telephone number	0151 3271570
Website	www.heygarth.wirral.sch.uk
Email address	schooloffice@heygarth.wirral.sch.uk
Date of previous inspection	7–8 July 2015

Information about this school

- The school meets requirements on the publication of specified information on its website.
- Heygarth Primary School is larger than an average-sized primary school. Children can attend the Nursery on either a part-time or a full-time basis.
- The proportion of pupils known to be eligible for free school meals is broadly in line with the national average.
- Most pupils in the school are White British. The proportion of pupils who speak English as an additional language is well below the national average.
- The proportion of pupils who have special educational needs and/or disabilities is well below the national average.
- The school met the current government floor standards in 2016.

Information about this inspection

- Inspectors spoke with parents as they brought their children to school. They reviewed the comments of parents, pupils and staff made through the Ofsted online surveys.
- Inspectors observed teaching and carried out learning walks in class, the school hall, library and playgrounds. Some of the observations were made jointly with senior leaders. Inspectors observed pupils during break and lunchtime. An inspector attended the final rehearsal for the harvest assembly.
- Meetings were held regularly with senior leaders. Inspectors also held discussions with members of the governing board, with a group of middle leaders, with various other postholders, with newly qualified teachers and with non-teaching staff.
- Inspectors all met informally with pupils during break and lunchtime. One inspector held a formal meeting with a group of pupils. Another inspector listened to a group of pupils reading.
- The lead inspector held a telephone conversation with a representative of the local authority.
- Inspectors considered a range of information about the school, including attendance records, the school’s website, a range of reports about the progress being made by the school, the school’s strategic impact plan and self-evaluation documents. Governors’ meeting minutes were examined. In addition, school policies and records about the care and progress of pupils were considered.
- An inspector considered the procedures for making checks on the suitability of staff, checked the single central record and scrutinised records about safeguarding and associated policies and procedures.

Inspection team

Linda Griffiths, lead inspector	Ofsted Inspector
John Donald	Her Majesty’s Inspector
Gary Bevin	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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