

# Havercroft Academy

Cow Lane, Wakefield, West Yorkshire, WF4 2BE

**Inspection dates** 12–13 May 2015

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	<b>Requires improvement</b> <b>3</b>
Leadership and management		Requires improvement 3
Behaviour and safety of pupils		Requires improvement 3
Quality of teaching		Requires improvement 3
Achievement of pupils		Requires improvement 3
Early years provision		Good 2

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Pupils' progress in reading, writing and mathematics is not yet consistently good. This means that they are not able to catch up quickly and reach the levels expected of them. As a result, some pupils have not been prepared for the next stage of their education.
- Staff do not always use information about pupils' learning to plan engaging lessons which are more closely matched to the learning needs of their pupils.
- Marking and feedback to pupils are not always effective. Sometimes pupils are unsure what to do to improve their work.
- Some teachers do not have the subject knowledge they need to model different approaches to support pupils to write more effectively or to solve mathematical problems.
- A small group of pupils sometimes find it harder to concentrate on their learning and, therefore, misbehave. They have not fully developed as learners and do not always think for themselves.
- Opportunities for pupils to practise newly acquired literacy and numeracy skills in other subjects across the curriculum are underdeveloped.
- The roles and responsibilities of the senior leadership team are not communicated clearly enough to staff and visitors to the school.
- Subject leaders do not have the depth of subject knowledge they need to support their colleagues fully.
- The newly formed middle leadership team is not in a strong enough position to monitor teaching and learning effectively so that they can take swift action to address any emerging weaknesses.

### The school has the following strengths

- Since the academy opened, behaviour has improved significantly. The majority of pupils are now polite, friendly and proud of their school.
- Relationships between adults and pupils are strong. Pupils increasingly value the support they are offered to improve their learning.
- The Academy Trust has provided effective support and training to teachers. This has resulted in improvements in teaching and learning.
- The school has made sure that pupils are well supported in the classroom so that every pupil has an equal opportunity to work alongside their teacher.
- Provision in the early years is now good. Improvements in leadership, teaching and the outside play area mean that children enjoy their learning and make good progress.
- The Chair of the Governing Body has a thorough understanding of the aims of the Academy Trust to secure school improvement. The Chair is highly ambitious for the school and, alongside his colleagues, proactively supports and challenges the work of the school.

## Information about this inspection

- Inspectors observed an assembly and range of lessons, three of which were observed jointly with the lead headteacher, the deputy headteacher and the associate headteacher.
- Inspectors observed pupils' behaviour around the school and reviewed the school's promotion of pupils' spiritual, moral, social and cultural development. Inspectors observed pupils in the playground and during lunchtime.
- Inspectors looked at pupils' work in their books and in the learning journals of children in the early years.
- Inspectors held meetings with the lead headteacher, the deputy and associate headteacher, middle leaders, subject leaders and the learning mentor. An inspector met with three members of the governing body, including the Chair of the Governing Body and four members of the Wakefield City Academy Trust. The chief executive of the Trust also introduced himself to inspectors.
- Two groups of pupils discussed their opinions about the school and their learning with inspectors. The inspectors listened to several pupils read.
- The inspection took account of 14 staff questionnaires and the school's internal parent questionnaire. There were too few responses to the online questionnaire (Parent View) to generate data. Inspectors held discussions with parents at the start of the school day.
- Inspectors observed the school's work and looked at a number of documents, including minutes of governing body and Trust meetings, pupil achievement data, the school's judgement of its own performance and its development plan. Behaviour and attendance records and information relating to safeguarding and child protection were also scrutinised.

## Inspection team

Pauline Pitman, Lead inspector	Additional Inspector
Susan Twaits	Additional Inspector

## Full report

### Information about this school

- Havercroft Academy opened in September 2013 and is part of the Wakefield City Academy Trust. When the predecessor school, Havercroft Junior, Infant and Nursery School, was last inspected it was judged to be inadequate and required special measures.
- During the first year of the school staffing was very unstable. The Trust, therefore, provided additional capacity to ensure greater stability in staffing, leadership and management. Additional support has been provided by colleagues from other schools within the Trust.
- This is a smaller than average-sized primary school.
- There is a part-time Nursery which children attend for either morning or afternoon sessions. There is a full-time Reception class.
- There is one class per year group in Key Stage 1 and Key Stage 2.
- Most pupils are White British.
- The proportion of disadvantaged pupils, those supported through the pupil premium, is well above the national average. The pupil premium is additional government funding which supports pupils who are known to be eligible for free school meals or those who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is above average.
- The school does not meet the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school provides a daily breakfast club.

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

- Strengthen teaching so that all pupils make good or better progress by:
  - supporting teachers to make even better use of pupil information so that they can plan carefully structured, ambitious and engaging learning activities which are more closely matched to pupils' learning needs
  - improving the effectiveness of oral and written feedback to pupils so that they are in no doubt what they need to do to make progress and they have time to improve their work
  - supporting all staff to develop their subject knowledge so that they can confidently model different approaches to writing and solving mathematical problems
  - building on improvements in behaviour by offering more opportunities for pupils to think for themselves and to become successful learners
  - embedding literacy and numeracy into other subjects within the curriculum so that pupils can practise their newly acquired skills in a range of different situations.
- Further improve the quality of leadership and management by:
  - clarifying and communicating the roles of senior leaders so that all staff and visitors to the school are clear about their responsibilities
  - further developing the subject knowledge of the subject leaders so that they are in a stronger position to support their colleagues to deepen pupils understanding and mastery of the curriculum
  - continuing to support the middle leadership team to monitor and judge the quality of teaching and learning effectively so that they can take swift action to address any emerging concerns.

## Inspection judgements

### The leadership and management requires improvement

- Since Havercroft Academy opened, the Wakefield City Academy Trust has proactively supported the school to stabilise staffing and to secure a leadership and management team with the skills and enthusiasm needed to raise achievement and improve behaviour.
- Intensive monitoring and judgement of teaching quality, coupled with pertinent professional development, have led to improvements in teaching and pupils' achievement. Teachers are more confident and are beginning to develop more consistent approaches to support pupils to make progress.
- Pupils are better behaved because the leadership team have worked tirelessly to make sure the behaviour policy is effective. The majority of pupils understand and follow the school rules. Staff are better at managing behaviour in the classroom, which has led to a more positive climate for learning within the school. However, a minority of pupils do not have enough support.
- The middle leadership team is relatively new and has not had time to develop the expertise to support school improvement fully. Middle leaders are well supported but are not in a strong enough position to monitor and judge the quality of teaching and act quickly to eradicate weaker classroom practice.
- Subject leaders are enthusiastic members of the school and work as a team. They are well supported by colleagues from the Academy Trust. They recognise the importance of further developing their subject knowledge so that they can ensure pupils have a deeper understanding and mastery of the curriculum.
- Owing to a legacy of underachievement, the curriculum focuses heavily on the acquisition of basic skills in English and mathematics. The school is keen to introduce thematic approaches to learning so that pupils can have more opportunities to develop their literacy and numeracy skills in subjects other than English and mathematics. The school acknowledges that this area of the curriculum requires improvement.
- During assemblies and dedicated lessons, the school promotes equality of opportunity and works with pupils to tackle discrimination and understand their place in modern Britain. For example, the school teaches pupils about the democratic process during school council elections. This area of the curriculum is still being developed.
- The school's arrangements for safeguarding pupils meet statutory requirements and effectively ensure that children are protected.
- The Academy Trust has provided effective advice and support which have led to improvements in leadership, behaviour and more stable staffing. Pupil premium funding has been used wisely to increase staffing within the classroom and to build a team to support the inclusion of disadvantaged pupils. For example, additional funding has been used to create a walking bus to support better attendance and punctuality.
- The primary physical education (PE) and sport funding has been used effectively to train staff to develop their teaching skills in PE. There are more opportunities for pupils to participate in sport after school. Sports equipment has also been purchased, such as new rugby balls.
- **The governance of the school:**
  - Governance of the school is very closely aligned with the overall governance of the Academy Trust. The Chair of the Governing Body has a thorough knowledge of the work of the school and, alongside colleagues within the Trust, ensures that the school is able to benefit from the additional expertise and capacity afforded by the Trust. He knows the school very well and is determined to raise the quality of provision and the profile of the school.
  - Governors have a good understanding of achievement data and the quality of teaching. There have been regular visits, advice and support from the Trust's regional director and other specialists to help the school to improve the quality of teaching and to eradicate any weaknesses. Systems for performance management and the relationship with teachers' pay are understood by key governors. They work closely with the school to tackle underperformance. This is having a positive impact on pupils' achievement.
  - Instant access to current school information has improved their knowledge of the school's performance. This allows them to find information quickly and to support and challenge the school in relation to any emerging weaknesses.

**The behaviour and safety of pupils** requires improvement**Behaviour**

- The behaviour of pupils requires improvement.
- Since the Academy opened, the school has taken some significant actions to improve the behaviour of pupils. This has had a very positive impact. Teachers are more confident to manage pupils' behaviour. The school is now orderly and has developed a more purposeful learning environment. The majority of pupils are polite, friendly and are very proud of their school and their uniform. However, a small number of pupils lose interest in learning and occasionally misbehave. Some are not able to think for themselves or to develop the right attitudes to help them become successful learners.
- Assemblies and focused lessons support pupil's spiritual, moral, social and cultural development. The school promotes the 'Four Golden Rules.' These encourage pupils to keep each other safe, to be respectful and honest and to work hard. Most pupils put these into practice. Now that the school has established more settled behaviour, it is beginning to promote a more meaningful understanding of diversity, discrimination and equality, and an understanding of life in modern Britain.
- There are more opportunities for pupils to relate to the younger members of the school. Year 6 share their writing with Year 3 and changes to lunchtime arrangements mean that groups of pupils now eat together. This promotes a positive attitude where pupils learn how to care for each other.
- Attendance has improved but persistent absence, although falling, is still above average. The school has worked hard to address this by funding a walking bus to encourage pupils to come to school on time. There are class competitions and weekly checks to promote good attendance. A learning mentor has been appointed, which has enabled the school to work with families to reduce absence.

**Safety**

- The school's work to keep pupils safe and secure requires improvement.
- The school curriculum supports pupils to understand how to keep themselves safe. They are encouraged to use a 'worry box' if they have concerns. Visits from fire officers and the police provide opportunities for discussion. Year 6 pupils have been taught about risks associated with drug and alcohol abuse, the internet and social media sites. However, younger pupils do not have enough understanding of safety and risks relative to their age.
- Some pupils feel they do not always feel safe because a minority of pupils say unpleasant things or spoil their games. This occasionally restricts their enjoyment in the playground.
- Pupils have some understanding of what bullying means and can recall incidents where some pupils have 'anger issues' which make them say 'unkind things'. However, they have not yet developed a real understanding of different forms of bullying and why it is inappropriate to be disrespectful of other cultures, religions or differences. Although parents report that behaviour has significantly improved, they recognise there are still some minor issues with bullying.

**The quality of teaching** requires improvement

- The quality of teaching has improved since the academy opened because there has been a consistent and concerted effort by the leadership team to secure good quality teaching and to coach and mentor staff already working in the school. This has led to some improvements in pupils' achievement this year and most pupils are enjoying their lessons. Teachers share good practice and work closely together as a team. However, it is too early to see the full impact of actions taken on securing better rates of progress for pupils.
- Teaching sometimes lacks variety. Teachers do not always use information about pupils successfully so that they can plan carefully structured and engaging learning activities which are closely matched to the learning needs of the pupils.
- The school has put in place a marking policy but oral and written feedback to pupils is not always consistent. Some pupils are unclear about what they need to do to improve and sometimes not enough time is given to allow them to address any misunderstandings or to correct their work.
- Teachers ask more searching questions and increasingly encourage pupils to expand their answers. Limited subject knowledge prevents some teachers from modelling different approaches to writing or to solving mathematical problems.
- Teachers manage behaviour very well in the classroom but do not always encourage and support pupils to think for themselves or to develop consistently good attitudes to their learning.

- The teaching of reading, writing and mathematics is improving. Parents are invited to literacy workshops and more time is given to support pupils, especially boys, to read effectively. Recent changes to the curriculum, such as a Year 4 topic on the Second World War, is making a difference because it enables pupils to enjoy learning thoroughly while practising their basic skills in a range of subject areas, including art. However, there are too few links to literacy and numeracy between subjects. New initiatives and actions taken have not had enough time to raise fully standards in literacy and numeracy.

### The achievement of pupils

### requires improvement

- Following the opening of the academy, the school put in place an effective development plan to eradicate a history of underachievement and low attainment. Although performance was weak in 2014, actions taken are starting to have an impact. Pupils' books and the school's tracking data shows that more pupils are making better progress this year. Following a more concentrated focus in the early years, this year's cohort is making good progress and children are better prepared for their entry into Year 1.
- Last year, the proportion of pupils reaching the expected standard in phonics, the sounds letters make, was below average. Following effective professional development and greater stability in staffing, phonics is now taught more methodically and rigorously. More opportunities are provided for pupils to use these skills in their lessons, which have led to improvements in reading this year.
- Achievement in Key Stage 1 was low in reading and writing and significantly below average in mathematics last year, especially for boys. Recent initiatives to improve the quality of teaching and to raise standards have led to better progress in mathematics and reading. Writing is much stronger.
- By the end of Year 6, pupils make good and often better than average progress in writing but perform less well in reading, mathematics and grammar, punctuation and spelling. The proportion reaching the levels expected of them was below average last year in all subjects as many pupils had not acquired the basic skills on entry to the academy. Although, the school worked hard to build confidence and to support pupils' transition to high school, some pupils were not well enough prepared for the next stage of their education. However, the school has compelling evidence to indicate that standards are rising steadily, especially in mathematics.
- Work in pupils' books, the school's tracking information and improvements in assessment and teaching indicate that all pupils are making better progress this year, with Year 6 pupils attaining closer to the national average.
- In the 2014 tests and assessments at the end of Key Stage 2, the proportion of the most-able pupils reaching Level 5 in mathematics was higher than the national average. They did less well in other subjects, especially grammar, punctuation and spelling. The progress of these pupils therefore requires improvement
- From their different starting points, the progress of disadvantaged pupils is generally good. Middle and higher ability pupils in this group attain better than non-disadvantaged pupils nationally in reading, writing and mathematics. However, lower ability disadvantaged pupils attain less well. Although the attainment gap between disadvantaged pupils and others is narrowing, attainment is still low. For example, disadvantaged pupils are approximately 12 to 18 months behind their peers in the school in mathematics and writing and two years behind in reading and grammar, punctuation and spelling. They are approximately 2.5 years behind other pupils nationally in reading and grammar, punctuation and spelling. More recent achievement data indicates that the attainment gap continues to narrow because of better classroom teaching and improvements in support.
- Provision for disabled pupils and those who have special educational needs, especially for those with social and emotional and behavioural difficulties, is improving. There is an improving picture of progress in reading and mathematics.

### Early years provision

### is good

- Provision in the early years is good because the academy has prioritised this area of the school's work. Leaders have effectively delegated resources to improve leadership and management, and are securing improvements in teaching and in the development of a safe and interesting outdoor area. Further investments are supporting even more opportunities for developing exciting learning opportunities within the classroom.
- Children generally enter Nursery with levels of development below those typical for their age, especially in communication, language and literacy and in their personal development, but they catch up quickly. By the time they leave Reception many have reached a good level of development and the majority have

made good progress.

- The leadership and management of the early years is good. The leader is an experienced practitioner who leads by example. She is clear about the actions needed to secure even better achievement. She works closely with her team to identify underachieving children. Teachers carefully track and record children's progress and adjust their teaching to ensure that all pupils, especially the boys, achieve well. There is a greater commitment to support parents to become partners in their children's learning. Good use is made of the male supporter to encourage boys to achieve.
- Teaching in the early years is good overall but staff appreciate there is more to do to secure even greater consistency. Phonics teaching has improved. Children work in small groups so that lessons can be tailored and misconceptions about the sounds letters make can be quickly addressed.
- Children in both Nursery and Reception are delightful; they are well behaved, work co-operatively together and enjoy school. They are encouraged to understand democracy by participating in the school election campaign and vote for their school council member. They can play freely or are sensitively supported to make use of all of the resources available. Staff are getting better at encouraging communication and language skills, and at providing opportunities for children to rehearse new skills. For example, they can play in the phonics sand pit or have fun using the number washing line.
- The early years is a safe and harmonious environment where staff look after every child. Parents agree and are happy with their children's progress and with the safeguarding and child protection arrangements.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	139568
<b>Local authority</b>	Wakefield
<b>Inspection number</b>	450020

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	211
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mike Ramsay
<b>Headteacher</b>	Rachel McEvoy (Lead Headteacher), Hedd Williams (Associate Headteacher)
<b>Date of previous school inspection</b>	Not previously inspected as an academy
<b>Telephone number</b>	01226 722484
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