

# Heymann Primary School

## Inspection report

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<b>Unique Reference Number</b>	122602
<b>Local Authority</b>	Nottinghamshire
<b>Inspection number</b>	340181
<b>Inspection dates</b>	15–16 September 2010
<b>Reporting inspector</b>	Alison Cogher

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	338
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Krista Livsey
<b>Headteacher</b>	Lynda Noble
<b>Date of previous school inspection</b>	12 February 2007
<b>School address</b>	Waddington Drive Wilford Hill, Nottingham NG2 7GX
<b>Telephone number</b>	0115 9145035
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## Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 14 teachers and visited 24 lessons. They held meetings with staff, members of the governing body and pupils and talked to parents and carers. They observed the school's work, and looked at curriculum, assessment and school improvement planning documents, policies and information for parents and carers. Inspectors also looked at pupils' work in lessons and examples of specific school projects that included a short film made by pupils. The questionnaire responses of 108 parents and carers were analysed together with those completed by staff and pupils.

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

- the effectiveness of the school's assessment and pupils' progress tracking systems in guiding target setting and challenging all pupils to achieve well
- the effectiveness of the school's provision for pupils with special educational needs and/or disabilities and those learning English as an additional language
- the extent of the school's United Kingdom and global diversity links and how they support pupils' learning
- the extent of pupils' involvement in shaping the curriculum and the impact this has on their achievement and enjoyment of learning.

## Information about the school

This is a larger than average primary school. Two thirds of pupils are of White British heritage. Of the other ethnic groups represented in the school, the largest are of Indian and Pakistani origin. A quarter of pupils do not have English as their first language and a few of these are at the early stages of learning English. The proportion of pupils with special educational needs and/or disabilities is below average. Most pupils in this group have either specific learning, autistic, learning delay or communication difficulties. The school's work has been recognised by its achievement of the Sport England Achievement Award, Eco School Silver Award and Gold Healthy School status.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Heymann Primary is a good school. Pupils achieve well and their high attendance rate reflects their enjoyment of school. Attainment is consistently above average and sometimes high by the end of Year 6. Flexible, well-targeted provision for pupils with special educational needs and/or disabilities, and those learning English as an additional language, ensure their progress is as good as that of their peers. Pupils' understanding of the benefits of a balanced diet and regular exercise is exceptionally good and a very large majority actively pursue a healthy lifestyle. The school is a diverse community with a range of ethnic backgrounds, faiths and languages present in the school population. Pupils' appreciation and understanding of each other's backgrounds is substantial. This, together with the school's promotion of mutual respect and tolerance, underpins pupils' excellent spiritual, moral, social and cultural development.

Leadership and governance of the school are good. Monitoring of the school's work is thorough, firmly embedded in whole school practice, and accurately identifies strengths and areas for further development. Improvement since the last inspection has been good and the school is well placed to improve further. Action planning identifies what the school intends to do to secure improvement but data is rarely used to define whole school targets against which the school can monitor the absolute success of actions taken. Partnership links are especially strong and make a very significant contribution to pupils' learning. Procedures for keeping pupils safe are extremely robust and very effective in ensuring pupils feel exceptionally safe at school. The school has the support of the very large majority of parents who are keen to convey their appreciation of the school.

Teaching is good overall. Effective use is made of assessment information, pupil progress tracking and target setting to guide planning for learning. Lessons generally move at a good pace and pupils sustain concentration. Where strategies for managing pupils as they move from one activity to another are not well established, time is lost and pupils' learning slows. The good curriculum includes a broad range of enrichment activities with which pupils are keen to be involved. Creative curriculum planning makes good use of pupils' ideas and this helps to secure good levels of pupil engagement in lessons. The good quality care, guidance and support pupils receive enables them to develop into confident, independent learners. Provision for children in the Early Years Foundation Stage is good but, as in the rest of the school, data is not used to best effect to inform improvement planning.

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

- Make better use of data to identify targets for whole school improvement and to evaluate the success of actions taken.

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- Develop whole school strategies to manage pupils as they move from one activity to the next so time for learning is not lost.

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

**2**

Pupils start in Reception at broadly expected levels for their age although their knowledge and skills of letter sounds, reading and writing are lower than in other aspects. Action taken to strengthen the teaching of letter sounds across the school has been effective and has secured improvement in the progress pupils' make and attainment in writing. By the end of Year 2, pupils' attainment is above average in reading, writing and mathematics. By the end of Year 6, overall attainment is often high in mathematics and above average in English. Pupils' skills and knowledge in science are well developed and they demonstrate very good levels of competence in their use of information and communication technology (ICT). By Year 6, there is no significant variation in the good progress and achievement made by different groups of pupils, including those from ethnic minority groups. Some small variations exist between classes and year groups across subjects but these are being tackled well and are being eradicated. This work is supported by robust assessment and the good use that is made of the information gathered to track pupils' progress and ensure they receive additional support if necessary. Pupils' personal skills are well developed and they get along together very well. They are polite, courteous and work cooperatively in pairs and small groups. They listen to, and appreciate, each other's ideas and explanations. Pupils behave well in and out of lessons. They are confident that the rare instances of unacceptable behaviour are dealt with effectively. Pupils welcome the opportunity to be involved in school and community developments. Through the school council and 'green group', they have made a valuable contribution to school improvement and their involvement in wider community issues is developing well.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

<sup>1</sup> 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 have good subject knowledge and supportive relationships ensure pupils feel confident in asking for help if they need it. Typically, lessons are well organised with clear objectives. Work is well matched to pupils' needs and teaching assistants make a valuable contribution to pupils' learning. Specific programmes for pupils with special educational needs and/or disabilities and for those learning English as an additional language are implemented well and their impact monitored so adjustments can be made if necessary. Pupils say that marking of their work by teachers is helpful and they get good advice as to how to improve. Increased use of targets and the involvement of pupils in assessing their own work are supporting their independence as learners. Resources are used well to capture pupils' imagination. For example, use of the interactive white board to show pictures of snowy scenes provided a good stimulus for pupils challenged to think of descriptive words for the snowy scene encountered by Lucy in the book 'Narnia'. The most productive lessons are those where a good pace is sustained and routines are well embedded in practice. There is a good focus on developing pupils' personal skills alongside their key literacy, numeracy and ICT skills. Curriculum planning is increasingly taking account of pupils' interests and experiences, with imaginative links being developed between subjects. This is helping to ensure that lessons are fun and engage all pupils in learning. The wide range of after-school activities and enrichment opportunities during school time help to broaden pupils' experiences and extend their learning. Pastoral care is good and pupils receive well-targeted guidance and support. Aspects relating to health

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and safety are particularly well addressed and contribute significantly to pupils' outcomes in these areas. The before- and after-school provision managed by the school is of good quality and supports pupils and their parents well. Pupils are well prepared for the next stage in their education and because of effective transition arrangements they are confident about moving to secondary school.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The headteacher provides strong leadership. She is well supported by other staff in leadership positions and by the governing body. Staff at all levels are enthusiastic and share a vision for improving the school further. They engage positively in monitoring the work of the school, and have embraced changes to improve their teaching, the way pupils are assessed and their progress tracked. Resources are well managed and good value for money is demonstrated by the overall good outcomes secured by pupils. Strategies to challenge discrimination of any kind, and its promotion of equality of opportunity, ensure that the school is a harmonious community where all pupils are supported well in their learning and diversity is genuinely valued and celebrated. The high levels of confidence expressed by pupils, parents and staff reflect the school's extremely robust safeguarding procedures. The training of staff well beyond the required level, and rigorous monitoring of the impact of the procedures in practice that is informed by pupils' and parents' views. Parents are actively encouraged to work in partnership with the school. They receive good quality information about their children's progress and are provided with a variety of opportunities to contribute to the work and development of the school. The school's good promotion of community cohesion is reflected well through teaching and curriculum provision. Links to schools with different pupil profiles to that found at Heymann are established, and shared work has broadened pupils' understanding of communities and the environment beyond their own. Global links are in the process of being established and links with local community groups are developing well. Partnership work is excellent and includes links with two universities, local schools and a number of local authority school and community projects. Pupils' learning and personal development benefit significantly from the enrichment experiences, such as sport, technology and music that these partnerships facilitate. The school makes an extremely valuable contribution to the effectiveness of these partnerships through the support it provides for other schools.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## **Early Years Foundation Stage**

Good induction procedures ensure children settle quickly into the routine of school. Their individual skills, knowledge and understanding are very variable on entry. They make good progress in all areas with almost all achieving, and some exceeding the Early Learning Goals by the end of their Reception year. Children are confident and keen to engage in new activities. They play well together and develop good relationships with adults and each other. They are keen to accept responsibilities such as being the 'helping hand' for the day and undertaking tasks such as returning the register to the school office. Children develop good levels of independence because the classroom areas are well organised so they can access, and put away activities with minimal adult support. Children behave well and take care to play safely. Accurate assessment information is used well to plan a broad range of activities that reflect children's interests and experiences. Children are encouraged to contribute to this planning so it includes their ideas and this helps to move their learning forwards at a good pace. The wide variety of resources motivate children and, as a result, they spend extended periods of time engaged in purposeful activity. The outdoor space is used well to provide a range of complementary activities that broaden and enrich children's learning. The staff take good care of children and work well as a team. Good leadership has ensured good improvement has been made since the last inspection. Monitoring of practice highlights what has gone well and what needs to be improved. Although available, limited use is made of assessment data to identify and track progress towards specific targets for improvement.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

A very large majority of parents and carers who returned the questionnaire are happy with the education their children receive and many expressed positive views about the school. Most parents consider teaching to be good, that their children make good progress and that they are well informed about their children's progress. They are pleased with the way the school is led and managed, and are particularly confident that their children are safe at school and are helped to lead a healthy lifestyle. A few parents expressed concerns about the school's management of unacceptable pupil behaviour but inspectors found no evidence during the inspection to substantiate their concerns.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Heymann 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 108 completed questionnaires by the end of the on-site inspection. In total, there are 338 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	57	53	45	42	4	4	0	0
The school keeps my child safe	58	54	46	43	3	3	0	0
My school informs me about my child's progress	30	28	69	64	3	3	3	3
My child is making enough progress at this school	29	27	66	62	7	7	3	3
The teaching is good at this school	42	39	58	54	5	5	1	1
The school helps me to support my child's learning	33	31	63	59	9	8	1	1
The school helps my child to have a healthy lifestyle	48	45	56	52	2	2	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)	36	37	60	56	4	4	1	1
The school meets my child's particular needs	36	34	56	52	7	7	2	2
The school deals effectively with unacceptable behaviour	23	21	67	63	8	7	5	5
The school takes account of my suggestions and concerns	29	27	63	59	8	7	1	1
The school is led and managed effectively	54	50	43	40	6	6	2	2
Overall, I am happy with my child's experience at this school	56	52	43	40	4	4	2	2

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](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



17 September 2010

Dear Pupils

**Inspection of Heymann Primary School, Nottingham, NG2 7GX**

Thank you very much for making us so welcome when we visited your school. We appreciated the way you talked to us about your school and your work. We really enjoyed being in your lessons and watching you work and play together so happily. Your school is giving you a good education and so you make good progress in your learning. Some of the things your school does are outstanding. There were lots of things we liked about your school and these are a few of them:

- your school is well led and managed and all the adults are working to make it even better
- you are well taught and you work hard so you make good progress and some of you reach a high standard in your work
- you are kept very safe at school and you make excellent choices so that you can keep yourselves safe and lead healthy lifestyles
- you contribute well to what you learn by sharing your ideas with your teachers
- you show you care about each other, get along together very well and enjoy celebrating the different backgrounds you come from
- the work your school does with partners like the universities and other schools means you have lots of extra activities and experiences to enjoy.

There are two things we have asked the school to make better:

- to make better use of the data that is collected to set targets for whole school improvement
- to develop ways to help you move quickly from one activity to the next so that no time is wasted in your lessons.

You can help your school by keeping on giving your ideas about how things could be better, by being responsible, caring individuals and by continuing to work hard.

Yours sincerely

Alison Cogher

Lead inspector

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