

Heage Primary School

Inspection report

Unique Reference Number	112773
Local Authority	Derbyshire
Inspection number	357185
Inspection dates	20–21 January 2011
Reporting inspector	John Horwood

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	191
Appropriate authority	The governing body
Chair	Ian Wickham
Headteacher	Karen Murgatroyd
Date of previous school inspection	2 October 2007
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Introduction

This inspection was carried out by three additional inspectors. They observed 14 lessons and nine teachers. Meetings were held with groups of staff, governors, pupils and parents. Inspectors observed the school's work and looked at documentation including pupils' work, minutes of staff and governing body meetings, the school development plan, progress monitoring records and school policies. The responses to 96 questionnaires from parents and carers were scrutinised.

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

- The difference in attainment of boys and girls at the various stages of their education.
- The impact of actions taken by the school to improve the attainment of boys, especially in writing.
- How the curriculum focuses on encouraging boys to attain higher standards, especially in writing.

Information about the school

Heage Primary School is a smaller than average primary school. Almost all the pupils come from White British backgrounds. There are no pupils who speak English as an additional language. Currently, there are more boys than girls in the school. The proportion of pupils known to be eligible for free school meals is lower than in most schools. The school has a below average proportion of pupils who have special educational needs and/or disabilities which cover a broad spectrum. The school has been awarded Healthy School Status and the Activemark. An on-site breakfast and after-school club is managed by a private provider.

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

Heage Primary School provides its pupils with a satisfactory education. By the end of Year 6, attainment is average in English and above average in mathematics. Within this picture there is variation in attainment from year to year. Girls tend to do better than boys and writing is weaker than other subjects. Teaching and learning are satisfactory. Pupils greatly enjoy lessons as a result of good relationships with teachers and good use of interesting resources. Increased opportunities for writing have been provided across the curriculum and more motivating opportunities for boys have been introduced to help them attain higher levels. Although there is more still to do, the impact of the school's actions is that the attainment of boys and girls is already similar in the Early Years Foundation Stage and the gap is closing in other classes.

Pastoral care is good and this contributes to the pupils' views that they are safe in school. Within this safe and caring environment, pupils who have special educational needs and/or disabilities are well supported and make the same satisfactory progress as others. This is partly due to good partnerships with external agencies and the specialist support they provide. Pupils' spiritual, moral social and cultural development is satisfactory although they have limited direct experience of other faiths and cultures. The behaviour of pupils throughout the school is good. There are good procedures to encourage regular attendance and attendance levels are above average.

Leaders' self-evaluation is very accurate. Although actions taken to improve the school are proving effective, they have yet to be seen in consistent higher attainment levels. Parents and carers have mixed views of the school and feel in particular that communications need to improve. Leaders are aware that they need to rectify this perception and are developing parental access to the school 'Learning Platform'. Good systems are now in place to monitor progress as pupils move through the school, including recently introduced termly reviews. Teaching and learning have improved since the last inspection as systems to involve pupils in monitoring their own performance have become established. The use of target setting and ensuring that marking gives pupils advice on how to improve are both variable across the school; there is some excellent practice but this is not sufficiently shared. Although there is clear evidence of improvement, not all the systems are fully embedded and, as a result, the school's capacity for sustained improvement is satisfactory.

Up to 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.

What does the school need to do to improve further?

- Raise attainment especially in English by:

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- ensuring consistent use of target setting, monitoring and marking systems so that pupils always know how well they are doing and how to improve their work further
- ensuring that teachers consistently plan their lessons to include activities that fully motivate all groups of pupils and give them a wide range of opportunities to improve their writing about topics that interest and excite them.
- Work with parents and carers to ensure that, by the end of the March 2011, communication systems are effective by:
 - reminding parents and carers of current systems available for communications between the school and themselves
 - sharing with parents and carers the proposed developments with 'The Learning Platform' to improve the quality of information available to them
 - when the 'Learning Platform' becomes fully available to parents and carers ensuring that they are able to access and understand how to use it. Procedures should then be reviewed to further develop a close partnership with parents and carers'

Outcomes for individuals and groups of pupils**3**

Achievement is satisfactory. Children enter Reception with a range of attainment which, overall, is typical of their age. All pupils make at least satisfactory progress and attainment is broadly average at the end of Year 6. The school's monitoring systems confirm that both attainment and progress are improving. Pupils say they enjoy their learning and this was abundantly evident in a Year 2 science lesson where pupils all had activities matched to their abilities. They proudly and excitedly performed their poem about mini-beasts to the inspector. The needs of all pupils are met with appropriate support. Improving writing is a focus throughout the school as indicated by the work in pupils' books. Pupils with special educational needs and/or disabilities enjoy learning because they are set appropriate work and are well supported in completing it.

Pupils are satisfactorily prepared for their future well-being because of their sound knowledge and skills in English, mathematics and information and communication technology, supported by good personal skills. Pupils eat healthy food and say how much they like the family dining arrangements where they have 'real plates' and the older pupils help serve the dinner for the younger ones. Pupils enjoy activities and sport and make good use of the school's excellent grounds. These outcomes have contributed to the school being awarded the Activemark and Healthy School Status. Pupils make a good contribution to the school community through acting as school council members, supporting younger pupils, being junior leaders, recycling and helping with organisational aspects such as classroom and computer monitors. They interact well with the local community, especially through music activities and their road safety song was written by the children and distributed to all schools in Derbyshire. Pupils' spiritual, moral, social and cultural development is satisfactory. There are very few opportunities locally for pupils to meet people from different faiths and cultures but the school has developed some links, including one with an inner city school in Derby.

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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	2
The extent of pupils' spiritual, moral, social and cultural development	3

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?

Teachers are enthusiastic and have good relationships with the pupils. The use of assessment data to ensure work matches pupils' abilities is variable but satisfactory overall. Teachers have good subject knowledge and provide a good variety of activities to engage pupils. In an outstanding Year 4 English lesson the lively and expressive teaching style stimulated a high pace and level of challenge. The topic content of the Japanese Gadget Show motivated all groups of pupils and encouraged them to develop their writing skills and the use of information and communication technology. Whilst there is already some good practice within the school the use of success criteria is not consistent and pupils do not always have the opportunity to consider how well they are doing. The deployment of teaching assistants is good.

The curriculum is well organised and provides pupils with many varied and interesting learning experiences while developing their personal skills, including behaviour and cultural awareness. There is a clear focus on 'fun' to motivate learning and topics are chosen to stimulate the learning of all groups. Linking subjects across the curriculum is good. There are good enrichment opportunities including well-attended clubs. Pupils really enjoy the Year 6 residential trip to a local activity centre and speak excitedly about the Year 4 camping activity last year. Many parents and carers commented how much their children enjoyed it. The provision for pupils who have special educational needs and/or disabilities is well planned and effective through support in the classroom and by small

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group activities. Specific needs are also supported through an allotment project and a nurture group. Provision for gifted and talented pupils is enhanced through activities such as joining a mathematics day at Derby university.

Pastoral care in the school is good. Effective procedures are in place to encourage good behaviour and maintain the above average attendance. Transition arrangements with the secondary schools effectively support those pupils making this move. All requirements of health and safety are met. First aid provision is good and a comprehensive system of recording and reporting all accidents is in place. The support and provision for pupils and their families at difficult times is greatly appreciated by the parents and carers concerned. The school follows up any concerns to ensure the safety and well-being of its pupils.

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	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leaders and managers at all levels share the same vision and have ensured that the concept of ongoing improvement is fully embedded throughout the school. This is reflected in the impact they have had on improving teaching and learning. The school has created an inclusive community, which promotes equal opportunities and avoids discrimination by providing support to those who need additional help. This work ensures the gap between the attainment of boys and girls is decreasing and has been almost eliminated at the end of the Early Years Foundation Stage. Nevertheless, because there are still some variations across the rest of the school, the equality of opportunity is satisfactory rather than good. Parents are aware that in some classes there is still more work to be done on raising boys' attainment. The governing body understands what needs to be done in the school and has an enthusiastic approach to carrying out its role. It provides satisfactory support and challenge to the school although a number recently appointed governors are still developing their skills. Safeguarding procedures are satisfactory. Leaders have developed good links with a range of partner institutions to support pupils including before and after school care, specialist welfare support agencies, the Derbyshire Music Partnership and local secondary schools and universities. Leaders are aware that they need to work with parents and carers to change the perception of poor communications.

The effectiveness with which leaders promote community cohesion is satisfactory. They know the community well and have good relationships with most parents and the local community. The school community is extremely harmonious with good relationships clearly apparent. The school has links with local churches and uses the Derby Open Centre to provide pupils and staff with the opportunity to find out about other cultures. There are

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some links with more distant communities including schools within the United Kingdom and abroad.

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	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
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

The Early Years Foundation Stage provides a good start for children where they form strong relationships with each other and with adults. Children come from a wide range of pre-school providers and their experiences are varied. Good arrangements are in place to ensure children settle quickly. Their initial skills vary significantly but overall are at expected levels for their age. Activities are based on accurate weekly assessments. Data is well used by staff to ensure that all children make good progress so that they all reach the goals expected at the end of the Reception year. They play and learn well together. Behaviour is good.

The learning environment is stimulating with spacious indoor and outdoor areas. The 'free flow' opportunities in which children move between indoor and outdoor areas of learning are good and encourage children to make choices. Children have a good range of activities to choose from and benefit from their own small woodland area, which they visit each week, to help develop their understanding of the world around them. They have a good understanding of keeping safe and are well cared for by adults. All welfare requirements are met and there is good support for children's well-being. Teachers use a good range of teaching methods and resources. There are good relationships with parents and carers. As one parent commented 'my child has only been at Heage since September, but so far I have only praise for the staff'. Children with special educational needs and/or disabilities are well supported in all aspects of their learning.

Leaders have a clear understanding of the requirements for the Early Years Foundation Stage and of the strengths and areas for development within the school. Teaching is good

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and extensive records of children's entry and exit data are used to monitor individual progress.

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

About half of parents and carers completed questionnaires. The very large majority of these are happy with their child's experience at the school. Some typical positive comments from parents were: 'The school has a nice feel to it' and 'I feel happy to recommend Heage to friends.' Other parents and carers commented on how well they had been supported during difficult periods by the headteacher and the staff.

Inspectors looked at the communication systems and confirmed that the written information sent to parents and carers and the frequency of meetings was typical of most schools. A small minority of parents and carers had individual concerns which were considered as part of the inspection process, but these were not substantiated by evidence available during the inspection.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Heage 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 96 completed questionnaires by the end of the on-site inspection. In total, there are 191 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	39	41	48	50	8	8	0	0
The school keeps my child safe	45	47	46	48	5	5	0	0
My school informs me about my child's progress	22	23	63	66	6	6	4	4
My child is making enough progress at this school	24	25	60	63	8	8	2	2
The teaching is good at this school	35	36	48	50	7	7	1	1
The school helps me to support my child's learning	23	24	54	56	14	15	2	2
The school helps my child to have a healthy lifestyle	26	27	55	57	11	11	1	1
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)	24	25	52	54	6	6	2	2
The school meets my child's particular needs	21	22	58	60	11	11	2	2
The school deals effectively with unacceptable behaviour	14	15	57	59	12	13	4	4
The school takes account of my suggestions and concerns	14	15	47	49	13	14	9	9
The school is led and managed effectively	19	20	45	47	18	19	8	8
Overall, I am happy with my child's experience at this school	29	30	56	58	5	5	1	1

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 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 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.

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.



24 January 2011

Dear Pupils

Inspection of Heage Primary School, Belper, DE56 2AL

Thank you for welcoming us and helping us when we came to your school. We really enjoyed our visit and hearing your views. There are many good things about your school and these are a few of them:

Your school community is a happy one where you all get on well together.

You make a good contribution to the school community by taking on responsibilities such as helping the younger children, being junior leaders and being members of the school council.

You do really good work in the community including your recycling work and representing your school in musical and other events.

Teaching ensures that you achieve satisfactorily and enjoy your learning.

Your behaviour is good and ensures the school, where you say you feel safe, is a harmonious place in which to learn.

Children in the Early Years Foundation Stage make good progress and those of you in Key Stage 1 and 2 now have an increasing number of exciting lessons where you make good progress.

The school provides you with a satisfactory education. These are things we have asked the school to do to make it even better. You can help by carrying on working hard and ensuring that you always ask for help when you need it.

Ensure teachers always set you targets and make comments when they mark your work so that you know how well you are doing and how to improve.

Ensure that all your lessons and activities are interesting and motivating for all of you and give you opportunities to improve your writing.

Work with your parents and carers to ensure they have effective communication links with the school and that they know and understand about 'The Learning Platform'.

Yours sincerely

John Horwood

Lead Inspector

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