

Heyhouses Endowed Church of England Primary School

Inspection report

Unique Reference Number	119693
Local Authority	Lancashire
Inspection number	313394
Inspection date	3 April 2008
Reporting inspector	Jennie Platt

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	484
Appropriate authority	The governing body
Chair	Mrs Helen Atkinson
Headteacher	Mr Clive Barnes
Date of previous school inspection	1 July 2004
School address	Clarendon Road North St Annes Lytham St Annes Lancashire FY8 3EE
Telephone number	01253 722014
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Introduction

The inspection was carried out by one Additional Inspector. The overall effectiveness of the school and the following issues were investigated: progress in the Foundation Stage, achievement of the more able pupils in Key Stage 1, standards in reading and writing in Key Stage 2 and the monitoring and evaluation of the school. Evidence was gathered from school documents including the school's self-evaluation, monitoring records, school development plan and national published assessment data. Parents' questionnaires were analysed and discussions held with governors, pupils and staff. Several lessons were observed. Other aspects of the school were not investigated in detail, but the inspection found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in the report.

Description of the school

This school is larger than average. It is on a split site having eight classes from entry to the end of Year 2 on one site and the juniors in another building 500 metres away. The school serves a socially and economically advantaged area. Very few pupils are entitled to free school meals. An exceptionally low number of pupils are from minority ethnic backgrounds. A lower than average proportion of pupils have learning difficulties and/or disabilities. However, an above average number of pupils have formal statements of special educational need.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

'There is an atmosphere in our school of rigour, humour, enjoyment and a buzz of purposeful, energetic learning. Pupils come to school with enthusiasm and a ready smile.' These comments are from the school's own self-evaluation and encapsulate this outstanding school. It has an excellent reputation in the community and is continually over subscribed. It fully deserves the complimentary comments made by the vast majority of its parents. These include, 'Heyhouses offers a superb education at primary level and it is the unrivalled dedication of the headteacher and his team of staff that makes the school environment a pleasure for the pupils to be in. Excellent all round.'

The combination of excellent teaching and an enriching curriculum enables pupils to make excellent progress. Results of national tests and assessments at the end of Years 2 and 6 are impressive and have been significantly above average since 2003. Current standards continue to be exceptionally high, reflecting outstanding achievement. Progress from Year 1 to Year 6 is excellent. Teachers' assessments in 2007 for pupils at the end of Year 2 suggested the more able pupils were not making enough progress, especially in writing. The school has tackled this well with improved assessment, additional pupil support and training for staff to make writing more interesting. These changes have reaped benefits throughout the school and writing is much improved. Excellent progress in Key Stage 2 leads to very high standards. An exceptionally high number of pupils exceed the level expected for their age. Since the last inspection the focus on scientific investigation has led to high standards with 67% exceeding the level expected for their age in the 2007 national tests. These high standards are a result of the teachers' extremely high expectations.

In Year 2, pupils were challenged to write their own website. They set to work confidently organising their text and pictures, some using computers, showing high levels of skill in working independently and achieving excellent results. Lessons are varied and delivered at a brisk pace. Year 5 pupils managed in two lessons to compose, set to a rhythm and perform some very imaginative poems. Year 6 teachers' quick fire questions keep pupils alert and eager to be involved. Teachers maintain enjoyment in learning as one pupil explained, 'lessons are enjoyable for us'. The curriculum is carefully matched to the pupils' ability. This, combined with excellent guidance from support staff enables pupils with learning difficulties and/or disabilities to make excellent progress. The school is overflowing with amazing displays of pupils' work that alert visitors to the richness of the curriculum. High quality art work and the amazing new dance studio reflect the school's determination to sustain a balance between academic, physical and creative development. Pupils thoroughly enjoy sport and the extensive array of activities mean there is something to appeal to all. Pupils and governors look forward to the M.A.D. (Music, Art and Drama) Festival which includes a wonderful programme of performances and activities to whet the appetite and sharpen skills.

The exemplary way in which pupils behave and their extremely positive response to all that is on offer plays a significant role in their excellent academic achievements. It ensures that all are exceptionally well prepared of the future. Care for pupils is excellent and this breeds a positive atmosphere where pupils feel secure and valued. Safeguarding procedures are in place. When needed, a chat room and specialist counselling is available so pupils can be helped to deal with any difficulties. Pupils have a real understanding about their role in both the school and wider community. Year 3 help the Year 2 pupils to transfer smoothly between sites by organising a picnic for the younger pupils. Older pupils visit the infant site daily to care for and

play with the younger ones. The school council has a real voice in the school and are currently organising a healthy eating tuck shop. Many charities have benefited from the school's fund raising efforts.

The school's success is a result of the enthusiasm of the long-serving headteacher and deputy headteacher. Their strongly held view that only the best will do has been a significant factor in the excellent progress since the last inspection. They have sustained stability while at the same time driving forward the quality of education. Thorough and effective monitoring and evaluation ensure the school knows itself very well. Priorities are identified and translated into action in a well organised school development plan. The school is far from complacent and has honed assessment so staff are even better informed about their pupils. Staff are developing pupils' ability to assess their own progress and often ask them to explain how they could make their work better. Staff are well placed to implement national literacy and numeracy changes. Governors play a full role in this united determination that the school will sustain its high reputation. Management is most effective in overcoming the issues and constraints that the split site raises. So much so that parents see it as a positive advantage. The school is in an excellent position to improve even further and offers outstanding value for money.

Effectiveness of the Foundation Stage

Grade: 1

Children start school with standards that are typical for their age. Teaching is excellent and enables children to achieve very well and reach beyond the level expected for their age by the time they leave the Reception classes. Teachers provide an excellent balance of activities between those led by an adult and those initiated by the children. It is a delight to see groups organise themselves so effectively. One small group of girls were happily working as authors, writing small books including their pictures. Every day is an adventure in learning because the variety of experiences is excellent. For example, children grow beans and write about them, draw them and measure them. The curriculum is good and the school overcomes many difficulties caused by the Victorian building. The children have access to the outdoors on a rota basis and this time is used well for a variety of activities. Nevertheless, it does mean that children cannot use the outdoors as a regular feature of their lessons. Children are well cared for and detailed records of their progress are kept. When a weakness is spotted planning is adjusted to fill the gap. During the inspection non-fiction text was a focus because some children were insecure in this aspect of reading and a variety of imaginative ideas consolidated their understanding of these books. Management is good and critical examination of what works well has led to a revamp of provision which is showing a positive impact on behaviour and a calmer atmosphere more conducive to learning. This excellent start prepares children very well for the next stage in their learning.

What the school should do to improve further

- There are no significant areas for improvement that are not already being tackled. Nevertheless, the school is aware of the need to find ways to increase access to the outdoors for children in the Foundation Stage.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	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

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	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 leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	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	1
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

4 April 2008

Dear Pupils

Inspection of Heyhouses Endowed Church of England Primary School, Lancashire, FY8 3EE

Thank you very much for the kind and friendly welcome you gave me when I visited your school. You were very helpful showing me how to get to different classes and telling me about your work.

You go to an excellent school. You contribute to this by your exemplary behaviour and the way you care for each other. Teaching is outstanding and as you told me your teachers make your lessons interesting. I enjoyed seeing your work especially watching the pupils perform their poems to rhythm. You make excellent progress and reach high standards. Your results in national tests are impressive. You told me that school is wonderful and you appreciate all of the different activities that are organised for you. The displays on your walls show that you are skilful in many subjects as well as literacy and numeracy. I know how much you look forward to the M.A.D. Festival and the governors also told me that they enjoy this exciting time. I am glad that you feel safe in school. It was good to seeing you all being so energetic at break and lunchtimes. You are very good at skipping. I hope that the school will find you another swimming pool to go to so that you can continue to improve your swimming.

As you know the building for the younger pupils is an old Victorian building. The staff manage to make this attractive for you but it is difficult to make sure that the children in the Reception classes can use the outside on a regular basis. I have asked the staff to see if this can be improved.

It was clear to see that you enjoy school and I am sure you will have many good memories of your time at Heyhouses.

I wish you every happiness for the future.

Yours sincerely

Mrs J E Platt

Lead inspector