

# Inspection of Haveley Hey Community School

Nearbrook Road, Benchill, Manchester M22 9NS

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Inspection dates:	8 and 9 October 2024
The quality of education	<b>Requires improvement</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Requires improvement</b>
Early years provision	<b>Good</b>
Previous inspection grade	Good

The head of school is Faye Docker. This school is part of the Children of Success Schools Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Susan Spiteri, and overseen by a board of trustees, chaired by Richard Dyson. Susan Spiteri is also the executive headteacher. She is responsible for this school and one other.

## **What is it like to attend this school?**

Pupils are happy at this school. The strong relationships that they develop with staff and each other reflect the school's values of resilience, ambition and respect. Pupils are kind and polite. They behave well during lessons and at playtimes. Pupils follow the school's established rules and routines. This helps to make the school a calm and purposeful environment.

The school has high expectations for pupils' achievement, including pupils with special educational needs and/or disabilities (SEND). In the early years, children are supported to achieve well. However, the school's ambition is not consistently realised for pupils in Years 1 to 6. As a result, some pupils do not build knowledge securely over time.

Pupils benefit from a wide range of trips and clubs that help to develop their individual talents and interests. Pupils spoke positively about the school's 'passport for learning'. This provides a variety of memorable experiences that pupils enjoy throughout their time at school.

Pupils flourish in their various roles and responsibilities. These include acting as ambassadors of numerous areas of school life. For example, pupil librarians spoke positively about their work with the local library to promote reading in school. Older pupils recognise the important role that well-being ambassadors play in supporting their friends and younger pupils.

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

The school has designed a broad and ambitious curriculum. Children in the early years make a positive start to their education. They are well prepared for their learning in Year 1 and beyond. In subjects where the school has recently reviewed its offer, the curriculum sets out clearly the order in which pupils should learn new knowledge. This helps pupils to make clear links between new and prior learning. They achieve well in these subjects.

However, in some subjects, the specific knowledge and skills that pupils need to know and remember is not clearly sequenced. This means that, on occasion, pupils repeat learning from previous years. Furthermore, delivery of the curriculum is not as effective as it should be in these subjects. While staff make checks on pupils' learning, they do not consistently identify and address important gaps in pupils' knowledge. This means that pupils' knowledge is not as secure as it should be.

The school has supported staff to help pupils to remember and recall what they have learned. However, in several subjects, these strategies are not used consistently well. As a result, some pupils, including those with SEND, do not learn as effectively as they should. Pupils' learning across the curriculum is not checked as rigorously as leaders intend.

The school prioritises reading. In the Nursery class, children have opportunities to listen to stories and rhymes that help to develop their vocabulary. Staff deliver the phonics programme effectively as soon as children start the Reception Year. Staff make sure that

pupils read books that include the sounds that they have already learned. The school is swift to spot any pupils who are not keeping up with the programme and helps them to catch up quickly. Older pupils read confidently with both fluency and expression.

The school, with the support of the trust and local governor committee, has strengthened its provision for pupils with SEND. These improvements mean that the additional needs of pupils with SEND are identified at the earliest possible opportunity. These recent improvements also mean that staff ensure that appropriate support is in place for these pupils as they move through the school.

Children in the early years quickly learn to follow routines in and around the classroom. They develop positive behaviours that support them to learn well. Across the school, pupils display positive attitudes to their work. The school works successfully with families to promote attendance and punctuality. Higher proportions of pupils than previously now attend school regularly and on time.

The school promotes pupils' wider development and well-being. Pupils benefit from the strong support that the school provides for their social and emotional needs. The school has carefully chosen a wide range of activities to prepare pupils for their future lives and to raise their aspirations. For example, pupils experience 'world of work weeks' that are supported by local businesses.

Governors and trustees understand their role and carry it out effectively. However, there is more to do to ensure that the school's vision to provide high-quality education to all pupils is fully realised. Staff enjoy working at the school. They are proud of the strong culture of teamwork that exists in the school. Staff are supported to fulfil their roles effectively. For example, the school considers staff workload when new initiatives are introduced.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- In some subjects, the school has not sequenced the order of pupils' learning to help them to acquire the essential knowledge that they need for future learning. This means that some pupils, including those with SEND, do not build their knowledge securely over time in these subjects. The school should ensure that teachers have the information that they need to design learning that builds firmly on what pupils already know and can do.
- The intended curriculum is not implemented consistently well. For example, assessment strategies are not routinely used to identify gaps in pupils' knowledge and address them. Where this is the case, pupils, including those with SEND, do not achieve as well as they should. The school should ensure that the curriculum is

implemented consistently and effectively so that pupils achieve well across the curriculum.

## **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

<b>Unique reference number</b>	139263
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10348280
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	473
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Richard Dyson
<b>CEO of the trust</b>	Susan Spiteri
<b>Headteacher</b>	Susan Spiteri (executive headteacher) Faye Docker (head of school)
<b>Website</b>	<a href="http://www.haveleyhey.manchester.sch.uk">www.haveleyhey.manchester.sch.uk</a>
<b>Date of previous inspection</b>	27 March 2019, under section 8 of the Education Act 2005

## Information about this school

- Haveley Hey Community School is part of the Children of Success Schools Trust.
- The head of school was appointed in September 2024.
- The school manages its own breakfast club.
- At the time of the inspection, there were no two-year-old children on roll at the school.
- The school makes use of one registered alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form

provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors spoke with the executive headteacher, head of school and with other leaders and members of staff. The lead inspector spoke with the chair and one other member of the school committee.
- The lead inspector also spoke with a representative from the local authority.
- To evaluate the effectiveness of safeguarding, inspectors: 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.
- Inspectors carried out deep dives in early reading, mathematics, science, music and history. They talked with curriculum leaders of these subject areas. Inspectors also visited lessons, looked at examples of pupils' work, held discussions with teachers and spoke with pupils. The lead inspector also observed some pupils from Years 1 to 3 reading to a familiar adult.
- Inspectors considered the curriculum in some other subjects.
- Inspectors observed pupils' behaviour during lessons and around school. They also observed pupils at the breakfast club and while they played outside at playtime and lunchtime.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. They also met with parents and carers before school.
- Inspectors also considered the responses to Ofsted's online survey for staff. There were no responses to Ofsted's online survey for pupils. However, inspectors spoke with pupils about their wider experiences at school.

## **Inspection team**

Ian Shackleton, lead inspector	Ofsted Inspector
Julie Peach	Ofsted Inspector
Ros Munro	Ofsted Inspector

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