

Heyworth Primary School

Inspection report

Unique Reference Number	125934
Local Authority	West Sussex
Inspection number	381153
Inspection dates	23–24 November 2011
Reporting inspector	Christine Jones 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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	168
Appropriate authority	The governing body
Chair	Ms S Crowther
Headteacher	Steven Davis
Date of previous school inspection	29–30 September 2009
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Age group	4–11
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Eight teachers were seen teaching in the nine lesson observations, three of which were undertaken with members of the senior leadership team. Inspectors evaluated the school's provision and its progress since the last monitoring visit and the previous inspection. They looked at a range of documents including pupils' work, pupil tracking data and arrangements for safeguarding as well as questionnaires completed by staff, pupils and 28 from parents and carers. Meetings were held with staff, the Chair of the Interim Executive Board (IEB), groups of pupils and the local authority adviser.

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

- The achievement of pupils including those with special educational needs and/or disabilities.
- The quality of teaching and its impact on improving achievement.
- The impact of monitoring and evaluation strategies used by the school leaders on improving the quality of education and raising standards.

Information about the school

Heyworth is smaller than the average sized primary school. Pupils come from a wide range of backgrounds with almost half coming from minority ethnic groups. The number of pupils who speak English as an additional language is above the national average. The proportion of pupils known to be eligible for free school meals is above the national average. The proportion of students with special educational needs and/or disabilities, particularly specific learning needs, is well above the national average.

When the school was inspected in September 2009, it was deemed to require special measures. Her Majesty's Inspectors made five monitoring visits to evaluate the school's progress. Since the previous inspection there have been frequent staff changes, including many of the teaching posts and two changes of headteacher. The current acting headteacher took up this post in September 2011. He was previously the deputy headteacher and has been in the school since 2010. The senior leadership team has been strengthened recently by additional key senior appointments.

It is intended that Heyworth Primary School will become part of the Warden Park Academy trust from 1 January 2012 subject to the final approval from the Secretary of State for Education.

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?

3

The school's capacity for sustained improvement

2

Main findings

In accordance with section 13 (4) of the education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Heyworth Primary is a satisfactory school which is on a clear and upward trend of improvement. After the previous inspection, which placed the school in special measures, the school made very limited progress for a considerable time. Significant staff and leadership changes hindered the introduction of improvement strategies that were effective in raising achievement. A new senior team took up their posts during 2011 and, under the leadership of this strong group, the school has rapidly strengthened its capacity to improve the quality of provision and outcomes for pupils. The Year 6 pupils in the school year 2010/11 did not fully benefit from this improvement. The standards they reached in the national tests were low. They made almost no progress during their time in Years 3 and 4. However, their progress improved in Year 5 and especially in Year 6 as the staff worked very hard to help them catch up and the quality of teaching improved. Current pupils are making much better progress, especially in Key Stage 1 and the Early Years Foundation Stage where they make good progress from extremely low starting points. Through significant improvements in the quality of teaching of literacy and numeracy, attainment is improving, progress is accelerating and achievement is now satisfactory overall. This is supported by the great care the school takes to track the progress that individuals and groups are making and by giving pupils appropriate support. The school recognises that although a sound start has been made in developing pupils' basic literacy and numeracy skills, much work still needs to be done in pushing pupils onto the higher levels.

Pupils are increasingly proud of their school and eager to be involved in the many extra activities now available. Their involvement in activities beyond school and their wider understanding of the context of their local community is limited. Behaviour both in lessons and around the school has improved significantly and is now good. This is due to consistent implementation of the new behaviour management strategies. These are fully understood by teachers and pupils, and have raised expectations of good behaviour in lessons that supports learning. Attendance has risen and is average. This improvement is linked to the strong and effective measures taken by senior leaders to ensure that pupils' learning improves now they come to school more regularly. However, in spite of the school's best efforts, some parents and carers still allow their children to be absent from school too often. Pupils' enthusiasm for learning is a direct result of the improvements in teaching and the

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curriculum and the positive changes in the learning environment. The quality of teaching is much improved but is not yet consistent in ensuring all pupils are challenged and encouraged to take more responsibility for their learning. Better intervention strategies and guidance underpin the good support that pupils with special educational needs and/or disabilities now receive.

School leaders have a clear understanding of the school's strengths and the next steps for improvement. Accurate self-evaluation has been used effectively to explain and sustain the vision for improvement. The school does not stand still; it is forward looking and complacency is not an option. Since the previous monitoring visit, the leaders, including the IEB, have addressed the weaknesses and increased the school's capacity to improve despite staffing difficulties. The school's capacity for sustained improvement is therefore good.

Up to 40% of schools, whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Accelerate the progress of all groups of pupils and sustain the upward trend of improvement by:
 - ensuring that all teaching is consistently good or better in all year groups, but especially in Key Stage 2, through planning lessons which are tightly focused on pupils' individual needs
 - building on current successful strategies to continue to improve pupils' literacy and numeracy skills
 - using the outcomes from monitoring and evaluation to promptly address underachievement, especially for pupils with special educational needs and/or disabilities.
- Ensure that attendance is consistently in line with or above the national average by working closely with persistent absentees and their families to consider the negative impact of poor attendance on their child's future.
- Involve pupils in a wider range of external community activities to broaden their contribution to and awareness of their local area.

Outcomes for individuals and groups of pupils

3

Pupils are happy in their school; they enjoy learning new things and, in lessons observed during the inspection, respond well to challenges. They have a positive approach to learning because teachers now have higher and more consistent expectations of their behaviour and strive to make learning relevant, engaging and interesting. Pupils expressed their satisfaction with this new approach and were clear

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that ‘teachers care more about us’.

In 2011, Years 2 and 6 pupils reached low standards in English and mathematics. Their attainment on entry to the school was extremely low but they still did not make enough progress due to previously poor teaching and learning. In particular, pupils with specific learning difficulties made inadequate progress due to inadequate support and intervention to meet their needs. This situation has improved significantly in recent months. Staffing is now more stable and supported by strong leadership and management. As a result, in the lessons seen pupils from all groups were seen to be making at least satisfactory and, in many cases, good progress. In particular, pupils with specific learning difficulties are starting to make better progress as their individual learning needs are beginning to be addressed. Pupils from minority ethnic groups, those who speak English as an additional language and those known to be eligible for free school meals are also making better progress as the school now understands their needs and is working hard to address them. Learning is improving rapidly and progress is now tightly tracked by the school’s rigorous monitoring and tracking of pupils’ performance. Attainment remains low in all areas of literacy and numeracy but is improving in line with the quality of teaching and the pupils, especially boys, are making up for lost time. The school is well aware of the need to focus on improving pupils’ basic skills, especially in literacy, in order to prepare them for the next stage in their school careers.

Pupils feel safe around the school and have a good understanding of personal safety and staying healthy. They know what to do and where to go if there are any problems and say that any concerns are mostly dealt with quickly. They acknowledge that behaviour has improved and they can get on with their lessons without interruption. They particularly enjoy the organised activities at break times but would appreciate even more play equipment. Older pupils are keen to be involved in school life and take part in many varied activities. They enjoy being play leaders and say they ‘like organising games with the infants’. The keen school ambassadors make a good contribution, for example raising money for charities. The pupils’ spiritual, moral, social and cultural development is satisfactory and helps develop their understanding of living with a range of people from different backgrounds.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	3
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

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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Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
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	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

The quality of teaching and learning is satisfactory and improving strongly. There is a sharp focus on ensuring that in all lessons, pupils make better progress. Most planning includes clear success criteria which teachers and pupils explore so there is a good understanding of the skills pupils will use in lessons. The proportion of good teaching is not yet consistent, especially in Key Stage 2.

Where teaching is effective it includes the following features: a positive learning environment with a focus on specific learning outcomes; well-selected resources matched to pupils' needs; carefully planned support from teaching assistants who review and consolidate learning; a range of activities and group work to ensure that pupils can share ideas and work independently; and whole-class teaching and focused group work which use very good questioning techniques to assess and extend learning before applying the taught skills. Where teaching is satisfactory, lessons are over-directed by the teacher and planning does not fully meet the needs of pupils; time is not always used well, when some sessions last for too long before activities change so pupils become restless.

Teaching assistants work well with class teachers in supporting groups and individuals with specific needs. This improved targeted support ensures that pupils with specific additional needs are now making better progress in lessons. Rigorous assessment, marking and target setting are making a major contribution to the current improvements in learning. Clear and detailed feedback to pupils gives them good guidance on the standard of their work and how it could be improved. Pupils understand this advice and know how to use it in future lessons. Accurate assessment informs the class teacher of potential underachievement, although links with pupils' specific learning needs are sometimes not made quickly enough and lesson planning is not adjusted to meet those needs.

The curriculum now provides a good focus on developing literacy and numeracy skills. The new approach to teaching phonics is now firmly embedded and having a significant impact on improving pupils' reading skills. A determined effort to engage boys with learning has resulted in curriculum planning for more activities that will interest boys as well as girls. For example 'Tudors' has now become 'Tudor explorers' and gives boys more opportunities to be creatively involved in their own learning.

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This new approach can generate much excitement where pupils become very involved in solving problems and take opportunities to voice their own opinions. Information and communication technology makes a very good contribution to the curriculum and learning. It is used confidently by both teachers and pupils.

The school knows the circumstances of its pupils well and provides effective support which is tailored to the needs of individuals and groups of pupils to help them improve their attendance and work. There is now good support for pupils with special educational needs and/or disabilities, as their individual needs are carefully identified and appropriate input is organised. Closer and much improved relationships with parents and carers are vital in ensuring pupils, especially those in challenging circumstances, receive appropriate care and support.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The acting headteacher, ably supported by the acting deputy headteacher, has been a driving force in the school's improvement. The school, well supported by the local authority, has secured a full and cohesive senior leadership team which is committed to school improvement. There is a clear understanding among the staff of the strategic direction of the school in relation to teaching and accelerating pupils' progress over time. As a result, there is a shared understanding and commitment to improving provision. Assessment information is well used to underpin planning and accountability. Middle managers have a clear understanding of their roles but recognise that their leadership and management skills are developing. Very good use is made of the skills and expertise of the IEB to evaluate the school's work and drive improvement. They plan strategically and adopt a rigorous approach when holding the school to account; they ensure that improvement is not optional, but is ongoing. The IEB ensures that safeguarding requirements are fully met.

The school is diligent about tackling discriminatory practices and ensures that all pupils can access the provision. The school values diversity and equality, and works well with local community leaders and faith groups. The context of the school is taken into consideration in relation to community cohesion, which is mostly linked to the local community. The school has yet to develop wider national and international links. Partnership work with parents and carers has developed very well since the previous inspection and their views are considered and taken seriously. In their

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responses to the questionnaires, parents and carers were very pleased with the school’s progress and appreciated the positive impact on their children’s education. Partnerships with external agencies are developing and external providers are used well to support pupils whose circumstances have made them vulnerable.

The school has not only strengthened the leadership team but also developed its capacity to be reflective and develop even further. The school provides satisfactory value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
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	3

Early Years Foundation Stage

Children achieve well, although boys’ achievement is lower than that of girls. All make good progress from very low starting points because the school swiftly assesses their needs and initiates specific support to accelerate their learning. Each child has an individual learning plan which is constantly reviewed and updated as each goal is achieved and the ‘next steps’ identified for focused support. Children are eager to settle, thoroughly enjoy their learning and persevere with tasks.

Good planning and assessment ensure a good balance between adult-led and child-initiated learning. The range of indoor learning is good, as is the classroom learning environment. The outdoor learning facilities are satisfactory, but limit the children’s opportunities to develop their practical and investigational skills; this has rightly been identified by the school as a key area to improve.

Adults are deployed well to support children’s welfare and the strong teamwork throughout this stage is a key reason why the children settle to school life so well. The school has very effective induction procedures which involve parents and carers

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regularly in preparing their children for school. For example, all staff make a home visit; they offer several drop-in story sessions for children and parents and carers, and specific workshops for them and their children to share books together. During the inspection the children were returning to school with their parents and carers for a bedtime story session dressed in their nightwear and armed with their favourite bedtime toys. This event was very well supported and children were delighted to gather together for a joint story time.

Leadership and management are good. Children’s progress is monitored and tracked carefully and progress is well supported by these good links with parents and carers.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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 of the Early Years Foundation Stage	2

Views of parents and carers

Twenty eight responses were received from parents and carers and these were overwhelmingly positive about the school. Previous issues and concerns were acknowledged but parents and carers are delighted with recent improvements. They strongly agreed that the school keeps their children safe and that it was well led and managed. Many of their written comments expressed confidence that the school would continue to improve and that they were very happy that their children now had permanent teachers. As one said, ‘The school is producing happy, confident and polite pupils.’

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Heyworth 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 28 completed questionnaires by the end of the on-site inspection. In total, there are 168 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	19	76	5	20	1	4	0	0
The school keeps my child safe	22	88	3	12	0	0	0	0
The school informs me about my child’s progress	17	68	8	32	0	0	0	0
My child is making enough progress at this school	14	56	11	44	0	0	0	0
The teaching is good at this school	18	72	7	28	0	0	0	0
The school helps me to support my child’s learning	17	68	8	32	0	0	0	0
The school helps my child to have a healthy lifestyle	13	52	12	48	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)	15	60	10	40	0	0	0	0
The school meets my child’s particular needs	15	60	10	40	0	0	0	0
The school deals effectively with unacceptable behaviour	16	64	9	36	0	0	0	0
The school takes account of my suggestions and concerns	15	60	10	40	0	0	0	0
The school is led and managed effectively	22	88	2	8	0	0	0	0
Overall, I am happy with my child’s experience at this school	20	80	4	16	0	0	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see 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">■ 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 pupils' 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.



25 November 2011

Dear Pupils

Inspection of Heyworth Primary School, Haywards Heath RH16 3JR

Thank you for the welcome and support given throughout all of my six visits to your school. I have always looked forward to visiting you and really enjoyed meeting and talking with you about your work and school on every visit. Heyworth has made a number of impressive changes recently that are making a positive difference to the way in which you are learning. I am pleased to announce your school no longer requires 'special measures' because it is providing you with a much better and now satisfactory education. Here are some of the reasons why I and other inspectors have been impressed with the changes.

- You come to school more regularly and behave very well especially in lessons so you can get on with your learning without interruptions.
- The headteacher, staff and the governing body have worked very hard to make changes. They are determined that the school will be even better than it is.
- Children in the early years and infants are making good progress and in the main school you are making satisfactory progress in your learning.
- Teaching is always satisfactory and often good. This has been one of the most important improvements as it helps you to be excited about your learning.
- Your school really looks after you well and tries hard to meet all your needs.

There are a few things the school has to do to help you make faster progress and reach higher standards.

- Make sure that teaching is always at least good.
- Improve your literacy and numeracy skills.
- Keep a close watch on your progress and provide the help you may need.
- Make sure you come to school regularly and on time.
- Help you to get involved in community activities outside of your school.

You can help by continuing to behave well and trying your best in lessons. Keep enjoying your time in school.

Yours sincerely

Christine Jones
Her Majesty's Inspector

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