

# Heatherlands First School

## Inspection report

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<b>Unique Reference Number</b>	113698
<b>Local Authority</b>	Poole
<b>Inspection number</b>	357397
<b>Inspection dates</b>	2–3 March 2011
<b>Reporting inspector</b>	David Shepherd

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>	First
<b>School category</b>	Community
<b>Age range of pupils</b>	4–8
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	350
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sarah Slade
<b>Headteacher</b>	Sally Burns
<b>Date of previous school inspection</b>	28 November 2007
<b>School address</b>	Library Road Poole BH12 2BG
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## Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 17 lessons, and 14 teachers were seen. Meetings were held with all teaching staff, all staff in the Early Years Foundation Stage, a group of pupils and four members of the governing body, including the Chair and Vice-chair. Inspectors observed the school's work and looked at safeguarding documentation and the school's analysis of its data. Questionnaires from 206 parents and carers, 36 staff and 79 pupils were received and analysed.

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

- Why more-able pupils appear not to achieve as highly in reading and writing in Year 2 as their peers in other schools.
- Why boys, by the end of Year 2, appear not to achieve as highly in reading as girls.
- The accuracy of the school's judgement that teaching is at least good throughout the school.
- The impact on progress and attainment of the monitoring carried out by senior and middle leaders.

## Information about the school

The school is large in comparison with primary schools nationally and draws its pupils from the local area. Most pupils are from a White British background. There are lower proportions of pupils from minority ethnic backgrounds than found in other schools. A very small minority speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is below average. Their main needs are speech, language and communication difficulties and moderate learning difficulties. A lower than average proportion of pupils has a statement of special educational needs. The proportion of pupils known to be eligible for free school meals is below average. The Early Years Foundation Stage is made up of three Reception classes. The school has gained a Healthy Schools award and Activemark. There is a privately run pre-school on site.

**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

Heatherlands First School provides a satisfactory education. Pupils make satisfactory progress because the teaching is satisfactory overall. There are some good features of the school's work. In particular, good care, guidance and support mean that pupils enjoy school, feel safe, behave well, get on well together, lead healthy lifestyles and play a significant part in enabling the school to run smoothly.

Pupils make satisfactory progress and their attainment at the end of Years 2 and 3 is at expected levels. Pupils' attainment in reading and writing is not as high as in mathematics. In 2010, pupils in Year 2 made satisfactory progress but boys did not reach as high levels of attainment in reading as girls. This, though, is not typical throughout the school where, in some year groups, boys perform as well as girls in reading. In 2010, more-able pupils in Year 2 did not perform as well as pupils of the same age in other schools in reading and writing. This is because they are not provided with activities that are appropriately matched to their abilities. Pupils with special educational needs and/or disabilities make satisfactory progress.

A notable feature of lessons is the consistently good relationships between pupils and adults. As a result, pupils try hard to please staff. Teachers and teaching assistants provide good guidance and support for pupils in their groups during lessons. Lessons generally meet pupils' needs but sometimes activities are not matched appropriately to different levels of ability. On these occasions, pupils do not make the progress of which they are capable. Marking is encouraging but the use of assessment information does not always provide enough guidance for pupils and, where next steps are indicated, pupils are not always given enough time to respond to the suggestions made. Teachers do not have high enough expectations of the presentation of work by pupils, including handwriting. Overall, teaching is satisfactory in all classes and some is good. The curriculum is enriched by a wide variety of visitors to the school and visits to places of interest. However, not enough opportunities are provided for pupils to consolidate and extend their reading and writing skills throughout the curriculum.

The headteacher has a clear vision for the school, which is shared by the deputy headteacher and senior staff. Middle leaders are gaining the skills necessary to carry out their roles, but have not yet had a strong enough impact on learning. The governing body is supportive but has not consistently been successful in providing the school with enough challenge to aid improvement. Self-evaluation is broadly accurate and appropriate priorities for development are identified. This underpins the school's satisfactory capacity to sustain further improvement. However, planning does not focus enough on the interpretation of data and outcomes for pupils. The school has been successful in developing good links with parents and carers. A typical view of parents and carers is summed up in the comment, 'I know that the headteacher, deputy headteacher and staff

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are ambitious to do a great job for pupils and parents. This is above all a very caring 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.

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

- By July 2012, raise attainment in reading and writing by:
  - providing pupils with sufficient opportunities to consolidate and extend their skills in reading and writing in other subjects
  - improving handwriting and the presentation of work.
- By December 2011, improve the consistency of teaching and assessment so that at least 80% of lessons are judged good by:
  - matching tasks to the abilities of pupils, especially the more able
  - marking work so that it indicates consistently the next steps in pupils' learning
  - providing pupils with opportunities to correct their mistakes.
- Ensure that monitoring and evaluation by senior and middle leaders leads to accelerating progress and rising attainment by:
  - acting on the weaknesses identified from the interpretation of data
  - devising and implementing plans that include quantifiable improvements in pupils' learning across the curriculum.

## Outcomes for individuals and groups of pupils

<b>3</b>
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Attainment is broadly average by the time pupils leave and progress across the school for pupils of all abilities is at least satisfactory. Pupils' achievement is satisfactory, given that they start school with skills that are in line with what is normally expected. Pupils settle down quickly to their work. For example, in Year 3, pupils worked industriously when writing their explanations about how Roman baths worked. In Year 2, pupils enjoyed identifying units of measurement in length, capacity and weight as they selected questions from the boxes on their tables. Pupils in Year 1 talked eagerly about what they had learnt when carrying out their different activities and how they could use their learning to teach someone else. Overall, there are no significant differences in the attainment of boys and girls.

Pupils know about healthy foods and the importance of exercise. They enjoy physical activities in lessons as well as at playtimes and lunchtimes. The responses on these topics from pupils indicate the positive impact of achieving the Healthy Schools award and Activemark. Pupils behaved well in the lessons seen, and sometimes their behaviour was exemplary. However, a few pupils mentioned in their questionnaires that on occasions behaviour is not always good. Pupils make a good contribution to the school community. For example, pupils prepare activities to entertain members of the community, such as grandparents and senior citizens. They have raised money for a range of charities at home and abroad. For example, they made and sold sandwiches to staff to raise money for Sudan. Elected pupils represent their peers on the school council. Pupils reflect

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thoughtfully upon some of the broader issues in life, such as respect. They have a good sense of fairness and the correct way to behave. They learn about aspects of other cultures but their understanding of different religious beliefs and practices is not so well developed. Attendance is average.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
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
<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>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<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 plan and organise lessons well so that equipment and materials are to hand. This helps lessons to flow smoothly. The purpose of the lesson and what pupils are expected to achieve are explained effectively to pupils. They use this information to judge how well they have achieved during lessons. In most lessons, pupils are helped to develop their writing skills by planning each of the steps they need to include. However, sometimes work is too easy for more-able pupils. Teachers and teaching assistants support pupils with special educational needs and/or disabilities satisfactorily on an individual and/or group basis and this helps pupils in their understanding of particular aspects of their work. This additional teaching helps them to make satisfactory progress. Teachers include encouraging comments when marking work, especially in literacy, but overall, pupils do not receive enough guidance about their next steps in learning and how to make improvements, especially in mathematics and in topic work. Pupils are regularly set learning targets in writing and mathematics and these help them improve. Overall, the presentation of work and the quality of handwriting are not neat enough. ♦♦

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Provision to promote pupils' personal development is included effectively throughout the curriculum. Enrichment activities are varied and visits to places of interest and visitors to the school are popular with pupils. The curriculum is planned systematically with subjects linked together under a theme. Parents and carers speak positively about this approach:

'The themed learning has been brilliant ♦ a true motivator and it brings learning to life.' However, overall, pupils' reading and writing skills are not developed regularly enough in these lessons and this prevents pupils from making quicker progress.

Good arrangements for pupils joining the school ensure that they settle quickly. As one parent wrote, 'I consider the care and attention given to my child is above and beyond my expectations.' Procedures for promoting attendance are satisfactory. Transition arrangements are good from Reception to Year 1 and from Year 3 to middle school.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher has been successful in developing the school's good relationships with parents and carers. Initiatives such as the home learning project, invitations to performances at the end of themes, fortnightly newsletters, text messaging, planning pupils' curricular targets with the support of parents and carers each term and information evenings are all successful in engaging the majority of parents and carers in school life. A typical parental comment was, 'My experience with the school is fantastic and my child is very happy too.'

Senior and middle leaders identify appropriately the strengths and weaknesses of teaching and learning in their areas of responsibility. They develop plans to improve provision, but these do not include the impact of the actions on outcomes for pupils nor is staff time fully costed, and this limits their effectiveness. Data are analysed satisfactorily but lessons learned from this analysis are not always included effectively enough in school planning. Morale is high, as indicated by the positive responses to the questionnaires from staff.

The school has good links with medical services and local schools. These help to promote effectively the personal development and well-being of pupils. Links with the local authority are satisfactory. Governance is satisfactory. The governing body is very supportive and shows high levels of commitment to the school. However, it does not provide enough challenge to enable it to make significant contributions to improvements. Safeguarding procedures are good. The site is safe and secure, and all staff are rigorously vetted and trained regularly in child protection procedures.

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The school tackles any racist behaviour and discrimination well. It provides appropriate support for pupils with special educational needs and/or disabilities but the needs of more-able pupils are not always met. Community cohesion is satisfactory. Pupils have a good knowledge and understanding of their local community and a growing understanding of national and international lifestyles.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children receive a good start to their schooling. Although starting points are as expected, overall many children have below expected communication, language and literacy skills when they join Reception. Children make good progress in the Early Years Foundation Stage in communication, language and literacy and this underpins their progress overall. In 2010, children left Reception with attainment at the levels expected for their age in all areas of learning.

Children enjoy their learning and work well independently. They are looked after well and are kept safe. They are given good opportunities to chat to adults about what they are doing, practise the sounds letters make, read, write, count and play with toys and other equipment. Behaviour is good and children get on well with each other and adults. The learning environment is well organised. It provides children with an enjoyable range of activities, although not all aspects of learning take place outdoors. However, on a few occasions, teaching is not always matched appropriately to the needs of more-able children. The Early Years Foundation Stage team work well together. Children's progress is monitored and recorded systematically. Portfolios of children's achievements are kept and these are appreciated by parents and carers. Links with parents and carers are good. Induction procedures are good and children quickly settle into school routines. Summing



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up the views of many, one parental comment stated, 'When my child started school for the first time, the school made sure it was a very smooth and easy transition for him.'

*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

The response rate from parents and carers to the questionnaire was above average. Approximately one quarter of the questionnaires returned included written comments, three quarters of which were very supportive of the school. In these comments, parents and carers pointed out their children are very happy in school, teaching is good and helps children to adopt a healthy lifestyle and keep safe. One parental comment stated, 'I feel privileged that my child attends Heatherlands. I feel the school is really good, with dedicated, enthusiastic and caring staff.'

A few parents and carers wrote that they did not receive enough information about the progress their children were making. In addition, a few indicated that their children were not making enough progress and did not receive the help they needed. The inspection found that the school organises good opportunities to provide information for parents and carers and that more-able pupils in particular could make more progress. ♦

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

Ofsted invited all the registered parents and carers of pupils registered at Heatherlands First 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 206 completed questionnaires by the end of the on-site inspection. In total, there are 350 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	146	71	56	27	3	1	0	0
The school keeps my child safe	152	74	53	26	1	0	0	0
My school informs me about my child's progress	109	53	90	44	6	3	0	0
My child is making enough progress at this school	100	49	94	46	8	4	0	0
The teaching is good at this school	122	59	83	40	0	0	0	0
The school helps me to support my child's learning	109	53	92	45	5	2	0	0
The school helps my child to have a healthy lifestyle	109	53	96	47	0	0	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)	87	42	105	51	2	1	0	0
The school meets my child's particular needs	99	48	98	48	6	3	0	0
The school deals effectively with unacceptable behaviour	96	47	98	48	5	2	1	0
The school takes account of my suggestions and concerns	81	39	111	54	7	3	0	0
The school is led and managed effectively	98	48	96	47	7	3	1	0
Overall, I am happy with my child's experience at this school	134	65	69	33	3	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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.**



4 March 2011

Dear Pupils

**Inspection of Heatherlands First School, Poole BH12 2BG**

Thank you for making inspectors so welcome when we visited your school recently. We enjoyed meeting and talking to you. You go to a school that provides you with a satisfactory education. Adults work hard to prepare you for the future. Here are some of the good things we found.

- You enjoy school and get on really well with each other.
- You feel safe and know the importance of eating healthily and taking exercise.
- You like your teachers and teaching assistants and try your best to please them.
- You are well behaved and make a good contribution to the school.
- Your teachers and teaching assistants look after you well.

We have asked your headteacher, teachers and the governing body to do three things in particular to make your school better:

- provide you with more opportunities to read and write in your themed activities and help you improve your handwriting and the presentation of your work
- set work which all of you find challenging and give you time to carry out the improvements suggested in marking
- devise plans that check on your learning in all subjects of your themed work.

All of you can help by continuing to work very hard.

Yours sincerely

David Shepherd  
Lead inspector

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