

Heath Primary School

Inspection report

Unique Reference Number	112564
Local Authority	Derbyshire
Inspection number	363794
Inspection dates	22–23 June 2011
Reporting inspector	Elaine Murray HMI

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	246
Appropriate authority	The governing body
Chair	Mark Vaughan
Headteacher	Kim Neville
Date of previous school inspection	11 December 2007
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Introduction

This inspection was carried out by two of Her Majesty's Inspectors and one additional inspector. Inspectors observed nine teachers and visited 13 lessons; discussions were held with parents, groups of pupils, governors and staff. Inspectors observed the school's work, and looked at the school development plan, reports by the School Improvement Partner, pupil progress data, the work in pupils' exercise books and lesson plans. Inspectors scrutinised responses to 129 parental, 93 pupil and 27 staff questionnaires.

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

- The impact of improvements to leadership and management on outcomes.
- The impact of the new curriculum and partnership working.
- The effectiveness of the school's efforts to raise attendance.
- The impact on pupils of being in a mixed Reception/Year 1 class.

Information about the school

Heath Primary is an average-sized primary school. Almost all pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is much higher than average. The percentage of pupils with special educational needs has in the past been above national average but is currently in line with national figures.

The school provides nursery education but not childcare, as this is provided by a privately owned nursery on the school site, which is a satellite to a children's centre. Most children attend the school's nursery provision before transferring to school.

The school has specialist school's status in information and communication technology (ICT) for the Specialist Schools Trust. The school has recently been awarded 'highly commended' in ICT Excellence Awards in Best Whole School East Midlands category. The school is involved in the Excellence in Cities Project and Derbyshire's Behaviour Improvement Project. It has received several awards to recognise its work. These include the ICT Mark, Basic Skills Quality Mark, ABC Anti-bullying Excellence Award, Activemark and Artsmark.

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

Heath Primary is a good school. It has some outstanding features. Leaders and managers have set the establishment of a highly effective partnership with parents and carers at the heart of its drive to ensure improvement in outcomes for pupils. This has had a positive impact on pupils' good level of achievement and well-being. The school has a very caring ethos and supports individuals well. Parents comment that 'The school really cares about each child as an individual'. The school works extremely well with a broad range of partners to support and develop pupils' learning and welfare, and raise their aspirations for future success. This makes an excellent contribution to the development of pupils' motivation for learning and good attendance. The exemplary safeguarding procedures ensure that the school community is well protected, and pupils display an excellent awareness of how to keep themselves safe.

Pupils enter Nursery with skills and knowledge below expectations for their age. They make good progress in the Early Years Foundation Stage, and by the end of Reception class the majority of pupils reach average levels of attainment. By the end of Key Stage 2 in most years pupil attainment is above average. This represents good progress for most pupils, and outstanding progress for a minority. This is the result of good quality teaching. The majority of the lessons observed by inspectors were good, and the rest satisfactory. Good teaching is exemplified by positive relationships and effective use of a range of teaching strategies to ensure that pupils are fully engaged in their learning. The quality of marking of pupils' work and feedback to pupils does not consistently ensure that they have a clear understanding of the targets for their next steps in learning.

The skills-based curriculum provides exciting learning experiences which contribute effectively to pupils' enjoyment of school and enrich their learning well. Parents comment 'My child comes home full of enthusiasm about the teaching and learning taking place'. Pupils' progress in developing ICT skills is strength. The curriculum is being effectively developed and embedded, although at times there is insufficient emphasis on the development of pupils' skills in lessons. Pupils behave well and this has a positive impact on their learning. They are polite and welcoming to visitors. Pupils show pride in their school and enthusiastically take part in taking on positions of responsibility within school. Pupils develop a good understanding of other countries and but their understanding of the key values and beliefs of different religions is less well developed.

Leaders and managers have a clear vision which is effectively shared with staff. Senior leaders and governors have an accurate view of the school's strengths and weaknesses. Governors provide effective challenge and support for the school. Systems for monitoring pupils' progress are good and applied effectively to set future challenging targets and target interventions for groups of pupils. The quality of teaching and learning is effectively monitored. However, leaders recognise that current systems are not always sufficiently

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rigorous in ensuring that all areas for development are built on in order to raise the quality of teaching further. Improvements in attainment, partnerships, safeguarding practice and attendance and clear plans for further improvement demonstrate the school's good capacity for sustained improvement.

What does the school need to do to improve further?

- Improve pupils' level of attainment and increase their rate of progress by:
 - ensuring that the quality of marking and verbal feedback to pupils consistently ensure that all pupils have a clear understanding of the targets for their next steps in learning
 - ensuring that there is more emphasis on the development of pupils' skills
 - ensuring that all teaching is consistently good or better.
- Further develop pupils' cultural awareness by providing them with more opportunities to learn about the key beliefs and values of different religions.

Outcomes for individuals and groups of pupils

2

Most pupils show very positive attitudes to work. They consistently do their best and make good progress. Most lessons engage pupils well in learning. Pupils respond well to the exciting opportunities for learning, such as making films. Since the last inspection, pupils' attainment has risen to be above average in 2009. The school's data for 2010 indicate that this increase has been sustained. Evidence from lesson observations show that in most lessons attainment levels and rates of progress are good. There is no significant difference in the achievement of different groups. Pupils with special educational needs and/or disabilities, and those eligible for free school meals achieve well. Pupils who are gifted and talented are provided with challenge to ensure their good progress. For example, they took part in a workshop making radio programmes and learning to record these, with positive impact on their social, ICT and literacy skills.

Through the skills-based curriculum pupils effectively develop skills that will contribute to their future economic well-being. Pupils make excellent progress in developing ICT skills as, for example, they learn to use individual small laptop computers. They demonstrate good skill levels in literacy and numeracy. As a result of curriculum enrichment opportunities such as links with local universities, pupils develop aspirations and understand how to achieve them. Attendance is high, reflecting the effective efforts made by the school to raise the rate of attendance, which in previous years has been average.

Pupils show an excellent understanding of issues relating to personal safety. They talk with confidence about how they feel safe in school, and are fully confident that any issues arising will be promptly and effectively dealt with by staff. Ninety-nine per cent of parental and carers agree that the school keeps pupils safe.

Pupils show a good understanding of issues relating to healthy living, and take an active part in running the school's healthy tuck shop. Pupils show pride in their school. Pupils contribute positively to the life of their school many ways. For example, the school council played a part in establishing secure fencing around the school, and the green team took action to clear the maze in the school grounds and promote recycling.

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Pupils' spiritual, moral, social and cultural development is good. Pupils demonstrate good moral awareness, as reflected in their good behaviour. They show good spiritual awareness, as shown in times of reflection during assembly and lessons. Pupils show strong knowledge about other countries and cultures, but have more limited knowledge of different religions.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
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

How effective is the provision?

Pupils are responsive to the enthusiasm of their teachers, which promotes their motivation and enjoyment of learning. In good lessons teachers use a variety of strategies to ensure that learning is effectively developed and reinforced and that pupils' interest and motivation are sustained. For example during a Key Stage 1 mathematics lesson, a variety of questioning techniques and active involvement of pupils in using the interactive whiteboard ensured that pupils' understanding of multiplication problems were effectively checked and developed. Teachers ensure that pupils are given a clear understanding of what they are expected to do and achieve in lessons. Some marking is of good quality and gives pupils effective advice on how to improve their work. However, this quality is not consistent and at times gives little indication to pupils of points for improvement. There are clear systems throughout the school to ensure that pupils are set targets for improvements. Not all pupils are familiar with these and therefore are not sufficiently clear

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about their next steps in learning. Teaching assistants support pupils well and contribute skilfully to pupils' good learning and progress.

The skills-based curriculum is designed effectively to meet pupils' needs and interests. This ensures that they are fully engaged in most lessons. There are good opportunities for pupils to practise and develop their literacy, numeracy and ICT skills as they take part in making, for example, a film or website. The curriculum is well enriched by opportunities for pupils to develop skills in sport-related activities, and others such as hand bell ringing, sewing and chess.

Pastoral care is good and the school works sensitively to meet the needs of vulnerable children and their families. Effective strategies to promote good attendance for all pupils have had a positive impact.

These are the grades for the quality of provision

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

How effective are leadership and management?

The senior leadership team are committed to further improvement. The work of the school is effectively monitored and action plans are designed to tackle any identified weaknesses. The governing body is fully engaged in setting priorities for improvement and effectively challenges and supports the school in bringing about improvement. The school's safeguarding practice is of very high quality. It reflects the most up-to-date knowledge and uses all available means to pursue safety for the school community. Governors have a clear understanding of their responsibilities with regard to safeguarding and play an active part in regularly monitoring the effectiveness of school security and staff knowledge.

The school has established a highly positive partnership with parents. Initiatives to increase the level of parental engagement in their children's learning have been highly successful. Parents are consulted over issues such as improvements to the security fencing in school and the content of the school's learning platform. The school ensures that all parents are extremely well informed about their child's learning, well-being and development. As a result of these measures, parents feel valued and respected as partners in developing their children's learning and improving the life of the school. The school's links with broad range of partners has a highly positive impact on outcomes for pupils. The school works closely with the child care provider on the school site to share accommodation and effectively meet the needs of Nursery children. Partnerships with local primary schools have resulted in significant improvements to provision for gifted and talented pupils. For example, some pupils have taken part in activities relating to mathematics and physical education at local universities.

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The school is committed to providing equal opportunities for every pupil and works effectively to meet the needs of different groups and individuals. The school's promotion of community cohesion is good and it is developing plans to improve pupils' understanding of the key beliefs and values of different religions. The school deploys resources well to achieve good value for money.

These are the grades for leadership and management

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

Early Years Foundation Stage

The provision is well led and managed and ensures good outcomes for children across all areas of learning. Typically, most children start with skill levels below those expected, particularly in literacy and social skills. Good quality teaching and effective tracking and monitoring of children's progress ensure that they make good progress and enter Year 1 with average levels of attainment.

Children have positive relationships with staff. They are motivated and enjoy the broad range of activities provided in a welcoming environment. A positive and effective partnership with the provider of childcare which operates on the same premises ensures that children in the Nursery benefit from a well-organised and consistent approach to the promotion of their learning and well-being. Adults know the children well and work effectively to meet needs. An appropriate balance of adult-led and child-initiated activities is provided, including for Reception children who are taught alongside Year 1 pupils. Nursery children enjoy wearing their investigating hats, as they exploring whether objects will float or sink, and during free flow time access a broad range of activities indoors and outside. Reception class children show independence and enthusiasm as they excitedly look for shapes outdoors.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Over half of parents and carers returned questionnaires, which is higher than average compared with other primary schools. A small group of parents and carers also spoke to the inspection team. The overwhelming majority express entirely positive views about the school. They comment particularly on how happy their children are at school and how much they benefit from the broad range of extra-curricular activities. There were no particular trends in the very few negative comments received by inspectors. These comments were discussed with the headteacher.

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 129 completed questionnaires by the end of the on-site inspection. In total, there are 246 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	103	80	23	18	3	2	0	0
The school keeps my child safe	99	77	28	22	2	2	0	0
My school informs me about my child's progress	78	60	43	33	8	6	0	0
My child is making enough progress at this school	83	64	40	31	4	3	2	2
The teaching is good at this school	90	70	35	27	4	3	0	0
The school helps me to support my child's learning	80	62	42	33	6	5	0	0
The school helps my child to have a healthy lifestyle	75	58	48	37	4	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	79	61	42	33	6	5	0	0
The school meets my child's particular needs	89	69	38	29	2	2	0	0
The school deals effectively with unacceptable behaviour	77	60	39	30	6	5	2	2
The school takes account of my suggestions and concerns	71	55	48	37	6	5	0	0
The school is led and managed effectively	80	62	46	36	1	1	0	0
Overall, I am happy with my child's experience at this school	88	68	39	30	2	2	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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">■ 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.



24 June 2011

Dear Pupils

Inspection of Heath Primary School, Chesterfield, S44 5RH

Thank you so much for welcoming us into your school when we visited you recently. We thoroughly enjoyed our time with you and would now like to tell you what we found out about the school.

We judged your school to be providing you with a good quality of education. Your school is very caring. Your teachers are teaching you well. You are able to take part in exciting activities in your lessons, which help you to make good progress, particularly in ICT skills. Your school gives you opportunities to do interesting activities after school, such as gardening club, hand bell ringing and sports clubs to keep you fit and healthy. Staff invite your parents to help you to learn at home and that is helping you to succeed. You carry out your jobs in school well. You feel very safe in school and your school makes sure you continue to stay safe.

Although your school is good, we think it can do things even better. For example, we have asked your school to make sure that you are all familiar with your targets for learning and are given enough information about what you need to do next when your work is marked. Your school will also help you to learn more about other religions.

We were impressed by how polite and welcoming you were to us. You can help your teachers by always trying your very best and continuing to be kind to one another.

Yours sincerely

Elaine Murray

Her Majesty's Inspector

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