

# The Heys Primary School

## Inspection report

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<b>Unique Reference Number</b>	106201
<b>Local Authority</b>	Tameside
<b>Inspection number</b>	336633
<b>Inspection dates</b>	19–20 October 2009
<b>Reporting inspector</b>	Barry Jones

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	231
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Jane-Ann Birkitt
<b>Headteacher</b>	Mrs Susan West
<b>Date of previous school inspection</b>	3 November 2006
<b>School address</b>	Whiteacre Road Ashton-Under-Lyne Greater Manchester OL6 9NS
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## Introduction

This inspection was carried by two additional inspectors. The inspectors visited 14 lessons and held meetings with the chair of governors, staff and pupils. They observed the school's work, looked at pupils' books, scrutinised case files for some vulnerable children, examined documents including safeguarding records and analysed 81 questionnaires returned from parents and carers.

- to what extent the quality of teaching and subject leadership explain differences between pupils' progress in mathematics and science
- why boys, particularly the middle ability boys, appear to make less progress than girls
- how effectively the school's strategies promote good behaviour and attendance
- how well the school promotes community cohesion locally and understanding of the wider community
- how good pupils' information and communication (ICT) skills are and to what extent pupils are given sufficient opportunities to apply and develop these skills in other subjects.

## Information about the school

The Heys is a one-form entry primary school with a lower proportion of girls than is usually found. There are higher than average proportions of pupils from minority ethnic backgrounds and pupils who speak English as an additional language. The proportion of pupils eligible for free school meals is well above average. There are more pupils with special educational needs and/or disabilities than in similar-sized schools. The school has resourced provision for nine pupils with moderate learning difficulties. There are before- and after-school clubs that are managed by the governing body.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

### Main findings

Heys is a very welcoming school with strong leadership. A strong bond is forged with parents and carers and with children from the moment they first set foot through the door. The outstanding partnership with parents and carers, and the very good quality of relationships in the school, create a strong learning ethos. Pupils do well in this thriving community. They feel very safe and have positive attitudes. They get off to an excellent start in the Early Years Foundation Stage as a result of the outstanding care, support and teaching that they receive.

The quality of teaching in the main school is good and consequently, pupils make rapid progress thorough the rest of the school. Pupils' achievement in national tests at the end of Year 6 in science is consistently above average but dipped in English and mathematics in 2008. A well-coordinated, whole-school approach to literacy has put the school back on track and pupils are now making good progress in lessons. The progress of the more able pupils has accelerated significantly in mathematics. This is part of a determined drive to bring results up to the level of those in science. The school's monitoring shows that the range of teaching strategies used in mathematics is too narrow. This means that some pupils, particularly some of the boys, do not gain a secure grasp of number calculations or the interpretation of data. While pupils with moderate learning difficulties progress rapidly as a result of their effective support, the group of pupils just above them in ability only make satisfactory progress in their work. This is recognised by the school and it is beginning to monitor this group closely.

Staff work hard and successfully to provide interesting and fun activities for pupils. This adds to the enjoyment of pupils and is one reason that they speak so warmly of their school. It was 'enquiry week' during the inspection. Pupils revelled in finding out things in classes where they were given opportunities to investigate for themselves. However, little use of ICT was seen. The school has recently considerably enhanced the resources for ICT but is not yet using these well enough.

The school knows its strengths and weaknesses well. The senior leadership is now strong and has been boosted by the appointment of the new deputy headteacher. It reacts robustly when shortcomings are identified. The marked improvements in English and for the more able pupils generally exemplify that the school's capacity to improve is good.

### What does the school need to do to improve further?

- Accelerate the progress of the lower attaining pupils, particularly for boys in mathematics, from satisfactory to good by improving provision and through careful

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monitoring.

- Improve pupils' ICT skills and provide more opportunities to use these skills in other subjects.
- Raise achievement in mathematics in Years 3 to 6 by extending the range of teaching approaches used in number calculations and the interpretation of data.

## Outcomes for individuals and groups of pupils

**2**

Pupils' attainment is broadly average at the end of Year 6. Achievement from low starting points is good overall and there are no underachieving groups. Pupils enjoy working practically in science and demonstrate good standards. In a Year 4 class they responded enthusiastically and were able to identify the main muscles of the body and their functions. In pupils' books the effectiveness of the drive to improve writing was clearly evident. Pupils write in a range of meaningful contexts, such as writing about a science experiment, and for a variety of audiences. The work in books showed a good progression in writing skills.

Pupils speak with pride about their school and the support they receive from their teachers. As one pupil said: 'The teachers help you with your work and if you have a problem. They care about us.' Behaviour in class and around the school is good. This contributes to the calm, orderly atmosphere. There are isolated instances of bullying but pupils say they can go to an adult and it will be stopped. Attendance has improved and is now average and a little better than that for similar schools. Pupils have a good understanding of healthy living. There is a good take-up for the healthy dinners and sporting activities. This is recognised by the award of Healthy Schools status. Pupils develop strong personal skills and learn to work collaboratively. However, ICT skills and numeracy skills for some pupils, are less well developed. Hence, pupils' economic well-being is only satisfactory.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>

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

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> Taking into account: Pupils' attendance <sup>1</sup>	<b>3</b>
	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

The use of ongoing assessment is outstanding in the Early Years Foundation Stage. This means that work can be closely tailored to children's individual needs and underpins their excellent progress. In the main school, teachers listen to pupils and adjust their approach well when they diagnose some lack of understanding by pupils. Learning objectives are clear and shared with pupils so they know what they have to learn. Pupils respond well to opportunities to discuss with 'talk partners' and when working in groups. Teachers give careful attention to developing pupils' language skills in a variety of contexts. The curriculum is imaginative and promotes pupils' ability to make meaningful links between subjects. For instance, Year 3 pupils were working on a project to examine how Hindus celebrate Diwali. They made three-dimensional shapes as part of the curriculum for mathematics and decorated them with examples of Hindu art and poetry. However, opportunities are missed to use ICT to develop further pupils' investigative skills and subject skills, such as interpreting graphs in mathematics. There are good levels of support and care and every pupil is valued equally. The school works effectively with a range of agencies to support vulnerable children effectively. This means that these pupils can play their full part in the life of the school.

*These are the grades for the quality of provision*

<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>2</b>
	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

### How effective are leadership and management?

Senior leaders monitor the quality of teaching rigorously. Their high expectations and constructive feedback have helped teachers to improve their teaching. In English there has been effective whole-school implementation of a range of strategies that has led to

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improved standards for pupils. These include targeted support for reading and the development of writing skills through consistent development of these skills in different subjects of the curriculum. This is a good example of leaders at all levels embedding ambition and driving improvement. Subject leadership for literacy is very good. There was a period when mathematics lacked leadership but this has been remedied by allocating the role to the new deputy headteacher. She has already analysed the situation and produced a good action plan. Leaders have completed a thorough audit of the socio-economic, faith and ethnic groupings in the school and acted on the main findings. This underpins the effective promotion of equality and the tackling of discrimination. Community cohesion is good and there are strong links with the local community. However, global links are less well developed. This is recognised and being addressed by the school. Governors act effectively as a critical friend to the school. They ensure that safeguarding procedures are effective. The policy for child protection is satisfactory but would benefit from updating. Governors have also extended the school's overall provision well through before- and after-school clubs that are well attended.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## **Early Years Foundation Stage**

Children enter the Nursery with skills at levels that are below, and often well below, those expected for their age. When children enter Year 1 their skills are typically close to expected levels, although some children still lag behind in number calculations, reading and writing. Progress is outstanding, particularly in personal, social, emotional and physical development. This is because of the excellent provision, including the richly

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resourced accommodation; the school makes excellent use of the extensive garden and wildlife area. A notable feature is the use of exemplary ongoing assessment procedures that underpin children's outstanding progress. Staff display excellent teamwork and have a very strong understanding of how young children learn. Opportunities for outdoor play are maximised because of the excellent resources and wet weather outfits that are provided. Children respond enthusiastically to their rich learning experiences and rapidly grow in confidence. Most of the excellent routines were set up by a teacher now on secondment to the local authority. They have been consolidated and extended by the current team. Partnerships with parents and carers are superb and parents and carers contribute well to assessment for their children. The excellent leadership is a strong contributory factor to this dynamic and prospering community.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

Parents and carers are overwhelmingly positive about the school. There were no significant issues raised by parents and carers. Typical of their comments included in responses to the questionnaire was: 'The Heys is a great school, the staff are always more than happy to help. We always feel very welcome.'



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The Heys 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 81 completed questionnaires by the end of the on-site inspection. In total, there are 231 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	53	65	28	35	0	0	0	0
The school keeps my child safe	55	68	24	30	2	2	0	0
The school informs me about my child's progress	49	60	29	36	1	1	1	1
My child is making enough progress at this school	44	54	34	42	2	2	0	0
The teaching is good at this school	47	58	33	41	0	0	0	0
The school helps me to support my child's learning	42	52	36	44	1	1	0	0
The school helps my child to have a healthy lifestyle	46	57	34	42	0	0	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)	37	46	39	48	1	1	0	0
The school meets my child's particular needs	37	46	41	51	1	1	0	0
The school deals effectively with unacceptable behaviour	36	44	41	51	3	4	0	0
The school takes account of my suggestions and concerns	33	41	43	53	3	4	0	0
The school is led and managed effectively	39	48	40	49	0	0	0	0
Overall, I am happy with my child's experience at this school	50	62	28	35	1	1	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



21 October 2009

Dear Pupils

Inspection of The Heys Primary School, Ashton-under-Lyne, OL6 9NS

Thank you very much for the very friendly welcome that you gave my colleague and me when we visited your school. You told us that Heys is a good school and we can see why. We agree. Members of your school council told us that their views are valued. We spoke to many others in class, groups and around the school. You all speak with pride about your school. You say that you feel very safe and enjoy school.

These are the things that we liked most about your school.

- Children make an excellent start in the Nursery and Reception classes.
- You behave well, get on well together and yours is a happy school.
- You receive good teaching and do well in your work.
- You achieve particularly well in science.
- Staff work very well with your parents and carers.
- Teachers give you interesting and fun things to do.
- Your school is led well.

The school is always striving to do better. We have agreed with the school that there are three ways in which the school can improve. These are to:

- ensure that those pupils who find learning difficult, particularly boys, make good progress
- use more varied ways of teaching mathematics in Years 3 to 6
- give you more opportunities to use computers and other technology.

You can play your part by asking questions when you do not understand. Your teachers will be very pleased to help you.

We wish you every success in the future.

Yours sincerely

Barry Jones

Lead inspector

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