

Heygreen Community Primary School

Inspection report

Unique Reference Number	104547
Local Authority	Liverpool
Inspection number	336330
Inspection dates	13–14 January 2010
Reporting inspector	Allan Torr HMI

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	184
Appropriate authority	The governing body
Chair	Mr N Lewis
Headteacher	Mrs S Doyle
Date of previous school inspection	23 January 2007
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors visited 11 lessons, and held meetings with governors, staff, groups of pupils, and the School's Improvement Partner. Approximately seven hours were spent looking at how well pupils learn. Inspectors observed the school's work, and looked at documents including the school improvement plan, curriculum files, reports to parents, records of visits completed by the officer representing the local authority, and records of pupils' achievement. Inspectors also scrutinised pupils' work and looked at information contained within 37 parent, 56 pupil and 10 staff questionnaires returned to the inspection team.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the quality of pupils' learning and progress in mathematics
- the quality of teaching and care, guidance and support for girls to determine whether they are making the progress they are capable of
- the impact of the recently formed senior leadership team on raising pupils' attainment.

Information about the school

Heygreen is a smaller than average primary school in which there are significantly more girls than boys. The majority of pupils are White British but there is an above average proportion from minority ethnic heritages such as Black, White European, Indian and mixed heritage backgrounds. The proportion of pupils who speak English as an additional language is just over 10% which is below the national average. An average proportion of pupils have special educational needs and/or disabilities. The Early Years Foundation Stage consists of a Nursery and a Reception class. In 2007 and 2008, a significant number of pupils entered and left the school other than at the start of the Early Years Foundation Stage and end of Year 6. Over the last two years there has been significant turnover in staff. The school runs a breakfast club.

The school has gained a number of awards including the Quality Mark, the Investors in People Award and the Activemark.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?**4****The school's capacity for sustained improvement****3**

Main findings

In accordance with Section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector 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 pupils' attainment in mathematics, girls' attainment, pupils' development of workplace and other skills, and pupils' understanding of other cultures.

Since the last inspection standards in writing in Key Stage 1 have improved as has the quality of teaching and learning in Key Stage 2. Pupils' attainment in mathematics, the third area for improvement from the last inspection, has not been fully tackled. In 2008 and 2009, in mathematics, only just over half of pupils attained the expected Level 4 and very few pupils attained the higher Level 5. In lessons observed by inspectors and in pupils' books it is clear there is a lack of challenge in mathematics lessons. Pupils are too often expected to do work which they have already shown they can do. They are often asked to complete lists of calculations rather than to think, explain or to try out different methods themselves. As a result, attainment in mathematics is low in a number of year groups. Despite this, there are indications the school may have turned a corner. More time is allocated to develop pupils' basic skills in mathematics. Staff have amended the curriculum to meet the needs of pupils. They have introduced improved intervention programmes such as a computer-based mathematics programme that enables pupils to work individually on the skills they need to learn. Pupils reported they particularly enjoy this work. Girls' attainment in the last two years has been low. In 2008 and 2009 girls attained standards that were well below average for girls nationally. This is because in some lessons they do not contribute very much and are not challenged enough. Their attainment is generally well below what is expected for their ages in a number of year groups.

The headteacher has the overwhelming support of parents, pupils and staff. She provides strong leadership and has taken tough decisions to tackle the long-term absences of some staff and the significant staff turnover which have been the major factors in hindering pupils' and the school's progress. The school has started to improve and this indicates its satisfactory capacity for further sustained improvement. It has a very good new tracking system which enables senior leaders and teachers to monitor and identify efficiently the progress made by different groups of pupils. When senior leaders monitor lessons, pupils' work and other aspects of the school, their focus is mainly on the quality of what the staff do rather than on the quality of outcomes for pupils. Measures taken by senior leaders are beginning to show an impact on outcomes.

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Despite this, some important outcomes for pupils are inadequate. Attendance has fallen in each of the last three years and is well below average. This, coupled with low mathematics skills, below average skills in writing and infrequent use of information and communication technology (ICT) in lessons means that pupils are inadequately prepared for their futures. Senior leaders have made a satisfactory start to promoting community cohesion, and renewing the curriculum. Despite this, pupils have a sketchy understanding of different cultures. Not enough use is made of, or celebrated about, the range of cultures already existing in the school. In addition, there is little interaction or learning about people from different backgrounds, for example, people with different faiths, ethnicities, relationships, ages and disabilities. This is compounded by infrequent sessions of collective worship.

What does the school need to do to improve further?

- Raise girls' attainment in each class and raise the attainment of all pupils in mathematics by:
 - sharpening the focus of all leaders and managers on pupils' progress and learning
 - improving the quality of activities so that they are more challenging and aimed at increasing pupils' thinking and understanding.
- Improve pupils' development of workplace skills by:
 - increasing attendance in each class to be at least in line with the national average
 - increasing pupils' skills and use of information and communication technology in lessons
 - raise further pupils' attainment in writing.
- Increase pupils' understanding of different cultures by:
 - identifying ways in which they learn from and interact with people from different backgrounds and walks of life which are different to their own
 - developing a fuller understanding about different countries.

Outcomes for individuals and groups of pupils**4**

In English, pupils attain standards that are below the national average. Standards have declined in the last two years, writing is weaker than reading. Despite this, pupils make good progress in their reading skills from their starting points in the Nursery. As a whole, pupils make satisfactory progress from their starting points but boys make better progress than girls. Progress is patchy between year groups and has been hampered by significant disruption to teaching because of long-term illness and changeover of teachers. However, in some classes progress is accelerating because of good and outstanding teaching. Pupils who speak English as an additional language and those with special educational needs and/or disabilities make satisfactory progress because

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intervention systems have been overhauled so they better meet what each individual needs. The progress of pupils from different minority ethnic backgrounds fluctuates, but in the main is good.

Pupils say they enjoy school and this was confirmed by parents and in the lessons observed by inspectors. In the best lessons pupils are fully engaged throughout, the tasks are of high quality and interesting, and this leads to better learning. Pupils have a good understanding of how to stay safe. They are particularly aware of how to stay safe when using the internet. Pupils' behaviour in lessons was good in the lessons observed by inspectors but was judged to be satisfactory overall because a significant minority of pupils and parents said behaviour was not good and there have been some incidents of racist behaviour and name calling. Pupils did, however, confirm this was dealt with well by teachers. Pupils know how to lead a healthy lifestyle. However, levels of activity through physical education (PE) and other activities are relatively low. Pupils confirmed this and they reported they would like more sport and PE. Pupils say they are listened to and have enough ways of getting their opinion heard. This is also beginning to happen in the curriculum where pupils express their views about what they would like to learn.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account:	
Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	4
Taking into account:	
Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	4

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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How effective is the provision?

The quality of teaching is satisfactory overall, although over the two days inspectors observed lessons with some outstanding, good and inadequate teaching. Pupils made rapid progress in the best lessons because they were involved throughout, the activities were challenging and they were prompted by adults to think, explain their reasoning and to be clear about what they need to do to improve. Pupils made less progress in lessons when the activities were too simple, were not based on an accurate assessment of the levels they were working at, and where there was too much teacher talk and too little pupil involvement. Most teachers monitored the whole class during lessons assessing pupils' understanding. Sometimes, however, assessment was not used well enough to move pupils on to more complex work.

The curriculum is currently being reviewed and improved to make more links between subjects. It has been adapted well to meet the needs of pupils, for example, extra time in reading groups to improve pupils' understanding of different texts. During the inspection, virtually no pupils were seen using ICT in lessons. The curriculum is not sufficiently enabling pupils to use and improve skills that will be useful when they transfer to secondary school. Pupils do, however, use ICT to improve their mathematics skills; this is beginning to show a positive impact on pupils' progress. Different classes use the ICT suite but there is scope to use ICT more in lessons in order to increase pupils' skills.

The recently appointed senior leader for inclusion has revised the school's systems to support pupils with special educational needs and/or disabilities. Teaching assistants work well with individuals and groups of pupils. The success of these small groups is evaluated, and focused teaching is personalised to meet the needs of individuals. The school provides good pastoral support for families whose circumstances make them vulnerable but its support to improve attendance has been unsuccessful.

The breakfast club is good. It is well organised and managed. Pupils are well cared for and take part cheerfully in a good range of activities.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

Although leadership and management still require improvement, the new leadership

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team is demonstrating the ability to identify and to tackle the main areas of weakness in the school. The mathematics and English subject leaders are beginning to show good leadership and have accurately identified what needs to be improved in the school after a close scrutiny of work and planning, and observations of lessons. Senior leaders, however, have focused too much on checking whether teachers adhere to policies and procedures rather than whether there is an impact on pupils' learning. More work needs to be done to ensure other subject leaders have the capacity to improve their subjects. Governance is just satisfactory. The governing body have begun to challenge the school and to ask searching questions of subject leaders but this is at an early stage. There is a large budget deficit which is being tackled with help and support from the local authority. The school meets the government's requirements for the checking of staff and safeguarding procedures are satisfactory.

The data manager has produced a very good bespoke system for keeping a check on pupils' attainment. Leaders now have an accurate picture of attainment and progress and have begun to use this to tackle the differences between groups of pupils. As a result, the gaps between the attainment of groups of pupils have started to close. Partnerships with parents are good. Parents receive informative termly reports that enable parents to understand how well their children are doing in school. The end-of-year report, however, is inadequate. It is full of overcomplicated language and does not give a clear picture of pupils' attainment, attitudes or their progress. Although useful partnerships exist with universities, local schools, health agencies and other organisations, these have not yet had an impact on improving pupils' achievement. They have, however, enhanced the curriculum and helped the school provide improving care, guidance and support. The school has written a community cohesion policy and action plan which is being evaluated. It is too early, as yet, to see the impact of this on pupils' cultural development. The school works well with the local community. However, it is at a very early stage of extending this work to include the wider United Kingdom and global communities.

The headteacher has raised staff expectations of what pupils can achieve. This can clearly be seen in the now challenging targets set for pupils. Staff morale is good; many members of staff appreciate the new opportunities provided to develop their skills. There have been improvements to leadership and management, such as the more rigorous monitoring of pupils' progress and linking teachers' targets to pupils' progress, and also improved outdoor provision in the Early Years Foundation Stage. The improvements in place have not yet had sufficient time to have a sustained impact on raising pupils' achievements.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3

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The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	4
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	4

Early Years Foundation Stage

Children start the school in the Nursery with skills that are below those expected for their age. In some areas such as communication, language and literacy and in mathematical development, children enter school with skills that are well below those expected for three- and four-year-olds. Children make good progress overall but they make particularly rapid progress in the Nursery. Despite this, the rate of children's progress is uneven. This is because the quality of teaching is uneven. In lessons some activities were too easy, some were inappropriate, and some did not enable children to think, explain or to build on their existing skills. As a result, children did not make good enough progress. In other lessons, learning was exciting and children were fully engaged and were building on their existing skills and so made good progress. In the Nursery, for example, children made very good use of the deluge of snow to construct snow houses.

The recently appointed leader for the Early Years Foundation Stage provides good leadership and has put in place measures to improve outcomes for children across both years. For example, she bought in resources and training for staff to improve the quality of teaching. This training is beginning to be successful, particularly in reading and in learning about letters and sounds. She has sharpened systems to monitor teaching and children's progress. The staff are beginning to use the information gained effectively to plan activities that take better account of the children's needs. There are effective systems in place to work with parents, for example by encouraging them to attend a 'maths play day' and a 'messy play'. As a result, parents feel included in their child's education and feel they are able to contribute.

The staff work hard to settle children quickly into the routines of the Nursery. They took good care, for example, of distressed children who had just that day started at the school. Adults are caring and requirements for children's health and safety are in place.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The overwhelming majority of parents agreed their child enjoys school; it keeps the children safe, meets their needs and helps them to live a healthy lifestyle. A small minority of parents believe the school does not deal well with unacceptable behaviour. Although behaviour in lessons was good, inspectors judged behaviour overall to be just satisfactory in part as a result of parents' concerns. Almost all parents agreed they were happy with the progress their child was making but a few felt the school did not keep them well enough informed about their child's progress. Inspectors judged the pupils' final school report to be inadequate because it does not help parents to have a clear view about the progress and attainment of their children. The large majority said their child was well prepared for their next stage of education. Inspectors disagree because attendance is very low and declining each year and pupils' skills in mathematics and in writing are not yet high enough.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Heygreen Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 37 completed questionnaires by the end of the on-site inspection. In total, there are 184 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	16	43	19	51	1	3	0	0
The school keeps my child safe	22	59	13	35	0	0	2	5
The school informs me about my child's progress	12	32	24	65	1	3	0	0
My child is making enough progress at this school	13	35	19	51	4	11	0	0
The teaching is good at this school	19	51	14	38	3	8	0	0
The school helps me to support my child's learning	10	27	22	59	5	14	0	0
The school helps my child to have a healthy lifestyle	19	51	17	46	1	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	12	32	19	51	3	8	0	0
The school meets my child's particular needs	13	35	21	57	2	5	0	0
The school deals effectively with unacceptable behaviour	14	38	14	38	4	11	3	8
The school takes account of my suggestions and concerns	10	27	20	54	3	8	0	0
The school is led and managed effectively	11	30	22	59	0	0	2	5
Overall, I am happy with my child's experience at this school	15	41	19	51	2	5	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



15 January 2010

Dear Pupils

Inspection of Heygreen Community Primary School, Liverpool, L15 4ND

You may remember I visited Heygreen recently with a team of inspectors to inspect your school. Thank you for sharing your opinions with us. We took notice of your comments and this letter is to explain to you what we found. You said the school has helped you understand ways of being safe. Some of you told us behaviour out of class was not as good as it could be and that a few of you were called racist and hurtful names. Most of you said this was dealt with well by teachers. We took this into account when we made our judgements about the school. It is clear you are involved in school life, are listened to by teachers, have someone to go to if you feel upset and you have an understanding of how to live a healthy lifestyle. You said you would like more chance to be active in school, for example through physical education lessons. We have asked the school to think about improving this for you.

Overall, we judged your school should be given a 'notice to improve'. This means that at the moment it is not giving you as good an education as it could. Many of you do not reach high enough levels in mathematics and the girls in the school could reach higher levels than they do at the moment. We have asked the school to improve the challenge and difficulty in lessons so you can reach higher levels. We have also asked the school leaders to use better ways of checking what the school does. We want leaders to put more emphasis on checking your progress and standards.

At the moment, a large proportion of you take too many days off school. We have asked the school to improve your attendance as well as your skills in writing, mathematics and information and communication technology (ICT) so you are better prepared for secondary school and for your futures. Although some of you knew the names of various religions and about some different countries, we judged that you do not have a full enough understanding about different cultures and people from diverse backgrounds. We have asked the school to look for ways of communicating with and learning about people from different backgrounds and from different parts of the United Kingdom and the world.

I wish you all the best for the future and hope that you will all help your teachers improve the school by trying your very best.

Yours sincerely

Mr Allan Torr

Her Majesty's Inspector

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