

# Heygarth Primary School

## Inspection report

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<b>Unique Reference Number</b>	130324
<b>Local authority</b>	Wirral
<b>Inspection number</b>	364016
<b>Inspection dates</b>	17–18 May 2011
<b>Reporting inspector</b>	Brian Padgett HMI

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>	282
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sue Jacobs
<b>Headteacher</b>	Gillian Zsapka
<b>Date of previous school inspection</b>	23 March 2010
<b>School address</b>	Heygarth Road Eastham Wirral CH62 8AG
<b>Telephone number</b>	0151 327 1570
<b>Fax number</b>	0151 327 8916
<b>Email address</b>	headteacher@heygarth.wirral.sch.uk

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Manchester M2 7LA

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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Twenty-three lessons were observed taught by 11 teachers and covering all classes. Meetings were held with parents and carers, groups of pupils, members of the governing body, staff, a representative of the local authority and the manager of the before- and after-school club. Inspectors scrutinised the pupils' work and looked at school documentation, including that on safeguarding. They examined the responses to 94 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether the school continues to require significant improvement.
- The educational progress made by all pupils.
- The work of the Early Years Foundation Stage in supporting children's development in language and communication and in their social and emotional development.
- Whether having classes of mixed age-groups disadvantages some pupils.

## Information about the school

The school is larger than the average primary school. Pupils come from families with a broad range of social and economic backgrounds. Most pupils are of White British heritage. Rather less than the average number of pupils are known to be eligible for free school meals and there is a below-average proportion of pupils with special educational needs and/or disabilities.

The school was last inspected in March 2010. It was given a notice to improve because it required significant improvement. A monitoring visit in November 2010 found the school was making good progress in resolving the weaknesses identified by the inspection.

An independent provider, Kids United, provides childcare before- and after-school on the school premises. It is inspected separately by Ofsted and its report is placed on the Ofsted website. At the time of the school inspection the club had not yet been inspected.

**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

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

Heygarth has left its troubled past behind. It has emerged as a vibrant and dynamic school that provides its pupils with a good quality of education and excellent care. There are no traces of the poor behaviour or the insecure leadership that staff and parents and carers reported in the past. Pupils' behaviour is now good and leadership is strong and secure. Following a period of intense development, teaching has improved significantly. The great majority of lessons observed were of good quality, and teaching of the highest standard was seen. Pupils make consistently good progress. Moreover, because teachers take time to make lessons fun and interesting, pupils are keen to learn and they enjoy learning. Staff, including the many support staff and teaching assistants, are very committed to the pupils' safety and well-being. They provide exceptional care and guidance and do their best to keep pupils feeling secure and safe from harm. Parents and carers, many of whom have kept faith with the school through its troubled times, report how happy their children are to come to school, how they love their teachers and how their children talk with excitement about the work they are doing. The school is very inclusive. It is equally successful with children of different abilities and backgrounds, all of whom are beginning to reach their potential. For children with significant social and emotional difficulties the school makes a huge difference; it has turned round their lives for the better.

The school has strength in depth. Good leadership is found at all levels. The governing body has raised its game considerably. It is closely involved in school life and now provides good oversight.

The school is ambitious. It has developed a momentum for improvement and is determined to serve its community outstandingly well. It already provides a good curriculum but seeks to make it even more relevant to the future needs of its pupils by expanding their horizons further still. The school has clearly demonstrated its capacity for continued improvement.

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

- In their journey to create an outstanding school, staff and the governing body should re-examine and tailor the curriculum in order to best prepare pupils for the future. The curriculum should be as relevant as possible to the community it serves, and contribute to community cohesion by expanding pupils' knowledge of the world.

## Outcomes for individuals and groups of pupils

<b>2</b>
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The school serves a very varied community and children enter with a broad range of skills and knowledge. Quite frequently, children enter with levels below those typical of their age and some with low levels of social and emotional development. All pupils are now making good progress, often exceeding expectations. Levels of attainment in English and mathematics are on an upward trend. From being well-below average at the end of Key Stage 2, pupils now consistently attain average or above-average standards. Pupils are beginning to achieve their potential. Capable pupils reach the higher levels. Pupils with special educational needs and/or disabilities do not always reach average levels but they make good progress from their starting points. Pupils enjoy learning. In nearly all the lessons observed, pupils' learning was good and occasionally better.

Pupils' personal development is good. They become mature and responsible young people who know their own minds and who appreciate the views of others. They have a balanced and informed view of keeping themselves safe and healthy, for example, in their take-up of sport. They are proud of their school, have excellent attitudes to learning and get the most out of school life, inside and outside the classroom. Behaviour is very good and attendance consistently above average. Pupils willingly take on the many opportunities provided for them to contribute to the running of the school and its development. Good progress and rising attainment help ensure pupils' future prospects. The school seeks to help pupils understand better the challenges and opportunities the future will provide. They already have a good appreciation of some of these challenges, for example, through their work on recycling.

### *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	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<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>

<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>The extent to which pupils develop skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

All the aspects of the school's provision are significantly better than at the time of the last inspection. The care, guidance and support for pupils were good, but are now outstanding. Inspectors were deeply impressed by the level of commitment of all staff to pupils' well-being. Further training and advice from staff in specialist schools enable staff at Heygarth to provide well for pupils with a wide range of special educational needs and/or disabilities. Support staff and teaching assistants are very effective. There is a strong sense of teamwork backed up by rigorous procedures that keep the school clean, safe and secure throughout the day, including over lunchtime. Relationships with other agencies are developing well. That with Kids United, which provides before- and after-school care, is productive and well-coordinated. There are growing links with the local children's centre at Millfields to provide courses and activities within the school.

Raising the quality of teaching has been a major preoccupation of the school since the last inspection. The efforts of staff and the support provided by the local authority have proved very successful. Many aspects of teaching and learning are now very effective, particularly in how active and involved pupils are in learning and in how well classes are managed. Teachers have become expert in engaging boys and in assessing learning. Pupils know their targets and what they have to do to achieve them. Parents and carers have no cause to be concerned that their children are taught in mixed-age classes, because teachers match pupils' work carefully to their learning needs, whatever their age. Teaching assistants are fully involved in teaching, particularly in supporting children who may be falling behind, and this enables individual needs to be met. Most importantly for pupils, relationships are positive and strong, staff always find something to praise in all pupils, and teachers successfully make learning fun.

The curriculum is broad and balanced. There has been an understandable focus on English and mathematics in the drive to improve attainment and the curriculum is rich in many subjects, such as in art and craft, sport and physical education, and in modern languages. Teachers successfully link subjects, especially to stimulate pupils' writing for a purpose. The organisation of the staff into curriculum teams has promoted effective curriculum development. Extra-curricular provision is varied and innovative, featuring, for example, street dance, tennis and cheer-leading. The school arranges many visits to local areas and one substantial residential visit in Year 6.

During the course of its improvement, the staff have begun to reflect on how to move from being good to being outstanding. Senior staff believe there is scope in reviewing the curriculum and tailoring it more closely to the learning needs of pupils. For example, the school serves a predominantly White British area and is anxious to broaden pupils' horizons to ensure they are well prepared for life that is increasingly

multicultural and have a good understanding of the lives of other people in the world. A start has been made on this work.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	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>1</b>

## How effective are leadership and management?

The basis for the school's improvement has been the development of secure and effective leadership and management. The headteacher, greatly assisted recently by the deputy headteacher, has demonstrated determination and resilience and excellent team-building qualities to raise the confidence and expectations of staff. The significant improvement in teaching and learning, and now in attainment are good indicators of the success of their work. Improvement has not been an easy journey and the local authority has provided rigorous challenge, as well as substantial support. However, the process is complete. The school is fully recovered. It provides good value for money and now seeks to become outstanding.

There are many positive aspects of leadership, not least that it is embedded at all levels, not exclusively within senior management. All staff take responsibility for further improvement. All staff are involved. Leaders have an accurate view of the school's strengths and areas for development. Clear monitoring of teaching and learning, and tracking of pupils' progress data for each class ensure that the work of the school is continuously checked and monitored. The contribution of the governing body is now good. It takes strategic responsibility for decisions and has come to know the school thoroughly through closer involvement. Leaders and managers ensure that the school is inclusive and provides equal opportunities for all. Important procedures, such as those for safeguarding, are rigorously followed.

During the journey of improvement, the school has forged strong partnerships with other institutions and agencies. The links with specialist schools, such as those that give support for specific learning difficulties and for behaviour, have proved particularly beneficial for pupils. Leaders and managers have a keen sense of Heygarth's community and are committed to involving parents and carers as partners. They do this well. Promotion of community cohesion is satisfactory. However, leaders feel and inspectors agree that more should be done to introduce pupils to issues affecting multicultural England and to give them a more global perspective.

*These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	2

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

## Early Years Foundation Stage

By and large, children begin Nursery or Reception with levels of skills and knowledge below those of most children of their age, particularly in language and communication, social and emotional development, and in the early stages of reading and writing. Most children make good progress in all the areas of learning and leave Reception working within the expected early learning goals.

The quality of provision has improved significantly since the last inspection and is now good. Most improvement has taken place in the outdoor areas. This is benefiting children in both Nursery and Reception. At the time of the visit, despite unpromising weather, there were more children outdoors than inside for much of the day. This was particularly noticeable for the Nursery children. Digging in the garden, construction and role play were particularly popular. Staff have created outdoor areas of imagination, where children become engrossed in activities and have lots of opportunities to pursue their own interests, develop socially, be creative and constructive and learn about the world. Staff are skilled at questioning to promote speaking and listening and are increasingly adept at creating learning opportunities based on children's enthusiasms. Boys in particular have benefited from outdoor learning and staff have found their interest in writing has increased markedly.

The mixed class of Reception and Year 1 is managed skilfully. Year 1 pupils gain from having opportunities to continue to learn through play, and Reception children have opportunities to join older pupils when they are ready to learn at a faster rate. Teaching is of good quality. Teachers plan effectively to meet children's individual needs. Teaching assistants are indispensable parts of the teaching and learning teams and all staff contribute to accurate records of progress. Parents and carers are involved as partners and there is good communication. Leadership and management are good.

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

<b>Overall effectiveness of the Early Years Foundation stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management in the Early Years Foundation Stage	2



## Views of parents and carers

The response rate from parents and carers to the Ofsted questionnaire was around the national average for primary schools. The vast majority of those who responded are happy with the school. Several wrote to comment on the progress it has made in recent years. A small minority feels that it still does not deal with inappropriate behaviour well and some report that pupils with poor behaviour are rewarded unduly when they behave as they should. Inspectors endorse the views of parents and carers that the school has made much progress. They also judged the school deals well with inappropriate behaviour. They found the school is very successful in turning around the fortunes of pupils with complex behavioural, social and emotional difficulties while fully appreciating the contribution made by the vast majority of pupils whose behaviour is good nearly all of the time.

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

Ofsted invited all the registered parents and carers of pupils registered at Heygarth 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 94 completed questionnaires by the end of the on-site inspection. In total, there are 282 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	58	62	34	36	1	1	0	0
The school keeps my child safe	71	76	22	23	1	1	0	0
The school informs me about my child's progress	47	50	44	47	3	3	0	0
My child is making enough progress at this school	43	46	42	45	6	6	1	1
The teaching is good at this school	42	45	46	49	5	5	0	0
The school helps me to support my child's learning	46	49	44	47	3	3	1	1
The school helps my child to have a healthy lifestyle	44	47	48	51	2	2	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	39	49	52	1	1	0	0
The school meets my child's particular needs	39	41	49	52	4	4	0	0
The school deals effectively with unacceptable behaviour	45	48	41	44	7	7	0	0
The school takes account of my suggestions and concerns	38	40	48	51	7	7	0	0
The school is led and managed effectively	43	46	45	48	3	3	1	1
Overall, I am happy with my child's experience at this school	49	52	40	43	2	2	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 is for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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 pupils' 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.**



19 May 2011

Dear Pupils

### **Inspection of Heygarth Primary School, Wirral, CH62 8AG**

You may remember that inspectors from Ofsted visited your school recently to see how well you were learning. This letter is to tell you what we found. I would like to thank all those pupils who spoke to us during the inspection. What you told us influenced our judgements about the school.

The important news is that we judge your school to be a good school. I am sure this will be no surprise to you, but only a year ago the school was judged to need much improvement. This means it has made great progress in a short time. All the staff team has worked very hard over the past year to make sure you learn well. And you have worked hard too. We were very impressed by your behaviour and your keenness to learn, from the children in the Nursery right through to the children in Year 6. You have a lot of fun in lessons and you can count on top-quality care from all of the staff. The result is that you are achieving much more than you did just a year ago.

Although you are doing much better, Mrs Zsapka, the teachers and the governing body think that you can do even better in the future. They are determined that Heygarth is going to be an outstanding school for its community. They have some exciting ideas to try out and they are going to talk to you about them and listen to what you say. They particularly want to help you understand better what happens outside your community. Having seen how sensible you are, I am sure you will play a major part in making the school better still and make your parents and carers even more proud of you than they are already.

We wish you the very best for your future.

Yours sincerely

Brian Padgett  
Her Majesty's Inspector

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