

Heatherley Primary School

Inspection report

Unique Reference Number	122734
Local Authority	Nottinghamshire
Inspection number	359295
Inspection dates	9–10 December 2010
Reporting inspector	Terry McDermott

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	196
Appropriate authority	The governing body
Chair	Sara Platt
Headteacher	Diane Speed
Date of previous school inspection	9 June 2008
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Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 15 lessons and all 8 teachers were seen teaching, most of them twice. Inspectors held meetings with pupils, staff and representatives of the governing body. They observed the school's work, and looked at many examples of work in pupils' books, the school improvement plan, monitoring records, governing body minutes and reports from the school improvement partner. Responses from 87 parents or carers to the Ofsted questionnaire were analysed and considered, along with responses from staff and from pupils in Years 3 to 6.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- Does teaching throughout the school, but particularly in Key Stage 2, meet the needs of all groups of pupils sufficiently well, and does it provide the necessary challenge to enable them all now to make enough progress?
- Is pupils' personal development as good as the school claims and if it is, what makes it thus?
- Has the effectiveness of the Early Years Foundation Stage been maintained since the previous inspection?
- Do leaders and managers know the school's strengths and areas requiring improvement, and do they have the necessary drive to improve the progress pupils appear to be making in Key Stage 2?

Information about the school

This is a smaller than average size school. It has an Early Years Foundation Stage unit which admits children at age four at different times of the school year. The proportion of pupils eligible for free school meals is well below average. The proportion of pupils from minority ethnic groups is also well below average. The proportion of pupils with special educational needs and/or disabilities, including those with statements of their special educational needs, is below average. The school holds several awards including the International Schools Intermediate Award.

The school has experienced significant staffing turbulence since the last inspection. The before-school breakfast club provision takes place on site. It is managed by the governing body and was inspected as part of this inspection.

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

3

Main findings

This is a satisfactory school. It has overcome most of the staffing issues which have been a barrier to improvement since the previous inspection. The school's greatest strength is in its good Early Years Foundation Stage where children settle quickly and happily, and where solid foundations for future academic learning and personal development are securely laid. Because the care, guidance and support pupils receive throughout the school is also good, their personal development continues to move forward rapidly and consistently as they pass through the school. As a result, their spiritual, moral, social and cultural development is good. They leave the school at the end of Year 6 as thoughtful, considerate and responsible young citizens. Pupils report that they feel safe and happy here, saying, 'It's just like home.' Parents and carers who responded to the Ofsted questionnaire were unanimous that their children are safe, and were completely happy with their children's experiences.

The quality of teaching seen during the inspection was satisfactory overall. However, several examples of good or better lessons were seen, explaining pupils' now satisfactory and improving learning between Years 3 and 6. This improvement was also demonstrated in pupils' books, and in the records held within the school's reliable and accurate tracking system. Learning in lessons sometimes slowed unnecessarily when the work set did not meet pupils' learning needs closely enough. The learning seen in pupils' books was inconsistent because marking does not always give clear guidance on what pupils need to do to get better.

The curriculum is satisfactory. Recent positive changes are yet to be fully embedded and their impact has yet to be seen on pupils' learning. A wide range of enrichment activities gives pupils many opportunities to develop their personal attributes, and underpins their good all round development. The good quality of care, guidance and support for all pupils is crucial to their emotional security. Adults in the school know pupils and their families well. They very quickly pick up when pupils may be having problems or difficulties, and have a good range of support available to provide rapid and sympathetic assistance. However, the school does not have sufficient systems and procedures in place to evaluate the effectiveness of all the actions it takes.

Leadership and management are satisfactory. School self-evaluation is accurate because it is linked honestly to the outcomes reached by pupils. Staff morale is high, and all adults in the school are dedicated and committed to doing their very best for the pupils in their care. Some modelling of best practice is being undertaken but this is not consistently spread across the school. Teachers regularly and accurately record the levels of attainment reached by pupils. The large amount of reliable information generated is not analysed and interpreted with enough precision. Senior leaders are not able to identify quickly and accurately where things could be improved. Leaders at all levels do not

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evaluate the effectiveness of classroom activities with enough rigour. The school's capacity for improvement is satisfactory.

What does the school need to do to improve further?

- Improve the consistency of the quality of teaching throughout the school by:
 - making the best possible use of assessment information to set challenging work in lessons which meets the different learning needs of each pupil
 - marking work consistently so that pupils know unequivocally what they need to do to move on to the next level
 - spreading examples of good practice more widely throughout the school.
- Check more rigorously on the amount of learning taking place both in lessons and in other activities during the school day by:
 - using the full range of monitoring and evaluation opportunities to measure how much pupils are actually gaining from different learning situations
 - involving more adults in regular and rigorous monitoring and evaluation of the effectiveness of both academic and pastoral outcomes for pupils.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Learning seen in lessons during the inspection was satisfactory overall, though it is often better than this for children in the Early Years Foundation Stage and for pupils in Year 6. The school's reliable records show that the quality of teaching and learning is improving and becoming more consistent as staffing stabilises. Pupils in the current Year 6 are now on track to make satisfactory overall progress by reaching above average standards in English and mathematics. This was demonstrated by pupils in Year 6 manipulating and converting fractions and decimals with confidence and accuracy. Pupils are well behaved, and work sensibly when not directly supervised.

At the end of Year 2 in 2010, pupils' attainment in mathematics was significantly above average, their attainment in writing above average, and in reading broadly average. At the end of Year 6 in 2010, pupils' attainment was broadly average in English and mathematics. When considering their above average starting points, and despite the best efforts of the school in managing disruptions to staffing, this represents inadequate progress overall. Effective teaching in later Key Stage 2 was unable to help pupils to recover fully from the legacy of significantly slowed learning in earlier years. All groups of pupils, including those with special educational needs and/or disabilities, made overall progress at the same rate as their classmates. Currently, there is no discernible trend of academic underachievement by any particular group of pupils. Boys and girls now make satisfactory academic progress and this is shown clearly for pupils in all age groups in the school's tracking system.

Pupils say they enjoy coming to school because 'we have lots of friends'. They are quite certain there is no bullying, even though they are well aware of what to do should it

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occur. They have a good understanding of how to lead healthy lives and know broadly how exercise helps their bodies to work more efficiently. They know where dangers can lurk in the outside world and how to avoid them. They are proud of their school and are keen to take up positions of responsibility as school councillors, play leaders and lunchtime servers. They have a good understanding of the difficulties faced by other children in different parts of the world. Their work with schools in Senegal and Tanzania through the 'Connecting Classrooms' programme has had a marked impact on their perceptions of the world. This contributes significantly to the good community spirit within the school and to the effectiveness of the school's work in promoting an understanding of, and respect for, diversity. When they leave the school at the end of Year 6, they are polite, reliable and well-balanced young citizens with average levels of attainment. They are satisfactorily prepared for the next stage of their education and their lives.

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	3
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
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
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	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

All lessons are characterised by good relationships between pupils and adults. Pupils listen carefully to guidance from the teacher and to each others' views. In the best lessons, where a range of different work is set to make each pupil think for themselves, the pace of learning can be high. This is true for both the oldest and youngest pupils in the school. In a significant minority of lessons, learning is only satisfactory because work is not

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planned in enough detail to present sufficient challenge to all pupils. However, the quality of teaching is improving and no inadequate lessons were seen during the inspection.

The curriculum is being changed to encourage more practical hands-on work and to link subjects together. This will allow pupils to develop the skills they have learned in one subject by applying them in another. This new way of working is not fully embedded across the school. A good range of enrichment activities, including visitors from Africa and residential visits, help pupils to gain understanding of the world in which they live. This reinforces their consistently good personal development.

Adults in the school know the pupils and their families very well, and are trusted by them. Systematic recording of pupils' academic progress and personal development provides the school with information which is used sensitively to identify and address any personal issues which arise. However, the effectiveness of the internal actions taken by the school is not always measured accurately. The school takes very prompt and assertive action to secure additional professional support should the need arise or when circumstances go beyond its own expertise.

These are the grades for the quality of provision

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

How effective are leadership and management?

Following the example of the long-serving headteacher, the adults in the school are fully committed to keeping all pupils safe and dedicated to helping them to develop and learn. Staff morale is good and they form an enthusiastic team. They successfully create and promote an atmosphere of calmness, respect and honesty. This pervades the school and pupils fully adopt it. School self-evaluation is accurate and frank, and though leaders have in the past been unclear about the causes of each outcome, this has now changed.

Governance is satisfactory. Members of the governing body give generously of their time in supporting the school, and they have worked hard helping the school through turbulent and difficult times. They have not, until recently, had a full appreciation of the school's strengths and weaknesses. Safeguarding procedures are understood and carried out conscientiously because the best interest of the pupils is central to all the school's work. Current requirements are met, and pupils can easily and clearly describe what it is that keeps them safe. Parents and carers are unanimous in their view that their children are safe in school.

All pupils are given equal opportunity to achieve satisfactorily. The school works diligently and successfully to ensure that pupils are fully aware that discrimination and inequality must be confronted. This is clearly evident throughout the school where pupils are

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confidently free from any harassment. The effectiveness of the school's provision for community cohesion is good. Its direct links with schools in different countries in Africa give many opportunities for pupils to experience and understand religious and cultural diversity. The school gives satisfactory value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
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	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children join the Early Years Foundation Stage (known as the Foundation Unit) with skills that are close to those expected for their age. Good and sometimes outstanding teaching, with a strong emphasis on developing personal and social skills, ensures that children make consistently good progress in all areas of learning by the end of the Reception year. There is a good range of opportunities for children to choose their activities and develop the skills for independent learning both inside and outdoors. This builds a sense of curiosity and enjoyment in learning which stays with children as they move up through the school. They sustain their concentration very well, and work and play in complete harmony.

Close links with parents and carers help children to settle into the school very quickly. Parents are often in school to support and encourage their children. They value what the school offers and recognise the good progress the school helps their children to make.

Leadership and management are good. The different skills of adults are deployed well to give consistently good outcomes for all children. Accurate assessment of what children know and can do enables adults to plan interesting learning opportunities. Adults also use this information very well to support children who require additional help, although time for planning is sometimes restricted. The multiple entry times and children's often very different pre-school experiences are managed well. Resources are good and particularly

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well used in very imaginative role play. Staff take very good care of children to ensure their health and welfare.

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

Close to half of all parents and carers responded to the Ofsted questionnaire. This is more than is usual. They expressed overwhelmingly positive views about the school. They were unanimous that their children are safe in school and all were happy with their child's experiences in the school.

A very small minority of parents and carers expressed concerns about different aspects of the school's work. Inspectors looked closely at all of these, in particular the concern about how well the school deals with unacceptable behaviour. Inspectors found no other evidence to substantiate these views. They found that behaviour in class and around the school is good. Rare instances of challenging behaviour are dealt with quickly and sensitively. Pupils, when asked directly, said that these rare events did not interfere with their learning.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Heatherley 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 87 completed questionnaires by the end of the on-site inspection. In total, there are 196 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	55	63	29	33	2	2	1	1
The school keeps my child safe	60	69	27	31	0	0	0	0
My school informs me about my child's progress	39	45	46	53	2	2	0	0
My child is making enough progress at this school	47	54	38	44	2	2	0	0
The teaching is good at this school	51	59	36	41	0	0	0	0
The school helps me to support my child's learning	47	54	38	44	2	2	0	0
The school helps my child to have a healthy lifestyle	50	57	36	41	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)	35	40	46	53	0	0	0	0
The school meets my child's particular needs	39	45	47	54	0	0	0	0
The school deals effectively with unacceptable behaviour	33	38	47	54	5	6	0	0
The school takes account of my suggestions and concerns	27	31	51	59	4	5	1	1
The school is led and managed effectively	39	45	43	49	3	3	0	0
Overall, I am happy with my child's experience at this school	56	64	31	36	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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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.



13 December 2010

Dear Pupils

Inspection of Heatherley Primary School, Mansfield, NG19 0PY

Thank you very much for making us so welcome when we inspected your school recently. We really liked the way you all get on so well together, especially the way in which older pupils help younger ones. We were impressed with your politeness to each other and to adults, and with your good behaviour and very positive attitude to learning in lessons.

We found that Heatherley provides you with a satisfactory education. All the adults look after you very well, making sure you are safe within the harmonious community which is your school. We found that the strongest part of the school is the Foundation Unit, where children get off to flying start.

To assist Heatherley to improve, we have identified the following things to help the school to increase the rate of progress you make.

Teachers should make more consistent and effective use of assessment information to plan work in your lessons which is neither too easy nor too hard for any pupil.

When marking your work, teachers should tell you more often what you need to do next to improve.

All the adults in the school to check much more closely that, in all activities, you are actually learning what you are supposed to be learning.

You can help the school to improve by telling teachers politely when you are finding the work you are set too easy or too hard.

Please continue to be the happy, polite and hard working children you already are. I would like to wish you all good luck for the future.

Yours sincerely

Terry McDermott

Lead inspector

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