

Heybrook Primary School

Inspection report

Unique Reference Number	105770
Local Authority	Rochdale
Inspection number	324265
Inspection dates	4–5 March 2009
Reporting inspector	David Law

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	522
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Ms Atiya Shamim
Headteacher	Mr Kevan Crowther
Date of previous school inspection	16 January 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Park Road Rochdale Lancashire OL12 9BJ
Telephone number	01706 647201
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Heybrook is a larger than average school. All pupils come from minority ethnic backgrounds and speak English as an additional language. Social deprivation is much higher than average and a higher than average proportion of pupils are eligible for free school meals. School data shows that the number of pupils who have learning difficulties and/or disabilities is above average. A high number of pupils join or leave the school mid-year and a significant number make extended visits abroad during term time. Virtually all pupils come from families with strong Islamic practices and the school has been granted a determination to conduct non-Christian acts of worship. The school has achieved the Healthy Schools Award, the Basic Skills Quality Mark and has Investor in People status.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school where pupils enjoy their education and achieve well. Standards have improved in recent years and are now broadly average. Good teaching enables pupils to make good progress and school leaders are strongly focused on raising achievement. All pupils have equal opportunity to learn and the school makes a good contribution to the cohesion of the community it serves. There are good partnerships between the school and a range of agencies and pupils feel safe and are well cared for. Parents regard the school highly and one summed it up by saying, 'The school is friendly and welcoming and everyone is treated fairly and with respect.'

Children enter the Reception classes with levels of skill well below those expected at this age but make good progress through the Early Years Foundation Stage. All pupils, including those with learning difficulties and/or disabilities, continue to make good progress through Key Stages 1 and 2. By the end of Year 6, pupils get broadly average results in the national tests. Writing has shown particularly strong improvement because of effective strategies to raise achievement, such as giving frequent opportunities for pupils to talk and explain their thinking. Standards in mathematics are not as strong; many pupils find the language of mathematics difficult and this holds them back when they have to solve problems.

Pupils' personal development and well-being are good. There is good behaviour in lessons and around the school. Pupils work and play well together and appreciate the needs of others. They are proud of their school and eager to learn. Pupils talk knowledgeably about the importance of keeping healthy. The spiritual, moral, social and cultural development of pupils is good and they develop a strong sense of fairness. The school is a harmonious place where pupils learn to understand diversity and appreciate cultures other than their own. Literacy skills develop well and pupils confidently use computers and other forms of technology. This prepares them well for their future economic well-being. Attendance is average, an improvement on the previous inspection, and most pupils are punctual.

Good teaching and learning is based securely on good relationships. Lessons are well planned and the teachers' objectives for learning are shared well with pupils. Teaching assistants support learning well and make a valuable contribution to pupils' progress, in particular their language development. The best teaching is challenging and has high expectations of what can be achieved. It is very well matched to pupils' needs because assessment is thorough, lively and engages pupils totally. Such lessons enable pupils to make outstanding progress. Although no teaching is less than satisfactory, not all of it reaches the highest standard seen. For example, in some lessons pupils do not have enough opportunity to become independent and to evaluate their own learning. The good-quality curriculum is well matched to pupils' needs and is enriched with a range of visits. Care, guidance and support are good and the school tracks pupils' progress thoroughly to check how well they learn. Good-quality pastoral care ensures that pupils' needs are understood; they feel safe and are well cared for.

Good leadership is helping to improve pupils' progress. There is effective teamwork and a clear sense of direction. Leaders are firmly committed to improving the quality of teaching and learning and to raising standards. Challenging targets are set to improve performance. School leaders take prompt action to address shortcomings and carefully plan for improvement. The governing body provides good support overall and a core of loyal and committed members makes a particularly strong contribution. Staff and other resources are well managed and used

effectively to promote good achievement. Safeguarding meets current government requirements. There has been good improvement since the last inspection. The school provides good value for money and has a good capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children enter the Early Years Foundation Stage with skills well below expectations for their age and skills in language are very low. Staff use assessment of what children know and can do well to help them plan for the next steps in children's learning, with a particularly strong focus on communication and language. This, together with good teaching, ensures that children make good progress. By the end of the Reception Year a small number reach expected levels with others not too far behind. Very able and enthusiastic teaching assistants make a significant contribution in helping children to learn. They are particularly effective in supporting language development and in providing intervention strategies for those at risk of falling behind. Many children find it difficult initially to describe their feelings because they do not have the language skills. Staff give particularly effective support to help them overcome this.

The environment for learning is bright, cheerful and inviting. Children participate with obvious enjoyment and activities both indoors and outdoors arouse their interest. This helps them to learn by finding out for themselves. Provision for children's welfare is good and they are safe and well cared for. Their personal, social and emotional development is good. Outdoor learning is enhanced by partnership with the children's centre which is on the same site. This strengthens community relations and enables children to have some sessions of quality outdoor provision.

The provision is well led and managed. The team leader provides good information to all staff to ensure that behaviour is managed consistently. Adults plan the curriculum as a team to ensure that children build on what they know and understand. The team leader analyses the information from assessments well and works with all staff to ensure that the provision closely meets children's needs. A high-quality weekly newsletter keeps parents informed and explains how they can support their children at home. The links between the school and other settings are good, as are the arrangements for children to transfer from one setting to another.

What the school should do to improve further

- To raise achievement in mathematics, improve pupils' ability to use mathematical language to solve problems.
- Achieve greater consistency in the quality of teaching to further raise standards for all pupils as they move through the school.

Achievement and standards

Grade: 2

Children enter Reception with very low levels of skill. All pupils come from backgrounds where English is not the first language spoken at home. However, throughout the school all pupils achieve well to reach average standards. Results in the end of Key Stage national tests and assessments have improved markedly in the last few years. Data held by the school shows this trend is continuing and pupils in Years 5 and 6 are on track to reach their challenging targets. All pupils, including those with learning difficulties and/or disabilities, make good progress and it is particularly pronounced in language development. At the end of Key Stage 1, the rate of improvement in writing over the last three years has been greater than that achieved

nationally. Pupils now reach national standards at both the expected and higher levels because of a strong emphasis on the teaching of writing. A similar picture is seen at Key Stage 2 where standards in English have improved significantly and pupils are given good opportunities to write for clear purposes. Provisional results for science and mathematics in the 2008 Year 6 tests show an improvement on previous years. However, many pupils find it difficult to understand the language of mathematics and this restricts their ability to solve problems. In the past the organisation of the mathematics curriculum left key gaps in pupils' learning. The school is putting strategies in place to address this and the rate of progress seen in lessons is often good. Progress in key literacy and calculation skills is good.

Personal development and well-being

Grade: 2

Spiritual, moral, social and cultural development is good. There are very positive relationships between adults and pupils and the school is a safe and happy community. Pupils have a good understanding of how to make choices for a healthy lifestyle and one commented, 'You must not eat food that rots your teeth.' Pupils participate energetically in sport including in football teams for boys and girls. Pupils feel safe in school and are confident that adults will listen to them and help if there is a problem. They cooperate well with each other and behaviour is good. They value the system to reward good behaviour and are keen to achieve their 'Golden Time'. Incidents of bullying are rare and pupils know who to turn to if there is a difficulty. Pupils strive to do their best in lessons, enjoy learning and are proud of their school. Older pupils are eager to undertake responsibility, including leading play with the younger pupils and ensuring that pupils move sensibly along the long, sloping corridors. A school council allows pupils to have a voice in the life of the school. Pupils are well prepared for their future lives. Attendance has improved and is now average. This is due to the school's relentless focus on the importance of good attendance and punctuality and new procedures that ensure parents understand the consequences of poor attendance.

Quality of provision

Teaching and learning

Grade: 2

Relationships between pupils and teachers are very positive and behaviour is managed well. Lessons are efficiently organised and planned with clear learning objectives which are shared with pupils. This helps pupils to understand what they need to do and so they work diligently. Teachers are good at providing clear explanations and use well-directed questions to involve pupils. They make sure pupils have many opportunities to talk purposefully with a partner and this helps pupils to explain their thinking and improve their language skills. This is particularly well used in literacy lessons. Marking is used effectively to show pupils how well they have done and what they need to do to improve their work. Good use is made of personal targets to enhance pupils' progress in writing. Teaching assistants make a valuable contribution to learning, particularly in developing pupils' language and in supporting those at risk of falling behind. The most effective teaching is lively, interactive and highly challenging. It engages pupils totally and increases the pace of learning so they make outstanding progress in lessons. It is particularly effective when pupils have to explain their reasoning because this further improves their use of language. In some lessons, although they are satisfactory, opportunities for independent enquiry and for pupils to evaluate their learning are missed. Consequently, there is scope to improve consistency in the quality of teaching and learning as pupils move

through the school to enable them to make even better progress. Leadership has a sharp focus on monitoring the quality of teaching and has strategies to improve it to raise achievement. For example, meetings about pupils' progress are used effectively to hold teachers to account for the achievement of pupils.

Curriculum and other activities

Grade: 2

Pupils are provided with a good curriculum which is interesting and meets their needs well. Most pupils speak English as an additional language and strong emphasis is placed on the learning of English, especially through speaking and listening, and discussion. A well-structured programme ensures that pupils make good gains in all aspects of literacy and develop the language skills they need for future success. The programme for mathematics is not as well developed. However, gaps which adversely affect the progression in pupils' learning are being addressed. All the required subjects are taught and a number of creative strategies, such as 'theme weeks' for design technology and French days, add colour and variety to pupils' experiences. Personal, social and health education forms an integral part of the curriculum and supports pupils' personal development well. Pupils appreciate the opportunities they receive to share their thoughts, ideas and concerns with others during class discussions. The school's recent successes in music and sports competitions are evidence of the benefits pupils derive from the broad enrichment programme open to them. This includes regular visits to places of educational interest and a good range of lunchtime and after-school clubs.

Care, guidance and support

Grade: 2

Good relationships between staff and pupils, and strong links with the local community form the backbone of good-quality care, guidance and support. Cultural and community issues are given full consideration and a careful watch is maintained over all pupils – the blanket of care which extends beyond school helps provide a pleasant family atmosphere which does much for pupils' enjoyment and confidence. Procedures for safeguarding pupils meet current government requirements. Strategies for supporting pupils with learning difficulties and/or disabilities function well and help them to make good progress. Good links with outside agencies give pupils who need it ready access to specialist help. This includes a national organisation which provides counselling for those who need help to overcome personal difficulties or have suffered trauma in their lives. Pupils' progress is assessed and checked regularly and support provided for those who are experiencing difficulties or are in danger of falling behind. Pupils are set clear targets in writing which they use well to help them improve. Targets for mathematics are not as well established and on occasions self-review is not promoted well enough in lessons. Pupils who are away from school for any length of time are provided with interesting work packs that provide an element of continuity in their learning. They are supported carefully on their return to help them to catch up.

Leadership and management

Grade: 2

Leadership and management are good with a strong focus on raising achievement. The school's success is as a result of leaders and governors being in touch with the community it serves and able to ensure that all pupils have equal opportunity to achieve well. Because of this the school

has a good capacity to improve further and provides good value for money. A key aim of school leaders is to remove barriers to achievement and they have been particularly effective in this. Well-written action plans make clear what needs to improve and how it will be done. The impact of this effective leadership is seen in the improving trend in standards, particularly literacy. The personal development of pupils is promoted well and behaviour is good. The school is inclusive – all pupils are valued and well cared for and, as a result, they take a pride in their school and feel safe in it. Safeguarding meets current government requirements. Attendance has improved because there are clear and well-managed systems to support this. These improvements have occurred because the headteacher and other leaders have a good understanding of the school's strengths and weaknesses. This comes from good monitoring and evaluation which collects first-hand evidence of the quality of teaching and pupils' progress, for example through checks on pupils' work. A tracking system is used to get a secure view of the progress pupils make. Teachers have good opportunities for relevant professional development. The school is an important resource within the community and makes a good contribution to community cohesion. Parents are pleased with the school and speak positively about it. One summed this up by saying, 'The school has high expectations of all its pupils and strives to bring out the best in all of them by promoting a happy ethos where they can be successful.' Governors have supported the school well and are increasingly able to hold leaders to account for standards and quality.

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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?	2
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?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

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

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

The other inspectors and I enjoyed our visit to Heybrook Primary School. You all made us feel very welcome. Thank you for contributing to the inspection by being eager to talk to us and tell us about your school.

Your school gives you a good education. You tell us that you feel safe in school. We saw that you behave well. Your attendance has improved, so well done and keep it up! You work hard in lessons and make good progress in your learning. The school's results have got better in the last few years and the standards you reach in writing are much improved. We think mathematics could improve further and would like to see you better able to use mathematics to solve problems. The teachers and other adults take good care of you and the teaching and learning you receive is good. We know you like the chance to work with a 'talking partner' and we thought you learn best when lessons are lively and challenge you to think. This helps you to enjoy your learning and make good progress and we have asked if the school could do more of this. The headteacher and other school leaders check your progress carefully and work really hard to help you achieve more.

You told us that you enjoy going on school visits and that you have the Healthy Schools Award and know the importance of exercise to keep healthy. You are all rightly proud of your school and what it achieves. These are very positive attitudes and your enthusiasm for learning is lovely to see.

I hope you will continue to play your part in helping to achieve the improvements. You can do this by continuing to work hard at your mathematics and by trying to reach the targets your teachers set for you.