

# Heartsease Primary School

## Inspection report

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<b>Unique Reference Number</b>	134957
<b>Local Authority</b>	Norfolk
<b>Inspection number</b>	360663
<b>Inspection dates</b>	25–26 November 2010
<b>Reporting inspector</b>	John Mason

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>	426
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Danny Doran-Smith
<b>Headteacher</b>	Christina Kenna
<b>Date of previous school inspection</b>	4 March 2008
<b>School address</b>	Rider Haggard Road Norwich NR7 9UE
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## Introduction

This inspection was carried out by four additional inspectors. 19 lessons were visited and all 16 teachers present in the school during the inspection were observed. Further short visits were also made to lessons. Meetings were held with senior staff, subject and pastoral leaders, the Acting Chair of the Governing Body, the representative of the local authority and groups of pupils. Inspectors observed other aspects the school's work, such as the resource base provision for pupils with speech, language and communication difficulties and the interaction of pupils at break times. They looked at minutes of meetings of the governing body, school development planning, monitoring reports from the local authority, and a range of documents relating to the care and safety of pupils. Inspectors also took account of the 55 parental questionnaires submitted.

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

- How well are pupils making progress in literacy and numeracy, particularly in the period since the inception of the school?
- To what extent do the Early Years Foundation Stage and the specialist resource base get pupils off to a good start and counter disadvantage?
- To what extent has the school been successful in improving the quality of teaching and learning after a period of staff turbulence?
- To what extent are care, guidance and support, and pupils' personal development strengths of the school?

## Information about the school

Heartsease Primary School is larger than most primary schools and mainly serves the local area. It was established in 2007 with the reorganisation of two first schools and a middle school. The proportion of pupils eligible for free school meals is above average. The proportion of pupils with special educational needs and/or disabilities is high. The proportion of pupils with statements of special educational needs is also well above average. Few pupils are from minority ethnic groups and only a very small proportion has a first language other than English. Building on previous specialist provision, a Language Development Centre, a specialist resource base for up to 10 pupils, was established in September 2010. A breakfast and after-school club provide out-of-hours care. The playgroup on the premises is privately run and inspected separately. The school holds the D4LC Award for the promotion of learning and creativity through drama.

**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

Heartsease Primary School is a good school, where pupils are happy and learn well. Although pupils enter the school with skills which are well below those expected for their age, they make good progress in every phase of their education to reach standards which are now broadly average by the end of Year 6. Pupils' progress has improved each year since the school's inception. The Language Development Centre provides a good education for those pupils with higher needs in speech, language and communication. Their progress is good and they integrate well with pupils in the mainstream. One commented, 'I love school'. Another, now in mainstream, is on the 'top table' for mathematics.

Because they receive very good pastoral care, pupils make particularly good progress in their social development. Pupils respond positively to the high and consistent expectations of behaviour set by teachers and their disposition to work and attitudes to school mature rapidly. Pupils relish the many opportunities to take responsibility in school and to make contributions to the local community. They form a friendly and cohesive body, open and welcoming to others from different backgrounds and cultures. As a result, pupils who transfer from other schools, including those entering the Language Development Centre and those with English as an additional language, settle very well and also make good progress in their learning. In this positive environment for learning, pupils engage in an outstanding manner with the school's initiatives to promote healthy lifestyles, participating enthusiastically in sports and exercise and, in some cases, even showing adults at home how to prepare healthy, balanced meals.

Teaching is good. Some lessons are of outstanding quality with stimulating activities which ensure that pupils at different stages in their learning all progress well. Teachers react promptly to address weaknesses identified by tracking data. The recent focus to improve spelling and handwriting is bearing fruit well, so that standards in writing are now improving rapidly. Standards in reading are not as high because too few pupils read for their own interest, either in school or at home, an area which the pupil mentoring system is beginning to address. Feedback to pupils in written English tasks is of a good quality, but marking in mathematics lacks sufficient explanation of what they must do to improve more rapidly. Attendance is below average, mostly due to family holidays taken in term time. While the school does everything to discourage this, including taking legal action in some instances, absence detracts from the continuity of pupils' learning.

The school's leaders evaluate provision and outcomes accurately. They know the school's strengths and weaknesses very well and place strong emphasis on empowering staff to improve their practice through close tracking of pupils' progress and through careful monitoring of teaching. Teachers have good opportunities to attend courses to develop their professional skills and address school improvement priorities. The school has

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managed a significant turnover of teachers well, rapidly involving new staff in developments in teaching and learning. The governing body has supported the headteacher well by making some strong appointments this term, enabling the staff to become much more cohesive than it was at the time of the previous inspection. Because the clear trend in improvement of recent years has been maintained through this period and the staff are now united around a strongly articulated vision for excellence, the school has a good capacity for sustained improvement. However, the governing body currently lacks a substantive leader and vacancies exist for other members. This limits the governors' ability to engage more effectively in the life of the school.

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

- Raise attainment by:
  - giving more stimulating and effective feedback in reading in order to motivate pupils further to read for their own interest in school and at home
  - improving marking in mathematics so that pupils receive more regular feedback on how to improve their work
  - improving levels of attendance so that they that are at least average and the continuity of pupils' learning is disrupted less.
  - Ensure the governing body has clear, consistent leadership and full representation so that it can carry out its duties with greater effectiveness.

**Outcomes for individuals and groups of pupils****2**

Pupils make good progress in their learning. Pupils' attainment on entry to Year 1 is below that expected for their age, with writing, reading and using number their most significant weaknesses. Because the school analyses and addresses these areas very well, attainment by the end of Year 6 is average. With the exception of mathematics last year, attainment has improved year on year since the school was established. The current Year 6 is on course to continue this upward trend. Pupils show pride in their writing and are able to sustain neat, accurate and engaging prose, the result of the whole-school focus to improve awareness of letters and sounds in younger classes and spelling and handwriting further up the school. A lack of confident use of descriptive vocabulary is preventing pupils from reaching higher standards. Pupils enjoy reading when tasks are guided by teachers, but not enough pupils are motivated to read more widely for their own interest. Pupils' mathematical skills are much improved with some pupils working at above average standards. Pupils make good progress in science and information and communications technology (ICT), enjoying exploring the different ways that these link to work in other subjects. Pupils with special educational needs and/or disabilities, including those attending the Language Development Centre resource base, and those with English as an additional language also make good progress and gain in self-confidence.

Pupils' behaviour is good. They are polite, friendly and sensible around the school. In assembly they are visibly proud of each others' achievements. They are attentive and show positive attitudes in class, helping them to concentrate and learn well. They enjoy taking responsibility in class and around the school. Year 6 play monitors, for example, make sure all children get involved and mix well in the playground. The school council represents pupils' concerns effectively. Pupils know very well how to recognise risks,

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including those associated with electronic media, and what to do if danger arises. They have complete confidence that adults will be quick to respond if bullying or misbehaviour occurs. They show concern for others and newcomers are quickly included in the life of the school. Pupils enjoy learning about different cultures. For example, Capoeira, the Brazilian martial art, is very popular and pupils enjoy the interaction with visiting teachers from other countries. They learn the moral values of Christianity and about other faiths. However, they have only a limited picture of different communities in the United Kingdom beyond their immediate locality. Reflecting their average standards in core subjects and below average attendance, pupils' skills for their future economic well-being are satisfactory.

*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>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>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</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 manage pupils' behaviour well, establishing a purposeful environment in which pupils enjoy learning. Because teachers are increasingly confident in using tracking data and applying techniques which enable them to quickly glean what pupils have or have not understood, they plan lessons with well varied activities which are clearly tailored to the learning needs of each individual pupil. Clear indication of the purpose of each activity helps pupils to reach the goals expected of them. Pupils know their targets and strive to achieve them. The school takes quick action to provide extra support if pupils get behind. Teaching assistants are well deployed in a

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variety of roles so that many pupils benefit from their skilled support. In the few lessons where teachers' explanations were too long, pupils became restless. Marking of pupils' written English is of a good quality, but in mathematics it lacks sufficient comment to support the next steps in pupils' learning.

Building on the strengths of existing staff and the expertise of new teachers, the school has re-designed its curriculum to make links between subjects and skills more explicit. The curriculum in Key Stage 1 is also very well tailored to accommodate the transition from child-initiated learning to more formal teaching. A Year 1 mathematics lesson introducing simple division illustrated this very well by focusing on sharing with others, practising sharing mathematically and then consolidating learning through halving and mirroring in art and craft activities. Drama is particularly well used to build pupils' confidence in expressing themselves. ICT is well used across a range of different subjects. 'Activity days' focus well on areas of learning which the school has identified need closer attention. A growing programme of activities and support for the more able is developing well. A varied range of visitors and activities in the local community promote good engagement in local citizenship, but wider national links to develop understanding of diversity are less well developed. A large majority of pupils participate in the after school clubs, particularly those which involve physical exercise.

Pastoral care for pupils has many strengths. The overwhelming majority of pupils feel that adults in school care about them. Care for vulnerable pupils and those with special educational needs and/or disabilities is particularly good. The school makes every effort to ensure they are fully integrated in all activities, such as the extra-curricular programme. Links with external agencies are robust. Activities to engage parents in their children's learning are also having increasing success and impact. Good care is provided in the breakfast and after-school clubs, where children are well engaged in a good variety of activities. Although procedures for following up absence are in place and include close links with the attendance officer, low attendance is proving difficult to eradicate.

Good provision in the Language Development Centre with careful assessment of progress and good quality individual support ensures pupils with high level communication difficulties develop the skills to be able to integrate into mainstream education. Partnership with the speech therapist is particularly effective.

*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 and senior managers ensure that targets to raise standards are challenging. Staff are well supported through high quality training, including further

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training for the specialist Language Development Centre provision. Key leaders in literacy and numeracy are excellent role models and skilled communicators. In a short time they have been able to drive staff forward in re-modelling the curriculum to provide wider opportunities to develop these key skills. All teachers contribute to school improvement. Highly effective partnerships with a wide range of partners support pupils' care and safety, their involvement in community projects and their effective transition to secondary education. The school takes a leading role in developing provision within the local authority and in offering placements to trainee teachers. An inclusive ethos pervades all aspects of the school's life. The impact of the outstanding action plan to promote equal opportunities is seen in the consistently good progress made by all groups of pupils, as well as the harmonious way in which they interact. Arrangements for keeping pupils safe from danger are good. Training is of good quality and the personal, social and health education programme creates a strong understanding of how pupils can keep themselves safe. Careful analysis of the school's context and its provision underpins coherent initiatives to promote community cohesion.

*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>3</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>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

Entering Nursery and Reception with skills well below children of similar ages nationally, children make good progress towards reaching average levels in the Early Learning Goals, although these are not yet secure. Engaging teaching uses the indoor and outdoor environments very well, with a good balance of child-initiated and adult-directed learning. As a result, children learn well and interact with increasing confidence with one another and with adults. Lessons are well tailored to address children's weaknesses. The progress they make in aspects of literacy and in calculation is particularly good, enabling them to engage well with the Key Stage 1 curriculum when they start in Year 1. The leadership of the Early Years Foundation Stage provision is good. Resources are used well. Children are



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kept safe and welfare needs are well met. The 'Parent Links' programme helps parents and/or carers to know and understand their child's learning and be party to it. Good records are kept of children's progress. These are well used to plan lessons which are well focused on each individual's learning needs.

*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

Parents express a very positive view of the school. Despite a low proportion of returns to the questionnaire, there is strong consensus that pupils are well taught, feel safe and are progressing well, with which inspectors concur.

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

Ofsted invited all the registered parents and carers of pupils registered at Heartsease 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 55 completed questionnaires by the end of the on-site inspection. In total, there are 426 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	51	22	40	3	5	1	2
The school keeps my child safe	36	65	17	31	1	2	0	0
My school informs me about my child's progress	31	56	24	44	2	4	1	2
My child is making enough progress at this school	28	51	24	44	2	4	1	2
The teaching is good at this school	31	56	21	38	1	2	0	0
The school helps me to support my child's learning	32	58	20	36	1	2	2	4
The school helps my child to have a healthy lifestyle	26	47	25	45	3	5	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)	19	35	26	47	1	2	1	2
The school meets my child's particular needs	30	55	20	36	3	5	1	2
The school deals effectively with unacceptable behaviour	28	51	20	36	5	9	0	0
The school takes account of my suggestions and concerns	21	38	25	45	6	11	0	0
The school is led and managed effectively	23	42	25	45	6	11	0	0
Overall, I am happy with my child's experience at this school	30	55	22	40	2	4	1	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.**



29 November 2010

Dear Pupils

**Inspection of Heartsease Primary School, Norwich, NR7 9UE**

Thank you for being so welcoming when the four inspectors visited your school recently. We enjoyed talking to you and seeing how well you learn and get along with one another. Many of you and your parents and/or carers completed questionnaires. Thank you, too, for this.

We found that you are making good progress in your learning. Although you do not start school with the same levels of skills as children in most schools, you have caught up with them by the time you reach the end of Year 6. Little wonder, then, that you feel a sense of pride in your school. You told us that you feel very safe in school because you have trust and confidence in your teachers and other adults. You are taught well. Teachers make lessons interesting by making sure that you are all involved in activities which you enjoy. Teachers seldom let poor behaviour go unchecked, so you all get on well together. We were impressed by the good progress of pupils attending the Language Development Centre and other children who have difficulties learning. Most of you show a lot of concern for others, helping others around the school and in the local community. You have an excellent and practical understanding of how to stay fit and healthy.

We have asked the school to focus on the following points to help you improve further:

- encourage you to read more for your own interest, both in school and at home
- mark your work in mathematics in more helpful way
- improve attendance, so that you all learn at a faster rate.

It is not difficult to think of ways which you can help your teachers in achieving these points. Why don't you ask your teachers if they can recommend some really good books for you to read at home?

We have also asked the school governors to recruit more members and elect a permanent leader, so that they can support the management of the school better. Perhaps some of your parents and/or carers have the skills to help!

Yours sincerely

John Mason

Lead inspector

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