

# Inspection of Hawes Side Academy

Johnsville Avenue, Blackpool, Lancashire FY4 3LN

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Inspection dates: 2 and 3 February 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

## **What is it like to attend this school?**

Pupils are happy at Hawes Side Academy. They get along well together and enjoy coming to school each morning. Pupils said that they feel safe in school. They know that adults look after them well and help if they have worries or concerns.

Leaders set high expectations for all pupils. As a result, pupils enjoy their learning and try their best in lessons. Pupils demonstrate pride in their work and achieve well.

Pupils said that there is sometimes bullying in school. However, they said that adults deal with it quickly and effectively. Older pupils said that behaviour has improved a lot since the last inspection. Lessons are calm. Pupils are polite and well-mannered to adults and to each other.

Pupils appreciate the many opportunities that they have to take part in clubs and activities in school. For example, pupils are proud to be learning Mandarin. They also enjoy taking part in activities such as the local 'Schools Alive' singing event and the taekwondo club.

## **What does the school do well and what does it need to do better?**

Leaders have a curriculum that is ambitious and engaging for all pupils, including those with special educational needs and/or disabilities (SEND). This has been successful in most subjects, including in English and mathematics. Teachers are clear about what they want pupils to learn. They ensure that pupils have a secure grasp of what they have learned. As a result, pupils remember key knowledge and develop essential skills to help them achieve well. However, the COVID-19 pandemic has hampered leaders' work to develop a few aspects of the curriculum. In some subjects, what leaders want pupils to know and remember, and the order in which this knowledge should be taught, is not clear.

Leaders have effective systems for identifying pupils with SEND. They ensure that staff support these pupils successfully with their learning. This means that pupils with SEND build their knowledge well and remember what they have learned.

Leaders have placed reading at the centre of the curriculum. They have trained staff effectively to deliver the reading curriculum, including in the early years. Children begin learning to read as soon as they start in the Reception Year. Pupils in key stage 1 read books that match the sounds that they are learning. This helps them to read with accuracy and increasing confidence. Leaders ensure that staff quickly identify pupils who fall behind and support them to catch up without delay. Pupils in key stage 2 talked with enthusiasm and knowledge about the books that they have read. Teachers encourage pupils to use the school library. Pupils have access to a wide range of high-quality books to develop their vocabulary and spark their imagination. They read with fluency and comprehension.

Pupils behave well. They conduct themselves in a calm and orderly manner around school. Some parents and carers expressed concerns about how well pupils behave. However, inspectors found that teachers have effective ways of managing pupils' behaviour. Lessons are rarely disrupted. Pupils' good behaviour and positive attitudes contribute strongly to their learning. Children in the early years quickly settle into school routines. They behave well and are excited to learn. This helps them to build their knowledge of areas of learning such as communication, language and mathematics.

Leaders provide a range of activities to extend pupils' experiences and to develop their skills and talents. For example, pupils have the opportunity to represent their class on the school council, take part in sports and perform at a local theatre.

Pupils learn that everyone is equal. They appreciate the differences between people. Pupils learn about different religions and cultures. They said that everyone is welcome at Hawes Side.

Staff enjoy working at the school and leaders are considerate of staff well-being. Leaders and governors have implemented measures to ensure workload is manageable. Governors hold leaders to account for their actions. They carry out their duties diligently and they understand the priorities for the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have created a strong culture focused on pupils' welfare and well-being. Staff have a good understanding about what to do if they are worried about a pupil's safety. Leaders work closely with other agencies to ensure that families receive the help and support they need. Governors have a clear understanding of their role in checking on the safeguarding arrangements in the school.

Pupils understand how to keep themselves safe, including when they use the internet.

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

### **(Information for the school and appropriate authority)**

- The design and sequencing of some subject curriculums is not as well developed as other curriculums in school. This means that pupils do not acquire and remember knowledge as fully as possible. Leaders should ensure that staff are clear about what content should be taught and the order in which it should be delivered so that pupils gain a firm foundation for later learning.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

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.

## School details

<b>Unique reference number</b>	138538
<b>Local authority</b>	Blackpool
<b>Inspection number</b>	10212234
<b>Type of school</b>	Primary
<b>School category</b>	Academy
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	540
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Helen Livsey
<b>Principal</b>	Caroline Boothroyd
<b>Website</b>	<a href="http://www.hawes-side.co.uk">www.hawes-side.co.uk</a>
<b>Dates of previous inspection</b>	13 and 14 November 2019, under section 8 of the Education Act 2005

## Information about this school

- The school does not use alternative provision.
- The school operates before- and after-school provision that is managed by the trustees.
- There have been several changes to the senior leadership team. These include a new deputy principal and a new assistant principal.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other senior leaders. Inspectors also met with subject leaders and a group of teachers.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, geography and science. For each deep dive, they considered the curriculum and

spoke to leaders about their subjects. Inspectors conducted lesson visits, spoke with pupils and looked at a range of pupils' work. Inspectors also talked with class teachers from the classes that they visited. An inspector observed pupils reading.

- The inspectors considered a range of documentation shared by leaders, including that relating to the curriculum and safeguarding.
- Inspectors met with representatives of those responsible for governance. The lead inspector also spoke with an adviser to the school.
- Inspectors spoke with pupils in meetings and around the school.
- Inspectors considered responses to Ofsted Parent View and reviewed responses to Ofsted's staff and pupil questionnaires.

### **Inspection team**

Emma Jackson, lead inspector	Ofsted Inspector
Tim Lucas	Ofsted Inspector
Paul Edmondson	Ofsted Inspector

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