



# Heygreen Community Primary School

## Inspection Report

**Unique Reference Number** 104547  
**LEA** Liverpool  
**Inspection number** 277178  
**Inspection dates** 10 October 2005 to 11 October 2005  
**Reporting inspector** Mr Frank Ravey CfBT Lead Inspector

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

<b>Type of school</b>	Primary	<b>School address</b>	Taunton Street
<b>School category</b>	Community		Wavertree
<b>Age range of pupils</b>	3 to 11		Liverpool, Merseyside L15 4ND
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0151 733 1719
<b>Number on roll</b>	213	<b>Fax number</b>	0151 734 2883
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr N Lewis
<b>Date of previous inspection</b>	20 March 2000	<b>Headteacher</b>	Mrs S Sutcliffe

Age group	Inspection dates	Inspection number
3 to 11	10 October 2005 - 11 October 2005	277178

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by two Additional Inspectors

## Description of the school

This is a smaller than average primary school serving a socially disadvantaged area in south Liverpool. Nearly half the pupils attending are entitled to free school meals and the percentage with learning difficulties and disabilities is above average. A small number of pupils learn English as an additional language. The school is a member of a local network of schools set up to help raise standards. It has recently received a Healthy Schools Award.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 4

In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve.

Significant improvement is required in relation to the achievement of higher attaining pupils and to standards in English, mathematics and science. The school judges its overall effectiveness to be satisfactory but inspectors disagree, finding that the school's effectiveness is inadequate. As a result of this, the school provides inadequate value for money although it has significant strengths in the way it successfully promotes pupils' personal development and well-being, and in the care and support it offers its pupils. It works well with other agencies to promote pupils' well-being. Quality and standards in the Foundation Stage are good. Pupils with learning difficulties and disabilities achieve well. However, the school's self-evaluation is not sharp enough to provide the detailed and accurate analysis of pupils' progress upon which to build improvements. Efforts to promote improvement since the last inspection have not succeeded in raising standards sufficiently in English although satisfactory improvement has been made in improving standards and resources in information and communication technology (ICT). Recent improvements in standards in reading and mathematics, rising standards at Key Stage 1 and the early work taking place within a national support programme indicate that the school has the capacity to improve.

### What the school should do to improve further

Raise standards in English, mathematics and science by:

- providing work that challenges higher attaining pupils and enables them to reach their potential;
- making better use of pupil performance data to identify any slowing down in rates of progress for individual pupils and then implementing sharply focused learning programmes to boost their progress;
- providing sharper teaching of writing that focuses on the development of skills and provides pupils with extended opportunities to practise these skills rigorously in other subjects.

## Achievement and standards

### Grade: 4

The school judges standards and achievement to be satisfactory but inspectors judge them to be inadequate. Children start school with below average standards but make good progress in the nursery and reception classes to start Key Stage 1 with generally average standards. Lower and average attaining pupils make satisfactory progress in reading, writing and mathematics in Key Stage 1 to reach average standards by the end of Year 2. Overall, standards at Key Stage 1 are rising. However, higher attaining

pupils make unsatisfactory progress and most do not reach the high standards of which they are capable. This also prevents standards overall at KS1 from rising faster.

At Key Stage 2 average and lower attainers make satisfactory progress in reading and reach broadly average standards at the end of Year 6. Recent test results show that standards in mathematics, whilst still below average, are rising. However, in writing and in science, standards are well below average by the end of Year 6 and progress is unsatisfactory. In science, this is because only a small percentage of pupils gain higher levels in their tests but in writing the attainment of all groups of pupils is too low. Pupils with learning difficulties and disabilities and the small number learning English as an additional language achieve well, owing to good support.

The school has achieved recent success in raising standards in reading and mathematics but standards overall are held back largely because of the poor performance of higher attainers and low scores in writing. Pupils generally meet and sometimes exceed the targets set for them but these do not always represent a challenging view of what higher attainers should achieve.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development is good and is a strength of the school. Pupils are positive about school and work hard at the tasks set for them. Attendance has improved significantly over the past three years and is now only slightly below average. Most pupils are punctual and the breakfast club gives many a good start to the day. Behaviour is very good. Pupils take great pride in the way they help others. For example, some in Year 6 spoke with great enthusiasm about their responsibility to support any younger pupils who feel lonely or worried. Pupils respect others and have a clear sense of right and wrong. Relationships are very good. Pupils' spiritual, moral, social and cultural development is promoted well. There is time for pupils to reflect. The curriculum offers opportunity to visit places of interest and to welcome visitors to enhance their cultural development. Pupils adopt safe and healthy lifestyles and the school has received the Healthy School Award for its success in this aspect of its work. Pupils make good progress in developing the personal attributes that enable them to contribute to society, school and local/community life. They are involved in a wide range of fundraising activities and there is an effective School Council, which has influenced decisions such as the choice of apparatus for the playground.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Inspectors agree with the school's judgement that teaching is satisfactory overall. It has strengths but also significant weaknesses in relation to the level of challenge provided for higher attaining pupils and in the teaching of writing. Teaching and learning are strongest in the Foundation Stage, where very well planned and

well-supported activities lead to children making good progress. At Key Stage 1, teaching is successful in enabling middle and lower attainers to make steady progress in acquiring key skills in reading, writing and mathematics. However, teaching does not challenge higher attainers sufficiently to achieve the levels they should. At Key Stage 2, tasks set in the teaching of reading and mathematics allow middle and lower attaining pupils to reach average standards but those set for higher attaining pupils do not stretch them to achieve as well as they could. Teaching of writing is unsuccessful in helping all groups of pupils to reach the standards they should, with strategies to develop skills through longer pieces of work not sufficiently rigorous. Throughout the school, teachers have very high expectations of pupils' behaviour and pupils respond well, listening attentively and concentrating on their work. Teachers mark pupils' work diligently providing good advice on how to improve but do not make adequate use of the information gained from assessing pupils' progress to help all groups of pupils do as well as they can.

## **Curriculum and other activities**

### **Grade: 3**

The Foundation Stage curriculum provides a rich and stimulating range of learning experiences that help children to make good progress. In Years 1 to 6 the curriculum is satisfactory. Provision for personal, social and health education is good. Pupils with learning difficulties and disabilities are provided for well, as are pupils learning English as an additional language. Pupils from minority ethnic groups have an equal chance to succeed in all aspects of school life. The main weakness in the curriculum is that it does not provide the activities to challenge and stimulate higher attaining pupils, holding them back from reaching the standards they should.

The curriculum meets statutory requirements and is enriched by a good number of specialist visitors and educational visits. A good range of activities outside lessons contributes to pupils' enjoyment of school life. The school plans a satisfactory range of opportunities to help pupils develop key skills of literacy through work in other subjects but there is little evidence of teachers using these rigorously to help pupils develop their skills in writing.

## **Care, guidance and support**

### **Grade: 2**

Pupils' safety and well-being are at the forefront of all those working in the school. As a result, it is a very caring school in which each pupil's welfare is safeguarded and their personal development promoted well. Child protection procedures are very well established and are robust. Pupils feel safe in school and are free from bullying and discrimination. They know where they can get help if it is needed and the school's trained support staff provide valuable extra support in individual cases. This high standard of care means that pupils develop their confidence and self esteem in a secure and trusting environment. Pupils with learning difficulties are fully included in the life and work of the school. However, the school's procedures for tracking pupils' progress are not rigorous enough although they are now being improved. The school works

well with parents. Pupils receive good advice and guidance for the next stage of their education.

## **Leadership and management**

### **Grade: 4**

The school judges its leadership and management to be satisfactory but inspectors judge it to be inadequate owing to the underachievement of higher attaining pupils throughout the school and continuing low standards in writing.

The headteacher has achieved considerable success in creating a school ethos in which each pupil is valued. As a result, pupils are happy and eager to learn. In this area, the school's evaluation of its performance is accurate but in the area of achievement and standards, lack of sharpness in analysing performance data means that its evaluation is not accurate. Subject leaders are now playing a more significant role in the improvement process but the action plans to help them do this are not precise enough in pinpointing the detail of what needs to be improved. Parents express very positive opinions about the school's work. Their views are sought by the school and acted upon when necessary. Pupils have a strong voice through the School Council - and a voice that is heeded.

The governing body is hardworking and committed to the school's success. Its members support the school wholeheartedly but have not demonstrated the level of challenge needed to ensure it makes the necessary improvements in standards and achievement.

The school has recently entered a national support programme to help it make improvements. The action plan for this programme is a rigorous one and is strongly endorsed by the local authority. Although standards in writing remain stubbornly low throughout the school and higher attaining pupils do not achieve as well as they should, standards are rising at Key Stage 1 whilst those in reading and mathematics have improved recently at Key Stage 2. This evidence of improvement, together with the rigorous plan for support, indicates that the school has the capacity to improve.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
--	-----------------------	--------------

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	4	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	4	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	No	NA

### Achievement and standards

<b>How well do learners achieve?</b>	4	NA
The standards <sup>1</sup> reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	4	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	4	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	4	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	4	NA
The extent to which governors and other supervisory boards discharge their responsibilities	4	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for being so helpful when Mr Moreton and I came to inspect your school. Our job was to find out how well your school is doing, for you, your parents and the local community and I am writing to tell you the decisions we came to.

We were impressed by:

- The progress being made by children in the nursery and reception classes
- The progress being made by children who find learning difficult
- The way you all behave so well, the care you take of one another and the pride you show in your school (You told us how much you like school and we could see that wherever we went during the inspection)
- How hard your headteacher works to make sure that very good care is taken of each one of you - and how the other adults in the school follow her example so well

Here are the important things we think could be improved to make yours an even better school:

- The standard of work should be higher by the time you finish Year 6 - especially in writing
- Quick learners should be given work that gets the best out of them
- Teachers should make better use of information they get from test results, so that they know just how well you are doing and what you need to do to learn better

We are confident that your headteacher and teachers will make these important improvements. You can help them by continuing to be eager to learn and develop the many skills you have. We wish you all the best for the future.