

# Heyhouses Endowed Church of England Primary School

Clarendon Road North, St Anne's, Lytham St Annes, Lancashire FY8 3EE

## Inspection dates

5–6 March 2019

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Outstanding</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Outstanding

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher and deputy headteacher provide strong and effective leadership. They have the full support of the governing body, staff, parents and carers.
- The quality of teaching is typically good. Teachers use questioning well in lessons and provide good-quality feedback to pupils on how to improve their work.
- Pupils' behaviour is outstanding. Pupils work hard in lessons and develop excellent attitudes to learning.
- Children get off to a good start in the early years. They thrive because of the good teaching and high-quality care, guidance and support that staff provide.
- Phonics teaching is effective, and most pupils develop into confident and competent readers. Many older pupils read widely and often.
- Pupils generally make good progress in mathematics. However, in some classes, pupils spend too much time repeating what they already know rather than using and applying their knowledge to solve problems.
- The school's well-planned curriculum helps pupils to develop strong spiritual, moral, social and cultural understanding.
- Some disadvantaged pupils do not make good enough progress. The gap in attainment between disadvantaged pupils and all pupils nationally widened in 2018. Rates of attendance for some of these pupils are also too low.
- The school's provision for personal development and welfare is outstanding. Strong relationships and a highly positive culture for learning help to ensure that pupils are well prepared for the next stage of their education.
- Subject leaders are enthusiastic about their roles. However, they do not check carefully that teaching is good enough to secure strong progress and attainment in all classes.
- Leaders ensure that good support is provided for pupils with special educational needs and/or disabilities (SEND). Leaders closely monitor the additional support provided to ensure that it has the intended impact.

## Full report

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

- Improve outcomes in mathematics by ensuring that all teachers regularly provide challenging work that builds on what pupils already know.
- Improve leadership and management by developing the role of subject leaders in monitoring, evaluating and improving their areas of responsibility.
- Improve outcomes for disadvantaged pupils by:
  - providing more effective support for their academic progress
  - working with parents to secure better attendance.

## Inspection judgements

### Effectiveness of leadership and management

Good

- The headteacher, ably supported by other leaders, has provided strong leadership during a period of significant change. As the school has expanded in size, leaders have worked effectively to ensure that the overall quality of teaching is good. As a result, most current pupils are making strong progress in their learning.
- Good relationships between leaders, staff and pupils underpin the school's effectiveness. Staff morale is high. Staff told inspectors that they are proud to work at the school. Pupils value the care, guidance and support that they receive each day. Parents are also highly supportive of the school's leadership team. Almost all responses to Parent View, Ofsted's online questionnaire, were positive. Many commented on the special 'family-like ethos' which school leaders have maintained as the school has grown from two- to three-form entry across two sites.
- School leaders have overseen the development of a broad and exciting curriculum. Pupils make strong progress in science, and inspectors saw high-quality artwork on display in classrooms and corridors. There is an active school choir and pupils have the opportunity to take part in small-group and individual instrumental tuition. Leaders also ensure that pupils' experience of school is enriched by a range of educational visits and residential trips. Each year the school also hosts the 'MAD Festival', a celebration of different cultures which enhances pupils' learning in music, arts and drama.
- Middle leaders have great enthusiasm for their subjects. However, senior leaders have not provided them with precise guidance on how to carry out their roles in checking on the quality of pupils' work. As a result, middle leaders do not intervene early enough to address weaknesses and there is some variability in the quality of teaching, learning and assessment, particularly in geography and history.
- The school's exciting curriculum provides memorable learning experiences for all pupils. This supports their spiritual, moral, social and cultural development extremely well. Pupils learn about issues such as democracy, diversity and equality through the curriculum, special events, religious education and assemblies. This prepares them well for life in modern Britain.
- The additional funding which the school receives for physical education and sport is spent well. It has been used to broaden the range of sports on offer to pupils. It has also led to an increase in pupils' participation in competitive sport.
- Pupils with SEND receive effective support in class and when working individually or in small groups. The additional funding which the school receives for these pupils is used effectively and helps to ensure that they make strong progress from their various starting points.
- Leaders keep a close check on the progress that disadvantaged pupils make and ensure that additional support is provided where required. However, the gap in standards between the school's disadvantaged pupils and other pupils nationally at the end of key stage 2 widened in 2018. Despite the school's efforts to reduce absence, some of these pupils have poor attendance records and this has had a negative impact

on their progress.

## **Governance of the school**

- Governors know the school well. They are regular visitors to the school and have supported school leaders in overseeing a challenging building programme and a successful expansion in pupil numbers.
- Governors bring a broad range of skills and experience to their roles. They provide both challenge and support for school leaders. Governors are aware of the school's strengths and the main areas that need to be improved.
- Governors are kept well informed about pupils' attainment in reading, writing and mathematics. They also receive information about other subject areas but this does not focus well enough on the quality of pupils' learning.
- Governors support school leaders in ensuring that there is a strong culture of vigilance regarding safeguarding matters. Regular health and safety checks and appropriate risk assessments ensure that pupils are kept safe in school.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- Staff receive regular training and updates on safeguarding issues. There are good systems in place for staff to report and record any concerns that they might have. They know what action to take if they have any concerns about a pupil's welfare or safety.
- When necessary, leaders work with a range of external agencies to support pupils' well-being. The work is often preventative rather than reactive. The high priority that is given to pupils' welfare ensures that the school is a safe and nurturing place.
- Leaders ensure that appropriate checks are made on all adults who work with pupils at the school. Leaders also ensure that safeguarding checks and records are detailed and stored securely.
- Almost all parents who responded to Parent View said that their children feel safe at school and are well looked after.

## **Quality of teaching, learning and assessment**

**Good**

- The quality of teaching, learning and assessment is good.
- Teachers plan well-structured lessons. They use questioning well and provide good-quality feedback to pupils on how to improve their work.
- Pupils behave extremely well during lessons. They listen carefully to staff, follow instructions and cooperate well with each other. There are well-established routines which ensure that very little learning time is lost in lessons.
- The teaching of mathematics is effective. Pupils in most classes make strong progress because of well-planned, challenging teaching. A recent focus on pupils using and developing their reasoning skills is beginning to improve pupils' progress further.

However, this is not the case in all classes and some pupils spend too much time repeating work that they can already do. This limits the overall progress that pupils make, particularly across key stage 2.

- Teachers ensure that pupils make good progress in reading. Phonics is taught well. Teachers and teaching assistants build systematically on pupils' prior learning to extend their ability to read. Leaders also ensure that good support is provided for pupils who struggle with this aspect of early reading. Most of these pupils make strong progress and develop into successful readers as a result.
- Many older pupils read widely and often. When one of the inspectors asked a group of pupils whether they liked reading, one pupil replied, 'No, we love it!'
- Improvements have been made to the teaching of writing. Many older pupils write with flair, using a wide range of vocabulary and a variety of sentence structures. In one of the lessons that inspectors observed, a Year 6 pupil wrote: 'Suddenly dark finds him, frost is there too. The frost then thickens leaving a snowy-white blanket across the grass.'
- Teachers provide opportunities to develop writing and mathematics across the curriculum. For example, pupils regularly record the results of science experiments using graphs and charts. Inspectors also saw several good examples of pupils' writing in history lessons.
- There are many strengths in the wider curriculum. Pupils enjoy the broad range of sports that they experience, and a variety of music lessons are offered each week. However, some teachers do not ensure that pupils' learning in geography builds effectively on what pupils already know.

## Personal development, behaviour and welfare

## Outstanding

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- The pupils who met with the lead inspector knew about different types of bullying, including racist and homophobic bullying. They said that bullying very rarely happens at the school. They also said that, on the very rare occasions it does, there is always a member of staff who will sort things out quickly.
- Pupils also showed an excellent understanding of the risks associated with internet use. They knew the importance of sharing any concerns that they might have with their parents or a trusted adult.
- All pupils have the opportunity to achieve the school's Charter Award. This is presented to pupils in recognition of their work and attitudes in school, the positive contributions that they have made in the local community and their efforts in supporting good causes, such as charitable events. During this inspection, older pupils were holding a 'Fairtrade Food Sale' as part of a fundraising effort to support a school in Kenya.
- Pupils have an excellent understanding of the choices that they need to make in order to live healthily. They also make good use of the many opportunities that are available for them to develop their physical fitness through the wide range of sporting activities

on offer.

- Pupils receive excellent support in developing resilience and strong mental health. Pupils on the school council told inspectors that there is always someone to go to if they feel sad. The school is currently working with a local charity on a project aimed at supporting pupils' self-esteem.
- Leaders provide strong pastoral care and guidance for disadvantaged pupils. Staff use a range of measures to support these pupils and encourage their social and emotional development.
- Pupils have a good understanding of the importance of tolerance and respect. They learn about different cultures and religions. Pupils from different year groups have recently visited a mosque, a synagogue and a Hindu temple. School leaders have also developed a link with a school in Kenya and pupils from the two schools write to each other to share information about their daily lives.

## Behaviour

- The behaviour of pupils is outstanding.
- Pupils are courteous, polite and friendly. They are proud of their school and are respectful towards each other and the adults who teach them. Pupils were extremely keen to talk to inspectors during this inspection about their positive experience of school.
- Pupils' attitudes to learning are strong. There is a purposeful and productive atmosphere during lessons. Pupils show high levels of concentration, and disruption to learning is extremely rare.
- Pupils' conduct at breaks and lunchtimes is exemplary. There is a calm and orderly atmosphere, with older pupils often supporting their younger peers.
- Almost every parent who responded to Parent View said that behaviour is good at the school and that their children are well looked after. Staff who spoke with inspectors said that behaviour in lessons is almost always excellent. They said that leaders play a pivotal role by setting high expectations for pupils regarding behaviour and attitudes to learning.

## Outcomes for pupils

**Good**

- Over recent years, the proportions of pupils who have reached the expected levels in reading, writing and mathematics at the end of key stage 1 have been consistently above the national averages. The proportions of pupils working at greater depth in reading, writing and mathematics have been broadly average. The work in books shows that current pupils are making strong progress in writing and mathematics across key stage 1.
- Pupils make good progress in developing their early reading skills. Over the past three years, the proportion of pupils who have passed the Year 1 phonics screening check has been at or above the national average. School leaders have recently focused on promoting reading across the school and this has had a positive impact on pupils'

attitudes and progress. The proportion of pupils achieving the expected standard in reading at the end of key stage 2 has been above the national average for the past three years. The proportion achieving the higher standard was above average in 2018.

- Pupils have made average progress in mathematics across key stage 2 in each of the past three years. The proportion of pupils achieving at least the expected standard has been broadly average during this period. The work that inspectors saw in pupils' books showed evidence of strong progress in most key stage 2 classes. However, in some classes, progress is not as good as it should be because pupils spend too much time completing work that they can already do. This limits the progress that they make.
- Variability in the teaching of writing in key stage 2 led to pupils making below-average progress across key stage 2 in 2018. However, school leaders have worked effectively to improve the quality of writing in English and subjects across the curriculum. Inspectors saw good-quality written work across the school. The quality of writing in Year 6 was particularly impressive.
- The proportion of disadvantaged pupils in each year group has significantly increased over recent years. Senior leaders carefully monitor the progress that disadvantaged pupils make and, where necessary, provide additional support. Although some of these pupils make strong progress, the overall gap in attainment between disadvantaged pupils at the school and all pupils nationally widened in 2018.
- Pupils with SEND make good progress. Staff work together to plan work that meets the individual needs of these pupils. When necessary, school leaders work effectively with outside agencies to help pupils overcome any barriers to learning.

## Early years provision

**Good**

- Leadership of the early years is good. Transition arrangements are well established and help to ensure that children make a smooth transition into school.
- Staff have created a bright and stimulating learning environment for children, both indoors and outside. Staff work effectively to provide a wide range of challenging and engaging activities for children each day.
- Children are articulate and confident. One child approached one of the inspectors who had just entered the room, formally introduced herself and explained how she had a 'famous' neighbour. Another child retold the story of the three little pigs to one of the inspectors, providing excellent levels of detail.
- Children show resilience and maintain focus when working and playing together. They are encouraged by staff, who regularly provide praise and reassurance. Children engage in lively discussions with their friends about their work. During their time in the Reception class, they develop very good attitudes to learning.
- Children enter the Reception class with skills and abilities which are at, and often above, those typical for their age. They benefit from effective teaching and make good progress as a result. Occasionally, staff's expectations are not high enough and this limits the progress for some children.
- Routines are well established, and children's behaviour shows that they feel safe and

well looked after. Leaders ensure that all safeguarding and welfare requirements are met. Staff have also received first-aid training and fully understand their safeguarding responsibilities.

- Staff encourage healthy eating by providing a selection of healthy food each day. They also encourage children to develop independence, for example by allowing them to choose when to eat. One child was seen timing himself and confidently told an inspector that it had taken three minutes for him to eat his snack.
- Parents are fully supportive of the school. They told inspectors that their children are happy in school and that they are making good progress. Parents value the opportunities that they have to visit the school and find out about how their children are learning. They particularly enjoy the invitations to 'stay and play' sessions, when small groups of parents are invited into school to celebrate their children's learning.
- Children make a good start in developing their early reading and mathematics skills. They make good progress in phonics and develop a love of stories and reading. One child accurately counted in twos, well beyond 20, and confidently told the inspector that he could count to 400!



## School details

Unique reference number	119693
Local authority	Lancashire
Inspection number	10090533

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	622
Appropriate authority	The governing body
Chair	Michael Wiseman
Headteacher	Elizabeth Hodgson
Telephone number	01253 722 014
Website	<a href="http://www.heyhouses.lancs.sch.uk/">www.heyhouses.lancs.sch.uk/</a>
Email address	<a href="mailto:head@heyhouses.lancs.sch.uk">head@heyhouses.lancs.sch.uk</a>
Date of previous inspection	3 April 2008

## Information about this school

- Heyhouses is much larger than the average-sized primary school.
- The proportion of pupils from minority ethnic groups who attend the school is well below average, as is the proportion of pupils who speak English as an additional language.
- Since the previous inspection, the school has increased in size and there are now three classes in each year group. A major building programme was completed in 2015.
- The proportion of pupils who have an education, health and care plan is above the national average.
- The proportion of pupils with SEND is broadly average.
- The proportion of pupils known to be eligible for pupil premium funding is well below

the national average.

- There are three Reception classes. Children attend full-time.
- The school provides an Anglican education for pupils between four and 11 years of age. This aspect of the school's provision was judged outstanding at the school's most recent section 48 inspection, which took place in April 2018.

## Information about this inspection

- Inspectors observed teaching, learning and assessment in all classes. Some observations were conducted jointly with the headteacher or deputy headteacher.
- Inspectors scrutinised the work in pupils' books from subjects across the curriculum.
- Inspectors looked at a range of documentation, including the school's self-evaluation, the improvement plan, attendance information and safeguarding records.
- Inspectors held meetings with the headteacher, the deputy headteacher and the SEND leader. Inspectors also met with several members of staff to discuss subject leadership.
- The lead inspector met with members of the governing body, including the chair of governors, and spoke with a representative of the local authority.
- Inspectors observed pupils' conduct during breaks and lunchtimes.
- Inspectors met with groups of pupils to listen to them read and discuss behaviour and other aspects of school life. Inspectors also spoke with many other pupils informally.
- Inspectors met with parents at the start of the second day of this inspection. They also took account of the 124 responses to Parent View.

## Inspection team

Paul Tomkow, lead inspector	Her Majesty's Inspector
Claire Cropper	Ofsted Inspector
Kathleen McArthur	Ofsted Inspector
Gaynor Rennie	Ofsted Inspector
Julie Brown	Ofsted Inspector

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