

Heybrook Primary and Nursery School

Park Road, Rochdale, Lancashire OL12 9BJ

Inspection dates

6–7 March 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- The recently appointed headteacher and his newly formed senior leadership team have a crystal-clear vision for the school. The school's motto, 'Be happy, be healthy, be successful and learn together', is at the heart of everyone's work.
- Governors know the school exceptionally well. They use their wide range of skills to challenge leaders very effectively. Governors, together with leaders and staff, have ensured that the amalgamation with a local nursery has been successful.
- Pupils, including those who have special educational needs (SEN) and/or disabilities and disadvantaged pupils, make good progress in reading, writing and mathematics.
- Leaders are taking effective action to improve reading standards by the end of key stages 1 and 2. Phonics is taught well.
- The quality of teaching and learning is good. However, at times the most able pupils do not receive sufficiently challenging work in all subjects.
- Pupils behave well in lessons and around the school. They are polite and show respect for others. Relationships between staff and pupils are very positive.
- Pupils are well cared for. They say that they feel safe and are happy. There is a strong culture of safeguarding in the school.
- Pupils' attendance is in line with the national average. However, the proportion of disadvantaged pupils who are absent too often is above average.
- Early years provision for children in the Nursery and Reception classes is good. As a result, children make good progress from their starting points. However, the outdoor provision for children in Reception is not as effective as the indoor provision they have access to, or the provision provided in Nursery.
- Leaders and teachers monitor the progress of pupils effectively at an individual level. However, this information is not used to analyse the progress of all groups of pupils with enough precision across all subjects.
- Leaders ensure that pupils follow a broad and balanced curriculum. The school's work to promote British values and to enhance pupils' spiritual, moral, social and cultural development is strong.
- Some subject leaders are new to their post. They are at the early stages of developing their roles in monitoring and improving their subject areas.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching and learning, and raise pupils' achievement further by:
 - challenging the most able pupils more across the school
 - embedding changes to the teaching of reading so that pupils' progress continues to improve.
- Improve the effectiveness of leadership and management by:
 - analysing the progress that all groups of pupils make in foundation subjects with the precision currently in place for core subjects
 - continuing to improve the roles of leaders of foundation subjects in monitoring and improving their subject areas
 - making sure that the attendance of disadvantaged pupils who are absent too often continues to improve so that it is in line with the national average.
- Ensure that the outdoor environment for children in Reception classes matches the effective quality of the indoor environment and that of the Nursery.

Inspection judgements

Effectiveness of leadership and management

Good

- The recently appointed headteacher has high expectations which are shared by staff, governors and pupils. Together with his recently formed senior leadership team, he has established a caring, family-orientated community where pupils make good progress both personally and academically. All members of staff who responded to the Ofsted questionnaire said that they are proud to work at the school, and feel well supported.
- Leaders and governors have ensured that the process of merging the Nursery with the main school in 2016 proceeded smoothly and that children in the early years benefit from a consistently good standard of education.
- The headteacher and other senior leaders have an honest and accurate understanding of the school's strengths and areas for improvement.
- The procedures for managing the performance of teachers are rigorous. Targets for teaching staff are clear and closely linked to pupils' progress and to the school's development priorities.
- Leaders agree that the monitoring of how much progress different groups make in subjects other than English and mathematics is not fully developed. As a result, leaders are not able to gauge the different rates of progress that pupils make in each subject.
- Senior leaders check the quality of teaching regularly and are quick to provide support and training where it is needed. Staff have completed training in a wide range of topics, including the teaching of reasoning and problem-solving and questioning skills.
- Leaders work closely with a local university to provide high-quality placements for student teachers. Many student teachers go on to work at the school as newly qualified teachers. Leaders have helped these teachers to build their confidence and develop their strategies to teach well.
- Many subject leaders are new to their post. They are benefiting from effective mentoring from senior leaders. Senior leaders have plans in place to develop the roles of subject leaders in monitoring and improving their areas.
- Leaders ensure that the additional funds for disadvantaged pupils are well spent. Leaders and staff have a good awareness of the challenges that these pupils face. They work with pupils and their families to remove barriers to learning. The pupil premium funding is used effectively to provide mentoring and small-group sessions. As a result, disadvantaged pupils make good progress.
- The curriculum is broad and balanced and meets the needs of pupils. Pupils' learning opportunities are enhanced by visitors coming into the school and trips to museums and theatres. Pupils enjoy a rich array of extra-curricular activities such as football and dodgeball. They are also involved in charity work. Other opportunities include the craft club, cookery club and music group.
- Leaders use the physical education and sport funding effectively to improve teachers' skills and provide many extra-curricular clubs for pupils, such as karate and badminton. As a result, more pupils participate in sport.
- Pupils' spiritual, moral, social and cultural development is promoted very well. British

values are integrated across the curriculum. Pupils develop an understanding of democracy through a range of activities, including the election of school councillors, a visit to the local magistrates' court and meeting the Secretary of State for Communities and Local Government. Leaders provide a range of opportunities for pupils to learn about different faiths and celebrate religious festivals, such as Eid, Diwali and Chinese New Year.

- The school uses additional funding effectively to support pupils who have SEN and/or disabilities. The special educational needs coordinator (SENCo) collects and analyses information to ensure that these pupils are identified correctly. As a result, pupils who have SEN and/or disabilities make strong progress.
- Leaders and staff ensure that pupils who join the school from other countries during the academic year are helped to settle in quickly. Pupils who are new to the school are given extra support to develop their vocabulary and language skills. As a result, they achieve well.
- The overwhelming majority of parents and carers who completed Ofsted's online questionnaire, as well as many of those who spoke to inspectors, were highly supportive of the school. A typical comment from a parent was: 'My child loves going to the school. She is making excellent progress and comes home with a smile every day.'

Governance of the school

- Governors bring with them an excellent range of experience and expertise. They are passionate about the school. One commented: 'We want children at our school to be on a level playing field with all other children.'
- Governors support leaders very effectively and challenge them very well. They are present at school events and visit the school regularly to find out for themselves about the quality of teaching and learning. Governors ask leaders probing questions about how well pupils are doing. They have a very clear understanding of the strengths of the school and areas for further improvement. Governors maintain an excellent strategic overview of the school. They deploy staffing and resources effectively.

Safeguarding

- The arrangements for safeguarding are effective.
- There is a strong culture of safeguarding throughout the school. Since his arrival, the headteacher has improved safeguarding procedures. Leaders ensure that all appropriate checks on adults are made before they start to work at the school. Records are comprehensive and thorough. Governors regularly check the single central record to ensure that it meets requirements.
- All staff and governors have completed training in safeguarding. Staff are aware of the signs of abuse and risks associated with extremism. They know what to do if they have any concern about a pupil's welfare or safety. Leaders work effectively and in a timely manner with parents and external agencies to keep children safe.
- The vast majority of parents who responded to Parent View, Ofsted's online survey,

agree that pupils feel safe in school.

Quality of teaching, learning and assessment

Good

- Teaching is securing good progress for pupils who are currently at the school.
- Teachers have high expectations of all pupils. Relationships between pupils and teachers are strong. Teachers have strong subject knowledge. They use questioning skilfully to check pupils' understanding and deepen their knowledge.
- Most teachers plan work that is matched well to pupils' different needs and abilities. However, it is not sufficiently demanding for the most able pupils across all subjects.
- Leaders and teachers have made every attempt to ensure the accuracy of assessments for English and mathematics through internal moderation and consultation with a cluster of schools and the local authority.
- Writing is taught well. Pupils have many opportunities to write for a purpose and in subjects other than English. Pupils' written work is celebrated extensively in displays around the school.
- Teaching in mathematics is effective. Teachers provide increasing opportunities for pupils to develop their problem-solving and reasoning skills.
- The teaching of phonics helps pupils to get off to a good start in reading. Pupils use their phonic skills well to decode unknown words. They are able to explain their thoughts and ideas to others.
- Teaching reading skills is a whole-school focus. Reading is improving as a result of effective teaching. Pupils say that they enjoy reading and read daily in school. They have access to high-quality texts which help them develop their comprehension skills well.
- Most teachers follow the school's marking policy consistently. As a result, pupils know how to improve their work.
- Pupils who have SEN and/or disabilities are well supported by teaching assistants who know pupils' needs well. Teaching assistants also help low-ability pupils make good progress by working with them individually and in small groups.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils are polite and respectful to others.
- Pupils feel safe and are happy. They are overwhelmingly positive about the school. A typical comment from pupils was: 'Teachers are kind and give us challenges. I enjoy eating and playing with my friends.'
- Pupils are well cared for by all staff. Leaders encourage pupils to value diversity and to respect the views of people with different faiths. Pupils and parents who have joined the school from other countries say how welcome they have been made to feel at the

school.

- Pupils have a good awareness of the different types of bullying. They say that bullying is rare and when it does occur is dealt with well by the adults in the school. Pupils have a good understanding of how to stay safe online and know what to do if they have a concern.
- Leaders ensure that pupils understand how to develop a healthy lifestyle, linking a balanced diet and regular exercise to increase their well-being.
- Pupils develop good leadership skills in various roles, for example as school councillors and peer mentors. Pupils are proud of the improvements that they have brought about, for example the purchase of books for the library for lunchtime reading.
- The before- and after-school clubs are well run and are valued by parents and children.

Behaviour

- The behaviour of pupils is good.
- Pupils get on well with each other during lessons and breaktimes, regardless of their different backgrounds. They are particularly welcoming to visitors.
- Pupils say that behaviour in the school is usually good and that teachers deal with any problems quickly.
- Pupils arrive in lessons ready to learn and settle quickly. They listen attentively in lessons and support each other well. Pupils take pride in their work and their books are neat and well presented.
- Overall attendance is similar to the national average for primary schools. Leaders use rewards to celebrate the good attendance of individual pupils. The pupil premium funding supports eligible pupils to attend the breakfast club. Leaders closely monitor pupils who are persistently absent from school. Work with families has had a positive impact for some pupils. However, the rate of persistent absence for disadvantaged pupils is above average and remains a continuous focus for leaders.

Outcomes for pupils

Good

- Pupils make good progress in reading, writing and mathematics from low starting points. Work in pupils' books and inspection evidence show that pupils achieve well.
- The proportion of pupils achieving the expected standard in writing and mathematics at the end of key stage 2 was above the national average in 2016 and was still high in 2017. In 2016, at the end of key stage 2, progress in writing and mathematics was significantly above the national average. The unvalidated overall progress scores for writing and mathematics at the end of key stage 2 continued to be high in 2017.
- Last year, pupils' progress in reading at the end of key stage 2 was below average. Leaders are working relentlessly to improve standards in reading. Recently introduced strategies include book-led themes to writing and a focus on developing pupils' vocabulary and comprehension skills. As a result, the progress of current pupils, including those who are disadvantaged, is quickly improving in reading.

- Phonics is taught effectively in Year 1. In 2016 and 2017, the proportion of pupils meeting the expected standard in the national phonics screening check was above the national average. Inspectors heard Year 2 and Year 6 pupils reading with fluency and expression.
- In 2017, the proportion of pupils who attained the expected standard in reading, writing and mathematics at the end of key stage 1 was below the national average. However, a review of current assessment information, scrutiny of pupils' work and discussions with pupils indicate that they are making good progress in reading, writing and mathematics.
- In mathematics, the proportion of pupils working at greater depth at key stage 1 in 2017 was above the national average. The proportion of pupils reaching greater depth in reading and writing was lower than that seen nationally but is improving.
- The most able pupils are not fully challenged in their work and therefore they do not achieve as well as they could.
- In 2017, the progress made by disadvantaged pupils in writing and mathematics at the end of key stage 2 was better than that of other pupils nationally. Leaders monitor their progress closely and ensure that interventions have an impact. Disadvantaged pupils across the school are making good progress.
- Pupils who have SEN and/or disabilities make good progress over time from their different starting points. This is because teachers and additional adults work together effectively to ensure that teaching is well matched to their needs.
- Pupils' work shows that progress is continuing to improve in other curriculum subjects such as, for example, geography, history and science.

Early years provision

Good

- There is a strong sense of unity and cohesion across the early years provision since the amalgamation of a local nursery with Heybrook Primary School's Reception.
- Children enter Nursery and Reception with levels of skills and understanding that are below those typical for their age. A large proportion of children speak English as an additional language. Consequently, their English language skills are underdeveloped.
- Staff help children settle quickly into school. They assess children's learning carefully and plan activities that build on their skills. The proportions of children reaching a good level of development in 2016 and 2017 were below the national average. However, inspection evidence shows that children make good progress from their different starting points.
- The indoor learning environments across the Nursery and Reception areas are well resourced and stimulating. The outdoor area for the Nursery provides a range of opportunities for children to explore and develop their physical skills.
- The early years provision is led well. Leaders have an accurate view of the provision. They are aware of the need to match the outdoor provision for the Reception class to the standard of the Nursery.
- Relationships are strong between staff and parents. Parents are extremely positive

about the early years provision and say that they are well informed about their children's progress. Parents are encouraged to become more involved in their child's learning, for example through stay-and-play activities.

- Children develop good routines and are happy and confident. They behave exceptionally well. Children get on very well with each other, take turns and share resources.
- Phonics is taught effectively from Nursery upwards. Teachers and adults build pupils' speaking and listening skills through interesting and engaging activities.
- Staff ensure that additional funding is used well to support children who have SEN and/or disabilities or who are disadvantaged. As a result, these children make good progress.
- Staff are vigilant in ensuring that children are safe. Leaders make sure that safeguarding and welfare requirements are met.
- Transition arrangements are effective and ensure that children are well prepared for Year 1.

School details

Unique reference number	105770
Local authority	Rochdale
Inspection number	10048994

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	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	738
Appropriate authority	The governing body
Chair	Sajjad Miah
Headteacher	Paul Stanley
Telephone number	01706 647201
Website	www.heybrook.org
Email address	office@heybrook.org
Date of previous inspection	5–6 March 2012

Information about this school

- The school merged with a nursery on a nearby site in September 2016.
- The school is much bigger than the average-sized primary school.
- The proportion of pupils joining the school at other than the normal point in the school year is higher than average.
- The proportion of pupils known to be eligible for support through the pupil premium is much higher than the national average.
- The proportion of pupils from minority ethnic groups is much higher than the national average, as is the proportion of pupils who speak English as an additional language.
- The proportion of pupils who receive support in school for their SEN and/or disabilities is below the national average. The proportion of pupils who have an education, health and care plan or a statement of special educational needs is broadly average.
- The school meets the government's current floor standards, which are the minimum

expectations for pupils' attainment and progress in reading, writing and mathematics at the end of Year 6.

Information about this inspection

- Inspectors observed learning in a number of classes. Some of these observations were made with school leaders. Inspectors observed pupils' conduct at break and lunchtime.
- Inspectors looked at a wide range of pupils' books throughout the inspection to evaluate pupils' learning over time.
- Inspectors met with two groups of pupils formally and spoke with many more pupils informally. Inspectors heard some pupils read in Year 2 and Year 6.
- Inspectors held meetings with the headteacher, other senior leaders, a group of middle leaders and staff. Meetings were also held with members of the governing body, including the chair and a representative of the local authority.
- The inspection team scrutinised a wide range of documentation, including records relating to pupils' behaviour and attendance, safeguarding information, minutes of governing body meetings, information on the progress made by pupils, training arrangements for teachers and other staff, the school's checks on the quality of teaching, external reviews by a school improvement adviser and the school's self-evaluation and improvement plan.
- There were only five responses to the online Parent View questionnaire. Inspectors considered five free-text comments made by parents. Parents' views were gathered through discussions at the start of the day.
- Inspectors also considered the 42 responses to the staff questionnaire and 38 responses to the questionnaire for pupils.

Inspection team

Ahmed Marikar, lead inspector	Her Majesty's Inspector
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Michelle Beard	Ofsted Inspector
Gary Bevin	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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