

Inspection of a good school: Heygreen Primary School

Taunton Street, Wavertree, Liverpool, Merseyside L15 4ND

Inspection dates:

24 and 25 October 2023

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

The headteacher of this school is Nicola Rutter. This school is part of the Rainbow Education Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Gina Donaldson, and overseen by a board of trustees, chaired by David Cadwallader.

What is it like to attend this school?

Pupils are proud to attend this warm and welcoming school. They model the school's values consistently well. Pupils are extremely polite and articulate. Their positive conduct helps to create a purposeful, calm and orderly environment.

Staff have consistently high expectations for pupils' achievement. Pupils rise to these expectations and demonstrate very positive attitudes to their education. They know that they are expected to be the best that they can be. Pupils, including those with special educational needs and/or disabilities (SEND), achieve well across the curriculum.

Pupils are happy in school. Older pupils relish the many opportunities to take on leadership responsibilities. For example, pupils in key stage 2 who act as playtime pals model positive behaviour to younger pupils. This helps pupils to develop pupils' social skills and teamwork.

Pupils benefit from a wide and rich set of experiences to develop their understanding of the needs and feelings of others. They make a difference to their local community. For example, pupils regularly raise money for charities as well as the local hospital. Pupils take an active role in raising awareness of the rights of refugee families. They welcome pupils who are new to this country into the school with open arms.

Pupils participate in the many clubs that are available to them with gusto. This helps them

to develop their talents and interests in activities such as football, art, judo and tennis.

What does the school do well and what does it need to do better?

The school has skilfully designed its curriculum to meet the specific needs and interests of its pupils, including pupils with SEND. For example, it has thought carefully about how to include the local area, such as key landmarks and significant people from the past, in its curriculum content. The school has clearly set out the knowledge and understanding that they want pupils to gain from the start of the early years to the end of Year 6.

Teachers are adept at checking that pupils have remembered important knowledge. They provide regular opportunities for pupils to recap and revisit learning throughout lessons as well as at the end of each unit of work. Teachers regularly check that pupils have mastered specific knowledge before moving them on to new learning.

Teachers use appropriate questioning to ensure that pupils' knowledge builds securely over time. For example, in subjects such as mathematics, the school ensures that pupils have opportunities to repeatedly practise number facts and times tables before being introduced to more complex ideas. Pupils achieve very well. They are remarkably well prepared for their next stage of education.

The school identifies the additional needs of pupils with SEND quickly and accurately. It ensures that pupils with SEND benefit from effective support so that they can successfully access the full curriculum alongside their classmates. The school regularly reviews this support and makes any necessary changes to ensure that pupils with SEND achieve very well.

Children in the early years make a strong start to school life. They quickly become independent and confident in the school environment. Children sustain their concentration when they participate in learning activities. Older pupils build securely on these strong beginnings. They follow well-established routines diligently. Pupils display high levels of self-control and self-regulation. They are highly motivated to learn.

The school places a high priority on teaching pupils to read. Staff in the provision for two-year-olds and in the Nursery class place a sharp focus on developing children's communication and language skills. They help children to build their vocabulary knowledge well. Children thoroughly enjoy singing nursery rhymes and sharing books with adults. This prepares children well for the phonics programme as soon as they enter the Reception Year.

Staff are experts in teaching early reading. This means that pupils in key stage 1 learn to read with increasing accuracy and fluency. Highly skilled staff support a few pupils who need to catch up with reading in Years 2 and 3. Staff work closely with parents and carers to encourage them to read with their children at home. Pupils make good use of the well-stocked class libraries. Consequently, pupils become enthusiastic, confident and competent readers.

Pupils have an excellent understanding of equality and diversity. They know about

important issues such as healthy relationships, consent and staying safe. Pupils also learn about risks in their local community, such as knife crime. Pupils are cared for well. For example, staff provide nurture and support for pupils with mental health or well-being needs.

The school inspires pupils to think positively about their futures. For instance, a recent trip to a university has inspired many to think about possible career choices, including careers in medicine, writing and architecture. Pupils attend school regularly so that they can take full advantage of all that is on offer.

Trustees, along with members of the local academy council (LAC), recognise the strengths of the school. Working with the trust, the school offers staff a range of opportunities to enhance their subject knowledge and expertise. This means that staff are well supported to deliver a high-quality education. The school ensures that staff's well-being and workload are carefully considered before any new changes are introduced. Staff feel valued as a result.

Safeguarding

The arrangements for safeguarding are effective.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in October 2018.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

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|--------------------------------------------|------------------------------------------------------------------|
| Unique reference number | 141330 |
| Local authority | Liverpool |
| Inspection number | 10294381 |
| Type of school | Primary |
| School category | Academy sponsored |
| Age range of pupils | 2 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 238 |
| Appropriate authority | Board of trustees |
| Chair of trust | David Cadwallader |
| CEO of trust | Gina Donaldson |
| Headteacher | Nicola Rutter |
| Website | www.heygreenblogs.net |
| Dates of previous inspection | 3 and 4 October 2018, under section 5 of the Education Act 2005 |

Information about this school

- Heygreen Primary School became part of the Rainbow Education Multi-Academy Trust in 2019.
- The school does not make use of any alternative provision.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- During the inspection, the inspector held meetings with leaders.
- The inspector conducted deep dives in the following subjects: early reading, mathematics and history. For each deep dive, she met with subject leaders and teachers. She visited lessons, looked at examples of pupils' work and talked with

groups of pupils about their learning.

- The inspector observed pupils from key stages 1 and 2 reading to a familiar adult. The inspector also spoke with pupils about their learning and evaluated their work in some other subjects.
- The inspector talked with staff about their workload and well-being.
- The inspector spoke with a representative of the local authority.
- The inspector met with members of the LAC, including the chair of the council, as well as the CEO of the trust.
- The inspector considered the responses to Ofsted Parent View, including the free-text responses. She also spoke to several parents at the start of the school day.
- The inspector considered the responses to Ofsted's staff and pupil surveys.
- To evaluate the effectiveness of safeguarding, the inspector reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector observed pupils' behaviour during lessons and at playtimes. She spoke with pupils about behaviour, including bullying, and about how leaders expect them to behave.

Inspection team

Kelly Butler, lead inspector

Ofsted Inspector

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