

Heathland School

Inspection report

Unique Reference Number	102203
Local Authority	Harrow
Inspection number	355147
Inspection dates	1–2 December 2010
Reporting inspector	Nasim Butt

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	630
Appropriate authority	The governing body
Chair	Lynne Malzard
Headteacher	Chris Spruce
Date of previous school inspection	2 December 2010
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Introduction

This inspection was carried out by four additional inspectors. Inspectors observed 27 lessons taught by 22 teachers. Meetings were held with staff, members of the governing body and groups of pupils. Inspectors observed the school's work, and scrutinised the school's self-evaluation documentation, tracking data, pupils' work, the governing body minutes and school policies. They also analysed questionnaires completed by 149 parents and carers, 100 pupils and 43 staff.

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

- How successful have school leaders been in closing the attainment gap between different groups and accelerating pupils' progress in English and mathematics?
- How well do teachers use assessment information to support the learning of pupils of different abilities, set personal targets and track their progress?
- Do the breadth and support provided by the curriculum meet students' needs well enough to be outstanding?
- Is pupils' personal development equally good for all groups of pupils?

Information about the school

Heathland Primary was established in September 2009 as a result of the amalgamation of Roxeth Manor Infants and Roxeth Manor Middle School. It is much larger than average in size and serves a very culturally diverse community. The proportion of pupils known to be eligible for free school meals is well above the national average. Most pupils are from minority ethnic groups and a well above average proportion of pupils speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is above average but the proportion of pupils who have a statement of special educational needs is below average. There is a morning and afternoon Nursery session each day attended by 26 children. The school is part of the local Sports School Partnership and is also federated with Rooks Heath College, a neighbouring high school. This is the school's first section 5 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?**1****The school's capacity for sustained improvement****1**

Main findings

Heathland Primary School provides an outstanding standard of education for its pupils. Since it opened in September 2009, remarkable leadership has embedded high expectations of what pupils can achieve. There is a relentless focus on raising pupils' achievement. By the end of Year 6, pupils' attainment in English is broadly average and it is above average in mathematics. From below-average starting points, this indicates good progress, and sometimes, outstanding achievement. School leaders have been very successful in creating a culture where learning is highly valued, resulting in accelerated progress in a relatively short space of time.

Pupils bask in the warm, nurturing environment that the school provides. The school places a high priority on celebrating the rich cultural diversity of pupils and their families. The school promotes a strong values-based education that binds the community remarkably well. During the inspection, pupils brought to life this month's theme of cooperation by undertaking activities that developed their skills of collaboration and teamwork. Parents and carers are overwhelmingly supportive of the school. One parent's comment sum up the views of many: 'I have seen changes and progress being made in the school since 2009. The school has exceeded my expectations.'

The school knows that the quality of teaching and learning is at the heart of improved performance. School leaders' quest for high-quality teaching is evident in the continual and very successful review of classroom practice based upon close monitoring and evaluation of outcomes. As a result, pupils are progressing well in lessons that, in the main, are lively, interesting and well paced. Occasionally, teachers do not share with pupils well enough what they need to do to make good progress in the lesson. As a result, on these few instances, more-able pupils do not always make the maximum progress. Written feedback to pupils is consistently good and they are well informed about the next steps they need to take to improve further.

Detailed and rigorous self-evaluation has successfully enabled school leaders to identify clearly the key priorities for improvement. A dip in attainment in reading at Key Stage 1 and writing at Key Stage 2 focused school leaders' attention on these areas with the result that outcomes improved significantly this year. Lack of a stimulating outdoor environment resulted in children in the Early Years Foundation Stage making less than expected progress in their knowledge and understanding of the world. School leaders have responded by commissioning the construction of a resource-rich outdoor area. This is a convincing example of the school's excellent track record in bringing about swift improvements that show every sign of being sustainable and a strong indication that the school's capacity for sustained improvement is outstanding.

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What does the school need to do to improve further?

- Ensure all teaching is consistently good or better with all teachers regularly sharing with pupils what they need to do to make good progress in the lesson.
- Provide greater opportunities for children in the Early Years Foundation Stage to develop deeper knowledge and understanding of the world by improving the quality of outdoor provision.

Outcomes for individuals and groups of pupils

2

The school's accurate assessment data show that pupils in all Year groups are making good and sometimes outstanding progress in reading, writing and mathematics. A strong focus on problem solving in mathematics, supported by very effective tracking, has resulted in above-average attainment for current Year 6. From their below-average starting points, this indicates outstanding progress for this year group in this key subject. Year 6 pupils made very good progress when working out how much fluid they consumed in a week, collating group data and constructing bar graphs. Very good support from teaching assistants using graduated containers of different capacity motivated and engaged pupils with special educational needs and/or disabilities and those who speak English as an additional language. The school's tracking data show that these groups of pupils also make good, and sometimes very good, progress over time. Year 2 pupils made very good progress in developing their understanding of letters and sounds. Good use of information and communication technology stimulated them and assessed their understanding well. As a result, many pupils were able to construct a short sentence using the new words they had learned. Occasionally, however, more-able pupils are not challenged well enough in lessons and do not make the maximum progress.

The very successful Sports School Partnership gives pupils excellent opportunities to enhance their fitness and build their stamina. The promotion of cooking through the curriculum is one way in which pupils have developed a very impressive understanding of healthy lifestyles. Pupils feel safe and secure in the caring atmosphere that envelops them. During the inspection, lead members of the school council actively engaged with the school's governing body on issues they wanted to explore. Many pupils have the opportunity to learn an instrument through the school's excellent partnership with the Harrow Music Service. This is used to very good advantage in the regular performances and productions for the local community. Pupils are responding very well to the school's well-thought-out behaviour policy which has had a marked impact on improving attitudes and behaviour. Pupils spoke excitedly about the One World week last summer in which they learned in a very lively way about different cultures, for example through enjoying a performance of African dancing. The school's focus on one value a month permeates the life of the school and, as pupils live these values through the curriculum, their spiritual, moral, social and cultural development is outstanding.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	1

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 place a strong emphasis on learning and most show admirable skill in managing pupils' behaviour and using technology to support learning. As a result, pupils work hard and apply themselves well. Teachers encourage pupils to engage in discussion and ask questions. A key strength is the opportunities teachers provide for pupils to demonstrate their learning in different ways. Pupils find their next steps targets very useful and their teachers' comments very helpful. Clear progression can be seen in pupils' work as a result of teachers consistently and effectively applying this policy. The strategy of reorganising pupil groupings as a result of ongoing assessment is working well. Most lessons are well planned to take account of the range of abilities in each class. However, occasionally, the needs of a few individuals, for example more-able pupils, are not catered for fully in such a way that they can consistently make rapid progress. Nevertheless, pupils are making good progress, and sometimes outstanding progress, and achieving well in English and mathematics.

The curriculum is highly imaginative and tailored to the needs of individual pupils. The very impressive displays that adorn the school's corridors show evidence of strong links between different areas of learning. Pupils are formally consulted in planning some aspects of the curriculum. Thematic approaches are very well structured and provide pupils with excellent opportunities to develop their personal, learning and thinking skills. Excellent provision for personal, social and health education successfully encourages pupils

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to reflect deeply, especially through the values that underpin the day-to-day life of the school. Very well targeted support enables all pupils, including some with very distinct additional needs, to make good and, sometimes excellent, personal and academic progress. Teaching assistants actively engage with pupils and support their learning very well. Pupils' attendance was below average last year. The very effective systems and structures introduced to improve it have resulted in attendance reaching average levels and rising. Transition arrangements for high school are very secure.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

School leaders have been successful in embedding a culture of continuous improvement within the school community. This is especially impressive when considered in the context of the school opening just 15 months ago. Teachers are clearly inspired by the vision and clear sense of direction. As one teacher remarked, 'Heathland School has made effective visual progress in the past year. The children's self-esteem has been raised . . . I am very proud to be a member of the school staff.'

The school is highly self-evaluative and any areas of underperformance are tackled rigorously. For example, the school has developed effective practical plans based on individual pupils' progress to ensure that it achieves stretching targets. The tracking and monitoring of pupils' progress data are very good, and the impact of this is seen in the rate of progress in reading, writing and mathematics. The drive to improve teaching is at the centre of the work of school leaders. An effective system of lesson observations, coupled with detailed feedback and support, has resulted in the improved quality of teaching in the school.

Governors have played an impressive strategic role in easing the transition from the two separate schools to a new amalgamated primary school. Their handle on financial management is secure. Governors make a good contribution to excellent parental engagement, for example by holding regular sessions on parenting skills with a group of parents from different backgrounds in the community room designated for this purpose. The school adopts excellent and very effective practices across all areas of its work in safeguarding. New staffing structures created to promote safeguarding are beginning to have the desired impact, for example deepening pupils' awareness and understanding of personal safety. This exemplary practice is being shared with the neighbouring high school with which the school is federated.

Equality of opportunity and overcoming discrimination are actively promoted across all areas of the school. Pupils from different backgrounds enjoy the memorable experiences

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that the curriculum provides. Gaps in attainment between different groups are rapidly closing, for example the work that the school is doing with a group of Somali parents and pupils is showing early signs of desired impact. The school understands its context very well and leaders have been successful in creating a thriving community with a strong sense of shared values. Strong links with a local middle school and developing links with a large village school in the Philippines deepen pupils' experiences of other communities and make a strong contribution to good community cohesion.

These are the grades for leadership and management

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

Early Years Foundation Stage

Children join the school with skills and capabilities that are well below those typically expected for their age. They get off to a good start and settle in quickly because induction arrangements are secure. Children make especially good progress in developing their knowledge and understanding of letters and sounds. In the Nursery and Reception classes, staff know the children well. Good records of ongoing observations are kept and parents and carers have opportunities to discuss their children's progress regularly. However, planning does not always use information from observations and assessments to match learning precisely to all of the children's needs. Children work and play well together. Although adults plan a wide range of stimulating activities in the classroom, the quality of provision in the outside area is no more than satisfactory. The school recognises this and a new, much more stimulating, outdoor area has been constructed which will become operational in a few weeks' time. Parental engagement is excellent. For example, teachers run regular sessions with parents and carers to develop their basic skills in language and communication. Early Years provision is well led and managed. School leaders monitor children's progress very closely and respond swiftly to any sign of underperformance. For example, raising attainment in knowledge and understanding of the world is a key priority this year because outcomes in this area dipped last year.

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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

Almost a quarter of parents and carers responded to the questionnaire. Of these, most are very supportive of the school and very happy with their child's experience at the school and with what it provides for them. The small number of parental concerns related to their child not making enough progress at school, and the effectiveness of the school in dealing with unacceptable behaviour. Inspectors consider from this inspection that pupils' progress is good overall and in some cases outstanding. Effective systems for promoting good behaviour have been put in place, for example a range of rewards and regular celebration assemblies, and these are now having the desired impact.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Heathland 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 149 completed questionnaires by the end of the on-site inspection. In total, there are 630 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	97	65	45	30	4	3	1	1
The school keeps my child safe	74	50	70	47	4	3	0	0
My school informs me about my child's progress	67	45	77	52	0	0	3	2
My child is making enough progress at this school	63	42	67	45	15	10	2	1
The teaching is good at this school	58	39	76	51	11	7	1	1
The school helps me to support my child's learning	62	42	71	48	13	9	0	0
The school helps my child to have a healthy lifestyle	58	39	81	54	5	3	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)	41	28	82	55	15	10	0	0
The school meets my child's particular needs	44	30	78	52	13	9	2	1
The school deals effectively with unacceptable behaviour	38	26	87	58	17	11	4	3
The school takes account of my suggestions and concerns	51	34	76	51	11	7	3	2
The school is led and managed effectively	54	36	76	51	8	5	4	3
Overall, I am happy with my child's experience at this school	66	44	69	46	10	7	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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.



3 December 2010

Dear Pupils

Inspection of Heathland Primary School, Harrow HA2 9AG

Thank you for welcoming us to your school. Yours is an outstanding school which has made very good progress over the past 15 months. By the end of Year 6, your achievement is good and the school prepares you well for the next stage of your education.

Here are some of the highlights in your school.

- The care and support the school gives you are highly impressive. You and your parents and carers know that you are very well looked after.
- You behave well, and show excitement and passion for learning; as a result, you are making good progress, and some of you are making outstanding progress, in English and mathematics.
- Your school has developed an excellent curriculum that provides you with memorable learning experiences both inside and outside the school. In addition, teaching is good in your school, and sometimes outstanding, and teachers work hard to ensure lessons are lively and exciting.
- The school has established very good links with your parents and carers, and partnerships such as the Harrow Music Service are having a very good impact on your personal development.
- Your headteacher is leading the school remarkably well and staff and governors are good at helping him to make your school outstanding.

Here are the main things we have asked the school to improve.

- Teachers should share with you more consistently what you need to do to make good progress in the lesson.
- Improve the outdoor learning area for Nursery and Reception children.

All of you can help by continuing to work very hard and achieving your challenging targets.

Yours sincerely

Nasim Butt

Lead inspector

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