Inspection of Heyhouses Endowed Church of England Primary School

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

Inspection dates:	15 and 16 October 2024
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 appreciate the care and support they receive from adults at this school. Pupils are safe and secure. The school has created a culture of high expectations. As a result, pupils in all year groups, including those with special educational needs and/or disabilities (SEND), work hard to produce their best possible work.

The school has an orderly and industrious atmosphere. Pupils make a strong contribution to the calm character of the school. They are well mannered and helpful. Staff are kind in their approach to pupils. This helps pupils to aspire to be successful in their learning. Staff prioritise the health and well-being of pupils and their families. They support families when they need extra help.

Pupils are attentive to each other's needs and listen to one another politely. Their conduct reflects the inclusive and respectful behaviour that staff model for them.

Pupils have many opportunities through celebrations and local and national competitions to widen their creative talents. This is a singing school. Staff design assemblies that harmonise their values with pupils' voices. Pupils take on leadership responsibilities as group leaders, captains and council members. The school takes an active role in local charities.

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

The school has carefully organised the curriculum so that pupils can learn in a logical order. Most pupils know more and remember more over time. For example, pupils can talk articulately about the differences between climate and weather. Staff revisit previous knowledge before moving on. This builds pupils' confidence and understanding. The school gives pupils many opportunities to practise their writing. This is having a positive impact. For example, in science, pupils can write about how they classify plants and they can recount investigations they have done.

The school has recently overhauled the provision for pupils with SEND. This has ensured that pupils' needs are identified correctly. Staff work collaboratively with specialists to set manageable targets. Staff are skilled in adapting lessons to engage these pupils. Occasionally, tasks set for pupils with SEND do not match their needs. This hinders how well they progress.

Children in the early years develop the skills that lay the foundations for their future interactions. Children engage in activities which encourage them to take turns and work together to solve problems. Staff make good use of the outdoor area to support learning. For example, children can role play making pumpkin soup. Staff in the early years have recently started implementing a new curriculum to ensure that children are well prepared for key stage 1. Occasionally, the activities set out for children do not match this intended curriculum. When this happens, play is less purposeful. As a result, some children do not consolidate their learning enough.

The school has ensured that the new reading curriculum is well resourced. There are many attractive reading areas, which pupils enjoy reading in or use to borrow books to take home. Staff have been trained to deliver the phonics programme effectively. Children in the Reception Year learn sounds and letters straight away. Pupils learn more complex letters and sounds as they move through key stage 1. The books that pupils read match their ability, so they achieve early success. Pupils who fall behind with their reading are given support and so make progress. Parents and carers of younger children appreciate knowing what books the staff are focusing on. Older pupils enjoy daily reading time. This motivates them to read independently. A typical comment was: 'It is the best book I have ever read. I had to get myself a copy. Now the second book is out, I am reading that.' Pupils are proud of their roles as librarians. They enjoy recommending new titles to younger pupils.

Pupils know how to respond to any bullying or inequality, including online. They say that if feelings have been hurt, staff intervene to help. Routines are well rehearsed. For example, pupils calmly return to class after breaktimes. The school has ensured that attendance rates have improved. This is because the school has worked hard on relationships with families to overcome any barriers to attendance that they may have.

Pupils enjoy a range of enrichment opportunities, including trips to the theatre and residential trips. Staff have ensured that pupils know how to keep their bodies and minds healthy. Pupils know that some relationships can be unhealthy. They know how to access help if they need it.

Staff appreciate leaders' consideration of their workload and well-being. Staff new to leadership roles are encouraged and supported. All those responsible for governance are highly committed to every aspect of school life. They are well informed about the work of the school. Leaders at all levels act to continually improve how well pupils learn.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- At times, activities in the early years do not help children to learn the new curriculum as well as they should. This means that some children in the early years do not make as much progress as they should. The school should ensure that staff are suitably equipped to deliver the new curriculum consistently well.
- On occasion, the support for pupils with SEND is not as effective as it should be. This hinders some pupils with SEND from achieving as well as they could. The school should ensure that pupils with SEND receive consistently high quality and effective support.

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.

Further information

You can search for published performance information about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the definition of children in need of help and protection; pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's pupil premium funding (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	119693
Local authority	Lancashire
Inspection number	10348208
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	612
Appropriate authority	The governing body
Chair of governing body	Mike Wiseman
Headteacher	Elizabeth Hodgson
Website	www.heyhouses.lancs.sch.uk
Dates of previous inspection	5 and 6 March 2019, under section 5 of the Education Act 2005

Information about this school

- The school does not make use of alternative provision.
- Since the previous inspection, the school has expanded to a three-form entry school.
- This Church of England school is part of the Diocese of Blackburn. The last section 48 inspection, for schools of a religious character, took place in April 2018. The school's next section 48 inspection is overdue.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of the school's educational provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors carried out deep dives in reading, mathematics, geography, art and design, and physical education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors looked at a range of books, including some electronic evidence.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors viewed pupils' behaviour during playtimes, during transition times and while in lessons.
- The inspectors considered responses from parents, both in person and from Ofsted Parent View, including the free-text responses.
- The inspectors reviewed a range of documents, including attendance records.
- The inspectors spoke with the headteacher, senior leaders and members of staff. They spoke with members of the governing body, the school improvement partner, the diocesan adviser and a representative of the local authority.

Inspection team

Trish Merritt, lead inspector	Ofsted Inspector
Annie Douglas	Ofsted Inspector
Alison Dickinson	Ofsted Inspector
Nicky Parkinson	Ofsted Inspector

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