

Heath Primary School

Inspection report

Unique Reference Number	124593
Local Authority	Suffolk
Inspection number	359716
Inspection dates	25–26 November 2010
Reporting inspector	Nick 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	441
Appropriate authority	The governing body
Chair	Vicki Swansborough
Headteacher	Susan Bowditch
Date of previous school inspection	20 May 2008
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Introduction

This inspection was carried out by four additional inspectors. The inspection team visited 44 lessons and observed 17 teachers. Inspectors held meetings with members of the governing body, staff and groups of pupils. They observed the school's work and looked at a selection of documentation, including planning, evidence of monitoring such as lesson observations, and analyses of pupils' work and other assessment information. The inspection team scrutinised inspection questionnaires returned by 146 parents and carers, and by staff and pupils.

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

- Why does progress appear to slow down in Key Stage 2?
- What has been the impact of measures to improve teaching?
- How well is monitoring information used to ensure accurate self-evaluation and bring about school improvement?
- How effectively does the school manage unacceptable behaviour and deal with cases of bullying, and communicate its actions to parents and carers?

Information about the school

Heath Primary is a larger than average sized school. Most pupils are of White British heritage, with only a few from minority ethnic backgrounds. The proportion of pupils known to be eligible for free school meals is low. The number of pupils with special educational needs and/or disabilities is below average. The school has National Healthy Schools status and the Get Set award for Olympic readiness.

Since the last inspection, a new leader of the Early Years Foundation Stage has joined the school and there have been changes to the senior leadership team.

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

Heath Primary is a satisfactory school. Pupils make good progress in the Early Years Foundation Stage and in Key Stage 1, but this slows in Key Stage 2 because of inconsistencies in the quality of teaching and assessment. The school has taken action to tackle this unevenness, and in the past year there is evidence of some improvement, although this is not fully established yet. Standards of attainment have been well above average by the end of Key Stage 1 for some years, but drop back in Key Stage 2. Current standards of attainment in the present Year 6 are above average.

Pupils' personal development is good and their attendance is outstanding. They enjoy coming to school, and appreciate changes to make the curriculum more creative and relevant, so that it is now good. They particularly like special days such as the 'crime investigation scene' day, when they helped to investigate the disappearance of a school trophy. Most pupils say they feel safe at school, and have confidence that adults will deal with any problems they may have. Parents and carers are generally supportive of the school, but a small minority have issues with its work. In particular, parents and carers expressed concerns about the way misbehaviour is dealt with, including bullying. Inspectors found that behaviour is generally good, and the school has adequate systems to deal with misbehaviour and bullying, but that it is not always successful in communicating this to parents and carers.

Teaching is satisfactory, with elements of good practice particularly in the Early Years Foundation Stage and Key Stage 1. While there is some good or better teaching in Key Stage 2, this is not consistent. Teachers do not always use assessment data effectively to plan work that matches the full range of pupils' abilities, and there is great variation in the quality of marking. Pupils do not always know how to improve their work, and the targets they are given do not consistently match their level of attainment. There is sometimes a lack of challenge for more able pupils, particularly in writing, so that they do not produce enough work. The school has begun to share its good practice and to work with other schools to celebrate areas of strength, and this is beginning to have a positive impact on pupils' learning.

Leaders and managers work with a common purpose to improve the school, and have seen some improvements in the past year in eliminating inadequate teaching and increasing the rate of pupils' progress. Self-evaluation is rather generous, because monitoring is not rigorous and systematic enough to give a clear picture of the school's strengths and areas for development. For example, meetings about pupils' progress consider groups who are underachieving, but do not explore in sufficient depth why individuals have fallen behind and what can be done to remedy this. The governing body is supportive of the school and has produced its own development plan, but has been slow in implementing it, reducing governors' ability to influence school improvement. There has

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been sound progress since the last inspection, and the school's capacity for further improvement is satisfactory.

What does the school need to do to improve further?

- Ensure pupils' progress is consistently good in Key Stage 2, especially in writing, by:
 - having high expectations of the amount of work pupils should produce
 - setting appropriate targets that are very closely matched to pupils' current stage of development
 - making meetings about pupils' progress more robust in tackling underachievement and planning support.
- Ensure all teaching is at least good by:
 - using assessment data to plan activities that match the abilities of all pupils
 - applying the marking policy consistently to show all pupils what they have done well and how they can improve their work
 - building on the work to learn from good practice both within and outside the school.
- Develop the school's capacity to improve further by:
 - ensuring all monitoring is rigorous and done systematically and focuses on pupils' outcomes
 - accelerating the rate at which the governing body implements its development plan
 - continuing to engage with parents and carers to improve further their positive perceptions of the school.
 - 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.

Outcomes for individuals and groups of pupils

3

Pupils enjoy learning and have positive attitudes in lessons, working well independently and as part of a group. In Year 1 classes, pupils were able to play board games sensibly while the adults were working with specific groups. Year 4 pupils worked extremely hard to formulate open and interesting questions in the role of a reporter interviewing the historical Anglo-Saxon character, Beowulf. Pupils make good progress working at their own pace on computers to improve their reading or numeracy skills. Progress is satisfactory overall because of inconsistencies in the teaching in Key Stage 2, and a legacy of underachievement from inadequate teaching in the past. Inadequate teaching has now been dealt with, and the rate of progress is improving.

Children join the Early Years Foundation Stage with skills and abilities in line with those usually found, and make good progress. Their rapid rate of progress continues in Key Stage 1 so that standards of attainment are often well above average by the end of Year 2. This progress slows in Key Stage 2, and while attainment in the current Year 6 is above

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average, standards in writing fall behind those in reading and mathematics. Too few pupils reach the higher levels in writing, even when teacher assessments are taken into account. This is because expectations of what the most able pupils can produce are sometimes not high enough. The few pupils of minority ethnic heritage and pupils with special educational needs and/or disabilities make satisfactory progress like their peers. There is some variation in the impact of their individual education plans, which are not sufficiently closely checked by school leaders.

National Healthy Schools status and the Get Set award for Olympic readiness point to pupils' good understanding of how to make healthy choices. They take part in a wide range of sports' clubs and know about how to live a healthy lifestyle. Pupils contribute well to the school and wider community, helping the younger pupils with their games, through the school council and more widely by organising and taking part in community events. They held a 'community day of sport and music' in the summer that attracted 1500 visitors and included speedway, skateboarding, a Samba band and steel drums. Pupils are well prepared for secondary school, having good basic skills and developing the personal qualities of independence and questioning minds necessary to succeed. Their spiritual, moral, social and cultural development is good. Philosophy lessons hone their understanding of moral dilemmas. Their work with Olympians from a range of backgrounds and abilities has given them insight into spiritual and cultural dimensions, culminating in a tiled wall of aspirations pupils designed for the playground.

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	2
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	2
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

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

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How effective is the provision?

There are good relationships in classrooms between pupils themselves and with teachers. Teaching assistants are fully involved in lessons, often taking a lead role supporting a group of pupils. Teachers have high expectations of behaviour and pupils respond by working cooperatively. In the best lessons, work is matched well to pupils' differing needs and teachers keep a keen overview on how all pupils are doing, adapting their planning as they go along. This is not the case in all lessons, because of inconsistency in the provision, so that sometimes more able pupils in particular are not challenged enough, and teachers focus too much on one group of pupils without being fully aware how other groups are progressing. Marking does not often show pupils how to improve, or set high expectations for presentation and handwriting. Pupils know their targets in literacy, but in some cases these do not relate to their level of attainment and, thus, have little impact in moving them on in their learning.

The revised curriculum is relevant and creative, and allows teachers to be flexible in planning units of work. It is enriched by many visits to places of interest such as Dunwich Heath, and a good range of clubs. There are some examples of literacy and numeracy skills being practised across different subjects, but this is not fully established yet. Pupils make good use of computers to support the curriculum. They all learn to play the flute in Year 3, while other pupils also learn brass and stringed instruments. The pastoral care of pupils is good, particularly those whose circumstances make them vulnerable. A lunchtime club supports pupils in developing their social skills well. The school has been particularly successful at improving and sustaining attendance at high levels through its work with families and outside agencies. Provision for pupils with special educational needs and/or disabilities is satisfactory. A good range of interventions is in place to support pupils, but these are not monitored effectively to measure their impact.

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?

The headteacher and deputy headteacher have a clear vision for improving the school, which all staff support. This has been realised well in the Early Years Foundation Stage and Key Stage 1, but has taken longer to establish in Key Stage 2. Teachers are being held more accountable for the progress of pupils, and are using data more effectively to track how well they are doing. Monitoring takes place regularly, but is insufficiently rigorous and does not always accurately reflect what is actually happening. For example, a record of work scrutiny consisted of ticks against criteria, but no examples of good

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practice were given, or areas where improvement was required. Consequently, self-evaluation has tended to be too generous.

The governing body has been busy considering a proposed building project with the result that it has been implementing its well-constructed development plan too slowly. The school has not always communicated with parents and carers effectively enough to address their perceptions, particularly around how the school deals with unacceptable behaviour and any bullying. Most parents and carers are supportive of the school and value the opportunities to engage with it, for example through attending mathematics workshops. The school promotes equality satisfactorily, using interactive technology to support pupils in developing their basic skills and helping to close any gaps in performance. Some inconsistencies persist in the quality of teaching and learning, and in the progress pupils make. All requirements are met to ensure the safeguarding of pupils is satisfactory. The governing body is vigilant in ensuring the school site is safe. The school reaches out well to its local community, and hosts events that attract large numbers of people. There are good international links, for example with a charity in Zambia and with a school in St Lucia. The school also has close links with a school serving a contrasting area in another part of Suffolk.

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	3
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	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

There has been good improvement since the last inspection, with particular development in the outdoor area, which was an issue last time. Children now have a spacious, exciting and well-resourced facility to explore, and undertake activities in all six areas of learning. The teaching is good, and children settle quickly because of effective induction procedures and the support of older classmates. An innovative electronic record of children's progress, which parents and carers can access at home, is an excellent resource that keeps them

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up-to-date with children's most recent achievements. Occasionally, Nursery children are not given enough choice when engaged in creative activities to select their own materials and work independently.

Children join the Nursery with expected skills and abilities and make good progress, leaving Reception meeting and often exceeding the Early Learning Goals. The curriculum is invigorating, with many imaginative activities for children to enjoy. Visitors, such as a collection of owls, bring learning to life. Leadership and management are good, building a strong team who involve parents and carers well in their children's learning.

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

A below average proportion of parents and carers returned questionnaires. The large majority of these are satisfied with the work of the school, although almost a quarter expressed dissatisfaction with some aspect of its work. The main issue was to do with behaviour and how well the school deals with bullying. Inspectors investigated this area in depth and found that appropriate measures are in place, but that the school does not always follow up with parents and carers to ensure they are satisfied with the steps that have been taken. Many of the other complaints were around perceptions arising from a lack of clear communication.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Heath 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 146 completed questionnaires by the end of the on-site inspection. In total, there are 441 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	76	52	64	44	4	3	1	1
The school keeps my child safe	75	52	67	46	3	2	0	0
My school informs me about my child's progress	52	36	81	56	12	8	0	0
My child is making enough progress at this school	54	37	69	48	17	12	0	0
The teaching is good at this school	66	46	66	46	5	3	0	0
The school helps me to support my child's learning	66	46	65	45	13	9	0	0
The school helps my child to have a healthy lifestyle	58	40	79	54	4	3	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)	63	43	68	47	7	5	0	0
The school meets my child's particular needs	56	39	76	52	11	8	1	1
The school deals effectively with unacceptable behaviour	37	26	68	47	26	18	4	3
The school takes account of my suggestions and concerns	36	25	81	56	12	8	1	1
The school is led and managed effectively	36	25	83	57	16	11	4	3
Overall, I am happy with my child's experience at this school	61	42	75	52	7	5	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



29 November 2010

Dear Pupils

Inspection of Heath Primary School, Kesgrave, IP5 1JG

Many thanks for making us welcome when we visited your school, and telling us your views. Heath Primary is a satisfactory school, which means that while it does some things well it could do other things better. Here are some of the good things about it.

You show consideration to one another and are positive about learning.

You know how to make healthy choices and do your bit for the school and the wider community.

The vast majority of you hardly miss any school.

You are well prepared for secondary school.

There are plenty of visits for you to go on, and interesting things for you to do in lessons.

The school cares for you well.

Children get off to a good start in the Nursery and Reception classes.

In order for the school to get even better, we have recommended the following things.

We have asked teachers to make sure that the work set is just right for you, and that targets are suitable for the level you are working at.

We have asked teachers to make sure you do plenty of writing, as this is an area that is not as good as reading and mathematics.

We have asked teachers to make sure that marking shows you how you can improve your work.

We have asked school leaders and the governing body to check closely how well you are doing so they know what to focus on to help you improve.

We have asked the school to work with your parents and carers so that any concerns they may have are dealt with to their satisfaction.

You all can help by working hard and telling your teachers what you enjoy about your learning.

Our best wishes for the future.

Yours sincerely

Nick Butt (on behalf of the inspection team)

Lead inspector

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