

# Heycroft Primary School

## Inspection report

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<b>Unique Reference Number</b>	114789
<b>Local Authority</b>	SOUTHEND-ON-SEA
<b>Inspection number</b>	290029
<b>Inspection dates</b>	25–26 April 2007
<b>Reporting inspector</b>	Heather Weston HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	400
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Paul Mathieson
<b>Headteacher</b>	Mr Chris Russell
<b>Date of previous school inspection</b>	10 June 2002
<b>School address</b>	Benvenue Avenue Eastwood Leigh-on-sea SS9 5SJ
<b>Telephone number</b>	01702 521832
<b>Fax number</b>	01702 421528

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors of Schools and two Additional Inspectors.

## Description of the school

Heycroft Primary School is a large primary school serving the Eastwood area of Leigh-on-Sea. Attainment on entry to the school is broadly average. The number of pupils taking free school meals is very low. The number of pupils with learning difficulties or disabilities and the number of pupils with statements of special educational need are below average. A small proportion of pupils come from minority ethnic backgrounds.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

'Our school is really great, that's why the kids are never late.' Pupils know that Heycroft Primary is an outstanding school. In the words of one parent, it gives pupils 'an enthusiasm for life and learning and the skills and attitudes to go on and do very well in everything they choose to do'. Its popularity within the area demonstrates that the local community share this view.

For the last five years, pupils have reached standards by the end of Year 2 which are significantly higher than average in reading and writing and standards in mathematics which are in line with average. By the end of Year 6 standards are significantly above average in all subjects. Progress in Foundation Stage and throughout the school is at least good, with extremely good progress in mathematics and science in Key Stage 2. However, progress in English is not quite as good, because not as many more able pupils reach such high standards as they do in mathematics and science. The comparably lesser progress in mathematics at Key Stage 1 and English at Key Stage 2 is because although teaching is consistently good, with some outstanding elements, there is not enough outstanding teaching to ensure the highest possible standards in every area. Teachers do not always insist that pupils use comments in marking to improve their work, or that presentation is of their best standard.

Practice in developing pupils' personal development and well-being is first rate, with a strong emphasis placed on personal, social and health education and the development of teamwork skills. The level of the pupils' contribution to the local community is admirable and of high quality. The 'fantastic out of hour's activities' contribute to the level of excellence reached by some pupils in a range of activities. To be represented by two girls at the world 'Speed-stacking', championships in Denver, Colorado is remarkable. The speed with which they stacked their cups was awe-inspiring! The overall curriculum is outstanding and opportunities for enrichment are exemplary. Curriculum focus days, plus a range of visits and visitors, all add to the vibrancy of the curriculum.

The school can rightly claim to provide 'high quality care'. Care, guidance and support are outstanding. As a result, pupils feel very safe, are extremely well guided and supported, and pupils with learning difficulties and disabilities make outstanding progress.

Leadership and management are outstanding. Clear consistent systems and procedures are in place covering all aspects of the work of the school. The learning environment is fabulous and reflects the thought and care which exemplifies the work of the school. The strong governing body provides effective support and challenge. Partnerships with other schools and organisations are outstanding and have a significant impact on learning. The recent restructuring of management roles gives the school an outstanding capacity to improve. The school provides excellent value for money.

### What the school should do to improve further

- Ensure teaching consistently matches best practice within the school.
- Ensure pupils consistently use marking comments to improve their work and that their work is consistently presented to their best standard.

## Achievement and standards

### Grade: 2

Achievement and standards are good. Pupils enter the school with broadly average attainment. They make good progress in Foundation stage, and enter Key Stage 1 with standards slightly above average.

The rate of progress made by pupils increases in Key Stage 1, and for the last five years they have reached significantly higher than average standards overall. Standards in reading and writing are well above average, but standards in mathematics have been in line with average for the last five years. In 2006, this was because fewer pupils attained higher levels in mathematics than in reading and writing.

Standards reached by pupils at the end of Key Stage 2 have been significantly above average overall for the last five years. In 2006, pupils' overall achievement was significantly higher than average. Achievement in mathematics and science was significantly high and achievement in English was in line with expectations.

Last year, some pupils with learning difficulties made less progress than similar pupils nationally, but the school has recognised this and pupils with learning difficulties and disabilities now make outstanding progress. All other groups of pupils currently make very good progress.

## Personal development and well-being

### Grade: 1

Pupils' personal development and well-being are outstanding. Pupils are very happy, and are justifiably proud of their school and teachers. Attendance is good. They are sensitive to the feelings of others, and talk confidently to each other, their teachers and to other adults. Behaviour is excellent in lessons and about the school. Through the school council, pupils are able to share and discuss their views, and make decisions about how the school can be improved. This has resulted in the provision of a cycle store and playground resources. As prefects and lunchtime helpers, pupils demonstrate high levels of responsibility. They are aware of how to lead healthy lifestyles through a balanced diet and regular exercise and receive clear guidance about how to stay safe and look after themselves. There is a high level of involvement in the local community. Pupils perform Christingle church services, review premieres at the local theatre and are regularly in articles in the local newspaper. Good levels of numeracy and literacy will help them in later adult life. Their spiritual, moral, social and cultural understanding is very well developed through a stunning range of activities and experiences. Pupils applaud the celebration of each others' achievements. They support and care for each other, and help others, such as, the 'Little Haven Children's Hospice'.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching and learning are good throughout the school, leading to high standards. Basic skills of literacy and numeracy are ably taught so that pupils enjoy learning and become confident in applying their skills. Classes are well organised and managed and lessons are well planned. Pupils are keen to learn and clear routines help them to take responsibility for their learning. Marking is good and shows pupils how to improve, although teachers do not always ensure

that pupils learn from their comments. Assessment is used effectively to check how well pupils are learning and where more teaching is needed. If pupils are falling behind, extra support is provided to reinforce learning and accelerate progress. Teaching assistants work very well with the class teachers and with the special educational needs co-ordinator to give targeted help where it is needed.

Teachers are knowledgeable about the subjects they teach. In most lessons, they use a variety of methods to keep pupils actively engaged and thinking. They foster pupils' enthusiasm for learning, though not always insisting that only the best will do, for example, in the presentation of work. Teachers make good use of resources, including the interactive whiteboard in each classroom.

## **Curriculum and other activities**

### **Grade: 1**

The school's curricular provision is outstanding and it offers exceptional opportunities for pupils beyond the classroom. The curriculum is broad and balanced and includes French. Literacy and numeracy are emphasised appropriately, and the school also provides richly for other subjects. It has achieved the Artsmark Gold award for the strength of its provision for the arts, which includes art, music, dance and drama. Pupils learn to use information and communication technology with confidence to support their learning. Clubs, run by teachers, meet before and after school and at lunchtime. These are popular and very well attended, and open up many interests and opportunities for pupils, from chess and 'Speed-stacks' to tag rugby and cross-country running. Pupils have many opportunities to take part in teams, and to represent the school in competitions. A large number of pupils learn to play instruments and many play in the school orchestra. The school has two large choirs. Pupils enjoy many opportunities to perform in concerts and drama productions to audiences in school and in the wider community. 'Curriculum Focus days' involve all pupils in activities, such as reliving different periods of history. Residential and day visits, and visitors to the school regularly enrich the curriculum. All this extends pupils' cultural horizons, broadens their interests and gives them many opportunities to excel.

## **Care, guidance and support**

### **Grade: 1**

The quality of care, guidance and support is outstanding. Adults encourage excellent behaviour and good achievement. Pupils feel very safe, but know that they will receive help if they are worried. They feel comfortable in sharing concerns with adults. They use the 'Friendship Stop' and 'Worry boxes' well. There is a high level of care at lunchtime and playtime. Pupils say that there are few incidents of bullying but agree that such incidents are dealt with swiftly and effectively by staff. Home/school contact books provide a valuable communication pathway between home and school. Arrangements for ensuring pupils' health, safety and welfare are highly effective. Child protection procedures are thoroughly understood by all staff. Statutory requirements for staff security checks are met and health and safety risk assessments are carried out rigorously, especially for the extensive range of visits and trips. The school makes very good use of assessment data to track the progress of individual and groups of children. Pupils have targets to help them improve.

## Leadership and management

### Grade: 1

Leadership and management are outstanding. The headteacher has a keen eye for detail, and with the support of the two deputies and the middle management team, provides strong, clear direction. Guidance on all aspects of the school's work is exceptional. The staff form a very effective group who work together well. Management structures have recently been improved to focus on leadership and responsibility is more fully shared throughout the school. Self evaluation processes are very thorough and staff, governors, parents and pupils contribute to the process. This consultative approach extends to school improvement planning, and staff regularly review and update the action plans. As a result, staff are empowered to take action and drive improvement. This is a dynamic force and means that action takes place across a broad front to maintain standards, and promote excellence throughout the curriculum.

The school's work with the local consortium of schools, led by the headteacher, is inspirational, aiming to take the school forward with a 'Twenty-first century curriculum'. Staff development is taking place at all levels to further develop this aspect of the already outstanding curriculum. Partnership work with other organisations is also highly successful.

The school uses its limited resources very effectively and has sought out funding sources to enable key improvements, such as the new building, to take place. As a result, the accommodation is excellent, the result of careful planning and rigorous attention to detail.

Governance is good. The governing body acts as a critical friend to the school and challenges proposals and reports to ensure that provision is effective. Governors have accurately identified the need to further improve their practice through training.

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## Annex A

## 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>
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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>	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1
<b>How well are learners cared for, guided and supported?</b>	1

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

27 April, 2007

Dear Pupils

Inspection of Heycroft Primary School, Benvenue Avenue, Eastwood, Leigh-on-Sea, Essex SS9 5SJ

Mrs Richardson, Mr Herbert and I thoroughly enjoyed visiting your school and meeting you all. Thank you for talking to us and showing us your work. We were really impressed by how well you all work together. You are all so well behaved and polite. As you told us, your school is a wonderful place to be, with many excellent, exciting things going on. The amount of opportunities you have for sport, music, drama and art, together with other clubs is fantastic. The quality of your work in the arts is very high, and the speed of your 'Speed-stacking' is awe-inspiring!

Your school has really helped you to get on with each other and to learn to make decisions. You are extremely well looked after by all the staff at the school, and your headteacher and teachers make sure that you do very well in your learning.

The one thing we have asked your headteacher to do is to help teachers to be even better at helping you learn. You can help them with this by making sure that your work is always of your best possible quality and that you learn from the comments teachers make about improving your work. This should help you to reach the very best possible standards in all that you do.

With best wishes,

Heather Weston

Her Majesty's Inspector