

# Heaton Primary School

## Inspection report

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<b>Unique Reference Number</b>	107209
<b>Local Authority</b>	Bradford
<b>Inspection number</b>	356107
<b>Inspection dates</b>	13–14 December 2010
<b>Reporting inspector</b>	Kathleen McArthur

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	636
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Steven Smith
<b>Headteacher</b>	Mrs Beverley Ledra
<b>Date of previous school inspection</b>	28 January 2008
<b>School address</b>	Haworth Road Bradford West Yorkshire BD9 6LL
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## Introduction

This inspection was carried out by four additional inspectors. They observed 21 lessons taught by 21 teachers and visited small group sessions. Meetings were held with groups of pupils, the Chair of the Governing Body and members of staff. Inspectors observed the school's work, and looked at school documentation, including policies, safeguarding arrangements, data about pupils' attainment and progress, pupils' work, plans for further development and visited the outdoor area known as the Forest School. Responses in the questionnaires completed by staff, pupils and the 139 returned by 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 consistency of pupils' progress through the school, particularly the more able to check that they reach the higher levels.
- The way that pupils are involved in assessing their learning and improving their work, particularly in Key Stage 2.
- If recent curriculum developments are having a positive impact on pupils' attainment, progress and enjoyment of learning.
- How effectively leaders at all levels contribute to school improvement.

## Information about the school

The school is much larger than most primary schools, and is fully integrated with Heaton Children's Centre. Most pupils come from the immediate locality and the vast majority are of Pakistani heritage. About three-quarters of pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is above average, and almost twice the national average is identified with special educational needs and/or disabilities.

The children's centre provides a range of services for children and families. Nursery and day care for children from birth to five years are integrated with the school and were included in the current inspection.

The Acorn centre, a local authority unit for pupils from schools across Bradford with emotional and behavioural difficulties is housed within the school. Chellow Heights Special School is co-located on the site. The school holds many awards, including Artsmark Gold, Investor in Families, ICAN Communication Accreditation and Healthy Schools 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**

**1**

## Main findings

This is a good school where pupils work and play together happily. Outstanding leadership and care of the highest quality have successfully linked a range of services for pupils and their families and established a safe, harmonious community. Engagement with parents and carers is excellent and as a result they are extremely positive about the school's work. 'My child loves school', and 'Staff provide a very supportive, nurturing environment' were typical comments.

When children enter school their skills are generally well below those typical for their age, and many have little knowledge of English. Good quality provision ensures that they make rapid progress in all areas of learning in the Early Years Foundation Stage. Pupils continue to make good progress through Key Stages 1 and 2 due to the excellent guidance and support they receive and the stimulating curriculum, which has added to their enjoyment and positive attitudes to learning. Their attainment is broadly average by the end of Year 6 and is rising as more pupils are exceeding the level expected for their age.

Teaching is good overall, and more lessons are now outstanding. Very good relationships feature strongly so pupils behave well and work hard. Assessment information gives a very clear picture of progress and is used very effectively to direct additional support where most needed. However, this information is not used in all lessons and occasionally pupils are all given the same task and subsequently make satisfactory rather than good progress. Pupils know their targets but are not always sure how to improve their work to reach them.

One comment, 'Everything is good at school' summed up pupils' views. Spiritual, moral, social and cultural development is outstanding. Pupils have a genuine concern for the world around them and seize every opportunity to engage in the rich range of cultural activities offered at school. They respect the feelings and beliefs of others, have a strong moral sense of right and wrong and reflect the excellent care they receive by caring for each other. They feel safe and aim to resolve any conflicts themselves, but know the staff will help if needed. The school's determined efforts have seen a rise in attendance which is now average.

The skills of the leadership team are shared with other schools as models of good practice. Leaders at all levels share a passionate, ambitious vision for on-going improvement. There is no complacency; meticulous self-evaluation and high quality, focused development planning have built on the strengths of the school and have been responsible for greatly accelerating attainment. Leaders have extended the services offered to pupils and families through the children's centre and been closely involved in establishing procedures and links with the co-located special school. Rigorous monitoring has significantly increased the proportion of excellent teaching and sustained all the positive features identified in the

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previous report, including pupils' enthusiasm for learning and their exemplary attitudes towards others. There is excellent capacity for sustained improvement.

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

- Raise attainment and boost progress in all lessons by:
  - ensuring that teachers always use assessment information correctly so that tasks challenge pupils of all abilities
  - embedding strategies to involve pupils more actively in assessing their own learning
  - ensuring that pupils know how to improve their work and reach their targets, particularly at Key Stage 2.

## Outcomes for individuals and groups of pupils

2

Pupils' enthusiasm to do well and succeed makes a strong contribution to their good progress. They enjoy their lessons and cooperate well with staff and with each other, for example, when discussing ideas with their 'talking partner' or working in teams.

Achievement is good. The work in pupils' books, observations in lessons and data show that all pupils of all abilities progress well from starting points that are often well below expectations. However, when tasks are not correctly matched to different abilities, progress is satisfactory rather than good. A major focus on mathematics, including the introduction of a new approach throughout the school, has successfully raised attainment. By the end of Key Stage 1, attainment in reading, writing and mathematics are close to the expected levels. Attainment is broadly average by the end of Key Stage 2, and teachers' assessments in 2010 show that attainment is rising at a good rate and more pupils now reach the higher Level 5. Skilled, well organised support for pupils with special educational needs and/or disabilities enables them to progress well, in line with their starting points and capabilities. Pupils who speak English as an additional language receive effectively focused support, which enables them to become fluent English speakers and make good progress.

Pupils feel safe in school because, 'Teachers look after us' and 'There are security cameras everywhere'. They say that they receive good advice about personal safety, for example, road safety. Rules and rewards are regarded as fair and bullying is not seen as an issue. Behaviour is good; most pupils agree, although some say it could be better. Pupils understand how to look after their health by exercising, eating fruit and vegetables and getting plenty of sleep. They act responsibly as school councillors, reading and numeracy pals, and play leaders. The Green Team watch carefully that school lights are not left on unnecessarily and share their aims to protect and sustain the environment with their families and the local community. Year 5 'Enterprise Angel' pupils pitch their ideas for money raising projects to a panel of volunteer helpers, developing their financial awareness as well as their oral and mathematical skills. Pupils' growing confidence to communicate in English, their mature attitudes and strong personal development combined with secure basic skills and regular attendance prepare them well for the future.

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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>	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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</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>	3
<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?**

The great majority of lessons observed were good or better, and none were inadequate. Good subject knowledge and a wide range of resources, including information and communication technology (ICT) and interesting activities motivate pupils to work hard so that they make good progress. Behaviour is managed well and teaching assistants are thoroughly prepared and provide skilled support. Examples of outstanding practice feature great enthusiasm, lively pace and lots of challenge, well matched to pupils' capabilities. For example, Year 3 pupils really enjoyed a 'funny numbers' activity when learning subtraction and responded with exemplary behaviour. As a result, excellent progress was made. Other lessons are not as effective as the pace is less brisk and all pupils are given the same task so the work is too easy for some and too hard for others. However, good use of assessment to track pupils' on-going progress leads to staff spotting underachievement quickly and putting in extra support. Pupils are growing in confidence to assess their own learning, giving thumbs up or down to show their understanding. Although they know their targets they are not always sure how to reach them. Work is marked well, but not all marking gives pupils points for improvement.

The curriculum provides all basic skills, and is being developed imaginatively by combining subjects. Pupils find these themes and activities interesting and enjoyable but this approach is at an early stage of impacting on attainment. Activities in the Forest School link subjects very creatively. For example, pupils thoroughly enjoyed learning about World

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War 2 by building imaginary air raid shelters and making bird feeders. The good programme for personal and social education ensures that pupils become increasingly mature members of the community. Enrichment activities, including theatre visits and specialist teaching in sports, languages and music provide many experiences pupils would not meet otherwise. Visits and visitors are often chosen to raise pupils' aspirations by showing them future career options and what can be achieved. The school provides an extensive range of popular after-school clubs, sensitively timed so that pupils can go to Mosque school afterwards.

The school provides an extremely welcoming and secure environment. Exceptional attention to meet the pastoral needs of each individual pupil ensures well-targeted support is put in place, for example, to support pupils at an early stage of learning to speak English. Strong, effective links with the children's centre and with all external professional agencies ensure that support is personalised to pupils and their families, especially those experiencing difficulties that make them particularly vulnerable. Meticulously planned transition arrangements ensure pupils move confidently between the different stages of their education. The school goes to great lengths to promote attendance; rewards include a limousine trip. A very popular recent innovation by the learning mentors is the provision of quality playtime toys and games that pupils earn the right to use through their good behaviour and hard work in class. Pupils from the Acorn centre attend some lessons as part of their re-integration to mainstream 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>1</b>

**How effective are leadership and management?**

Excellent leadership sets challenging targets for improvement, inspired by a very ambitious vision shared by leaders at all levels. The school is tireless in searching out what works well and what requires attention. Future plans are exceptionally well-focused and lead to targets being exceeded and pupils' improved attainment. Professional development is given a high priority and leadership skills are encouraged with the astute delegation of responsibilities. Staff feel appreciated and morale is very high. Excellent management of teaching and learning includes rigorous monitoring and performance management and results in highly effective arrangements and strongly improving teaching. Consequently, most lessons are effective, and outcomes are increasing rapidly for all pupils. The governing body provides good management. Governors fully represent the community and use their local knowledge to challenge and support the school.

Excellent engagement with parents and carers ensures that their views are taken into account, for example, courses, newsletters and home visits. Some parents and carers are

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designated 'Community Ambassadors' and successfully promote home-school links. Text messaging is proving effective in boosting attendance, and in communicating the topic for the 'Talk' homework to increase family involvement with learning. Extensive partnerships very effectively enhance the curriculum, make an exceptional contribution to the well-being of pupils and their families and contribute effectively to community cohesion. The school knows the community it serves well and reaches out to meet its needs through the services and facilities of the children's centre. Pupils from all faiths and backgrounds learn alongside each other harmoniously.

Arrangements for the promotion of equal opportunities are outstanding and this is a very harmonious community. Skilful adaptations and additional support ensure all pupils progress well and participate in everything the school offers. The improved monitoring of both progress and teaching reflects the school's determination that all pupils will make as much progress as possible in every lesson. Good safeguarding procedures include up-to-date child protection training, rigorous risk assessments and clearly displayed protocol booklets that ensure emergency measures are understood by all adults. Consequently, pupils and adults who use the site feel safe and secure. The school gives good value for money.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<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>1</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>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</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

Children enter the Early Years Foundation Stage with skills well below those normally found, especially in communication and language, calculation and their knowledge and understanding of the world. They make good progress in all areas of learning but are still working below expectations when they move to Year 1.

High quality care and the bright, welcoming environment ensure children quickly feel safe, secure and ready to explore the variety of exciting and well planned activities. They

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become increasingly independent as they separate from their parents and carers in the day care area, and self-register on arrival at the Nursery and Reception classes. Parents and carers are encouraged to stay and settle their children and become partners in their learning and development.

The day care provision complies fully with the requirements for registration and welfare arrangements are meticulous. Children progress well in the calm environment and activities are well planned to meet their individual needs.

Good teaching provides imaginative activities both indoors and outside. Detailed planning ensures a careful balance between those chosen by the children and those led by adults. Outdoors, resources are readily available, but on some occasions, a lack of direction from the adults and limited interaction with the children means opportunities to extend learning are missed. Staff focus strongly on promoting spoken language by encouraging children to discuss their activities, with bi-lingual support available for those at an early stage of learning English. Children get off to a flying start in the Nursery, where they enjoy stories and are soon busily attempting to write. In the Reception classes, regular sounds and letters sessions develop reading and writing skills. Children love music and singing, dressing up and acting and using the torches to explore light and dark in the mysterious 'spooky tent'.

Throughout the setting, children's progress is assessed carefully and their achievements recorded in individual learning journey records. Excellent leadership and management have created a united staff team. Planning is securely based on a thorough knowledge of all Early Years Foundation Stage requirements. This team are highly motivated and determined to improve provision for every child in their care.

*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	1

## Views of parents and carers

About 25% of parents and carers returned questionnaires, which is average. Responses were very positive. Overall, parents and carers are very happy with their child's experience at school especially the quality of teaching, their child's enjoyment and the fact the school is safe. A few issues were raised about homework, progress information and behaviour. Inspectors considered these points and added them to the evidence base. They judged the school to have a clear homework policy and a well-structured behaviour code, known by all pupils who think it is fair. Progress information is provided in reports and parents/carers evenings, and staff are always willing to arrange additional meetings.

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

Ofsted invited all the registered parents and carers of pupils registered at Heaton 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 139 completed questionnaires by the end of the on-site inspection. In total, there are 636 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	85	61	49	35	1	1	1	1
The school keeps my child safe	87	63	48	35	1	1	0	0
My school informs me about my child's progress	76	55	50	36	9	6	1	1
My child is making enough progress at this school	72	52	55	40	7	5	0	0
The teaching is good at this school	75	54	58	42	2	1	1	1
The school helps me to support my child's learning	71	51	58	42	6	4	1	1
The school helps my child to have a healthy lifestyle	70	50	57	41	7	5	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)	64	46	61	44	3	2	0	0
The school meets my child's particular needs	59	42	69	50	4	3	0	0
The school deals effectively with unacceptable behaviour	69	50	60	43	6	4	0	0
The school takes account of my suggestions and concerns	55	40	71	51	3	2	0	0
The school is led and managed effectively	64	46	65	47	1	1	0	0
Overall, I am happy with my child's experience at this school	81	58	50	36	2	1	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](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.**



15 December 2010

Dear Pupils

**Inspection of Heaton Primary School, Bradford, BD9 6LL**

The inspection team would like to thank you for welcoming and helping us. We met smiling, friendly and polite children who are a credit to your teachers and your parents and carers: well done everyone! We could tell how much you enjoy school, and your parents and carers are pleased that you are happy and safe. Even though you were very busy working in lessons, preparing for end of term performances, doing jobs as school councillors, play leaders and the green team, you were keen to talk to us and tell us about everything that goes on at Heaton Primary School.

We found that Heaton is a good school with excellent leaders who care for you extremely well. The Early Years Foundation Stage gives you a good start. You are taught well and given interesting work: lots of you said how much you enjoy Maths Make Sense lessons. There are so many extra things going on: sports and clubs, the Forest School and visits out of school, and French and Spanish lessons. Some of you must speak four languages!

You make good progress and reach the correct attainment for your age. We have asked the teachers to help you do even better by making sure you progress well in every lesson. We have also asked them to involve you more in checking how well you are doing so you know how to reach your targets.

So look out for more challenges!

The inspectors really enjoyed being at Heaton School and send you very good wishes for the future.

Yours sincerely,

Mrs Kathleen McArthur

Lead inspector

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