



# Heybrook Primary School

## Inspection Report

**Unique Reference Number** 105770  
**LEA** Rochdale  
**Inspection number** 277403  
**Inspection dates** 16 January 2006 to 17 January 2006  
**Reporting inspector** Mrs Marie Cordey 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>	Park Road
<b>School category</b>	Community		Rochdale
<b>Age range of pupils</b>	4 to 11		Lancashire OL12 9BJ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01706 647201
<b>Number on roll</b>	524	<b>Fax number</b>	01706 710305
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr M Baleem
<b>Date of previous inspection</b>	3 July 2000	<b>Headteacher</b>	Mr R Weatherhead

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 16 January 2006 - 17 January 2006	<b>Inspection number</b> 277403
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## **Introduction**

The inspection was carried out by 3 additional inspectors.

## **Description of the school**

Heybrook is a larger than average school where all pupils come from minority ethnic backgrounds whose first language is other than English. A higher than average proportion of pupils are eligible for free school meals. The number of pupils who have learning difficulties and/or disabilities is below average. Attendance is below average. The school gained the 'Healthy Schools' award in 2002.

## **Key for inspection grades**

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

## **Overall effectiveness of the school**

### **Grade: 3**

Heybrook is a satisfactory school with many good features. The headteacher is a strong leader who is sensitive to the needs of pupils and develops their English language skills as a priority. There are significant barriers to learning especially because all pupils are at very early stages of acquiring English language. Although standards are significantly below average, pupils make satisfactory progress overall. There are notable exceptions because pupils with learning difficulties and/or disabilities and pupils in the Foundation Stage make good progress. The quality of provision in the Foundation Stage is good. Teaching and learning are satisfactory and the bilingual help provided by the school is a strength. The school is refining its assessment systems to include a closer tracking of pupils' progress and to ensure pupils know exactly what to do next to improve their work. Attendance is below average despite the best efforts of the school. A number of pupils take extended visits abroad and there are significant numbers of pupils who join the school at times other than the Reception year. At present the school's systems to manage the progress of these pupils are not rigorous enough. Pupils enjoy school and their attitudes and behaviour are good. They look after each other and are welcoming and polite. The school takes good care of the pupils and is sensitive to their religious observance. The leadership and management of the school is satisfactory overall, the headteacher is experienced and very well respected by the community. New initiatives to improve standards in literacy are beginning to have an effect and the school has the capacity to improve further.

### **What the school should do to improve further**

In order to raise standards in English, mathematics and science the school needs to:

- improve the tracking of pupils' progress so that all pupils may be set challenging targets
- ensure that pupils are aware of how well they are doing and what they need to do in order to improve their work
- ensure that those pupils who are absent from school through extended visits and those who arrive in school at times other than the Reception year receive sufficient support with their learning.

## **Achievement and standards**

### **Grade: 3**

Standards are significantly below average overall and have been for the last five years. Overall pupils make satisfactory progress throughout the school. Their progress is often hampered by extended visits abroad and the fact that a significant number join the school at times other than the reception year. Many pupils come from homes where English is not spoken. In 2003 the test results at the end of Year 6 showed the standards in English and maths significantly above average when compared with their prior attainment. Pupils enter school with skills that are well below those expected for their age and they are especially low in language and communication. As a result of effective

planned support pupils' ability to communicate and understand in English is relatively quickly established. Recently introduced initiatives to improve pupils' progress, especially in literacy, have improved teaching and learning and the progress pupils make. Tracking procedures to monitor and evaluate the pupils' rates of progress are becoming more efficient and effective in both targeting and identifying pupils who need to achieve more. The school has prioritised the need to further develop these systems so that clear patterns of any under achievement can be identified and acted upon quickly. These systems are having most impact in the Foundation Stage and for pupils with learning difficulties and/or disabilities and leading to good achievement. Overall achievement is satisfactory.

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

### **Grade: 2**

Pupils' personal development is good because of the school's good provision. Pupils behave well and relationships are good across the school. The school's Playground Pal scheme creates strong bonds between older and younger pupils. Pupils are polite and helpful and are proud of their school and its achievements. Surveys show that parents and carers are happy with all aspects of their children's education. The school makes a tremendous effort to create a safe and stimulating outdoor play environment but space is inadequate to cater for the large numbers of pupils. Pupils are given monitoring roles and are encouraged to take responsibility and to contribute to the school community. The School Council and class discussions give pupils a voice and a role in decision making. Spiritual, moral, social and cultural development is good; a particular strength is the pupils' spiritual development. Initiatives such as the 'Art' and 'Book' weeks, visits by artists and performers provide good cultural experiences for all. Pupils gain a good understanding of healthy lifestyles through the physical education programme and initiatives such as the Breakfast and Saturday clubs and sex and drugs education. The school has worked hard to improve attendance by improving communication between home and school and through explaining clearly to parents the adverse effects of extended visits. Although attendance is below average overall it is broadly average in Years 5 and 6. The attendance figures in the Foundation Stage and Year 1 are significantly affected by a number of families who take their children on extended visits. This affects the overall attendance figures for the school.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning is satisfactory overall with many examples of good practice. The best lessons ensure that good questioning develops pupils' English language skills effectively. Less successful, although satisfactory, lessons do not include the same level of challenge seen in the best lessons. Teachers successfully use information and communication technology to support learning. Bilingual assistants support pupils well within the class by encouraging them to participate in classroom

discussion. Good relationships allow pupils to work well, both independently and in small groups. This provides many opportunities for the pupils to express their opinions, which is effective in boosting self-confidence. Pupils' work is celebrated through attractive classroom display.

The teaching support assistants are well deployed to support the least able pupils. Assessment is particularly effective in the Foundation Stage and for pupils with learning difficulties and/or disabilities and leads to good progress. This level of rigour in assessment is at an earlier stage of development in the rest of the school. The new marking system is beginning to guide pupils towards their next steps in learning and to show pupils what it is they need to do to improve. The school works hard to involve parents in pupils' learning particularly in numeracy and literacy.

## **Curriculum and other activities**

### **Grade: 3**

The school provides a satisfactory curriculum and it is well matched to pupils' needs. The recently introduced initiative for teaching literacy is beginning to have a positive impact on raising standards. The school strongly emphasises the development of pupils' speaking and listening skills throughout the school. Pupils requiring additional support are identified and catered for either as individuals or within a group. The school holds a healthy schools award through promoting healthy eating and lifestyles. Pupils participate well in the running of the school through their School Council. The school provides a wide range of extra curricular lessons, clubs and visits. External agencies enhance teaching and learning in physical education and music providing extra enrichment for the pupils. Older pupils spoke enthusiastically about a visit to Quarry Bank Mill to support their study of the Victorians. The school is rightly proud of its contribution towards its charity work and fund raising.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good. The belief that every pupil matters is central to the work of the school. The school provides a welcoming, caring environment for all pupils. Pupils feel safe and there are many skilled and sympathetic adults that they can turn to for help and support. Bullying is rare and is dealt with quickly and effectively. Child protection and health and safety procedures are well established and there is good liaison with outside agencies.

Pupils are guided satisfactorily in their learning but have insufficient knowledge of how well they are doing or how they can improve their work. Pupils with learning difficulties and/or disabilities are well provided for. They are well supported by caring staff who make good use of the individual education plans to guide their learning. Vulnerable pupils and those causing concern are offered counselling and are invited to attend the Saturday and Breakfast Clubs. Arrangements to give extra support to those pupils who return from extended visits or join the school other than at the start of the Reception year are inconsistent.

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## Leadership and management

### Grade: 3

The leadership and management of the school at all levels are satisfactory and show capacity to improve further. The headteacher is a strong and committed leader. His recent management of workplace reform has been effective in improving the contribution of middle managers to raising standards. The leadership team is aware of the strengths and weaknesses of the school and these are reflected in their targets and plans for improvement. New systems to improve achievement and raise standards are beginning to take effect such as the new initiative to improve English and involving pupils more in judging their work. The tracking of pupils' progress is not fully in place to ensure that information is shared by all staff and pupils. The school places a high priority on continual professional development for all teachers, teaching assistants and administrative staff, all clearly focusing on raising achievement at Heybrook. Attendance, although below average has improved and governors feel that there has been a significant improvement in the past 18 months. The governing body has a clear role and is loyal to the school. Governors are very supportive but they do not always challenge the school sufficiently. Difficulties in staffing have led to some turbulence but they have been managed effectively and sensitively with minimum disruption to pupils' progress. Accommodation is difficult to maintain because the school building is very old. There are at present insufficient areas for the pupils to play because playgrounds are too small. The school's finances are well monitored and it provides satisfactory value for money.

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## 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>
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### 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>	3	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	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	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	3	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	4	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	3	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>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	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 welcoming us to your school; you were very friendly and helpful to us. You made our visit very pleasant and we would like to share with you what we thought of your school.

What we liked most about your school

- You enjoy being at Heybrook and your parents and people in the community value the school.
- We think your behaviour and attitudes are good because of the way you look after each other and work so hard in lessons.
- We think that you act very responsibly and share in the work to keep improving the school.
- Your teachers and helpers teach you effectively and you like them and enjoy your lessons.
- Your headteacher and deputy headteacher work hard and want to make the school even better.

What we have asked your school to do now

- We want the teachers to tell you how well you are doing with your work and what you need to do to improve.
- We think that you don't learn as much as you should if you are not at school and so you need to make sure you attend regularly and catch up on any work that you miss.
- We want you to realise how special you are and that you are capable of achieving a lot.
- We think that you need bigger playgrounds and to be able to use the field as quickly as possible.