

Healing Primary School

Inspection report

Unique Reference Number	117767
Local authority	North East Lincolnshire
Inspection number	379470
Inspection dates	13–14 September 2011
Reporting inspector	John Foster

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	333
Appropriate authority	The governing body
Chair	Jim Barley
Headteacher	Amanda Scott (Acting)
Date of previous school inspection	26 March 2009
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 16 lessons taught by 13 teachers. Meetings were held with parents and carers, groups of pupils, members of the governing body and staff. Inspectors observed the school's work and looked at a variety of documents, including development planning and documents relating to safeguarding, minutes of the governing body's meetings, pupils' records and school policies. Inspectors analysed 158 parental questionnaires along with those of pupils and staff.

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

- Whether or not there are anomalies in the school's evaluation of pupils' attainment and their achievement.
- The rate of progress made by higher-attaining pupils to evaluate whether it differs from other groups of pupils.
- How accurate the school is in evaluating that some aspects of its work are outstanding.
- The effectiveness of the school's arrangements for promoting community cohesion beyond its immediate vicinity.

Information about the school

The school is larger than the average primary school. Most pupils are of White British heritage, with the remaining few being from a wide range of minority ethnic backgrounds. The proportion of pupils known to be eligible for free school meals is low compared to national figures. The proportion of pupils with special educational needs and/or disabilities is well below average and, for those with a statement of special educational needs, it is below average. The school has gained Healthy School status and the Green Flag Eco-Schools Award. At the time of inspection the school was led by an acting headteacher who had been in post for three days.

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

This is a good school where pupils are cared for well. Starting in the Reception classes with skills that are broadly expected for their age, pupils benefit from a good quality of education and by the end of Key Stage 2 their attainment is above average. Leadership and management are good, with the acting headteacher and deputy headteacher sharing a clear vision for moving the school forward in the short term, prior to the new headteacher taking up her post in January 2012. Governance is good. Whilst the quality of teaching and learning is good overall, there is some inconsistency between classes and year groups. Where teaching is only satisfactory, it is often because teachers do not have a clear plan identifying what pupils are to learn and how this is to be achieved. Assessment is used to support pupils' learning well overall. However, in a few classes pupils are not given clear enough guidance about what they need to do to improve their work.

Pupils are enthusiastic and they enjoy school. This is shown through their above-average attendance. Although very early in the new school year, most pupils have settled in quickly to new routines. They behave well and work conscientiously. Safeguarding and child protection arrangements are good and are effective in ensuring that all pupils are safe and secure in school. The school has recently revised its curriculum and the introduction of a wider range of learning experiences across a range of subjects is beginning to have a positive effect on their learning. The Year 5 and 6 pupils, for example, were clearly stimulated to learn through their topic based on 'Superheroes'. Pupils' spiritual, moral, social and cultural development is good, with particular strengths in their moral and social development.

Subject leaders check that pupils are making sufficient progress through scrutinising pupils' work but they have limited opportunities to monitor the quality of teaching in their subjects. Arrangements for monitoring pupils' achievement are good overall, although some aspects of the tracking of pupils' progress do not always give a sufficiently clear indication of individual pupils' progress over time. Members of the governing body have a clear understanding of what the school does well and where improvements need to be made. Arrangements for developing community cohesion are satisfactory. Whilst pupils have a good understanding of their local community, their knowledge of wider communities nationally and globally is limited. The school's evaluation of its performance is largely accurate. The good overall progress made by pupils, the good-quality teaching and learning, and effective leadership and management all give the school good capacity to maintain its improvement.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is always good or better by:
 - providing more opportunities for middle leaders to monitor lessons in order to pinpoint aspects of teaching which could be better in their subject
 - ensuring that lesson plans are always based on accurate assessment of pupils' earlier learning
 - ensuring that when staff mark pupils' work they always make it crystal clear how pupils can improve.

- Ensure that the arrangements for tracking pupils' progress are fully effective and used consistently to improve achievement and raise attainment further.

- Develop pupils' understanding of different cultures nationally and globally by:
 - implementing the school's plans for community cohesion with more rigour
 - in this country and globally, developing links with schools where there is a wide cultural mix.

Outcomes for individuals and groups of pupils

2

Pupils' attainment by the end of Year 6 has been consistently above average over recent years. Pupils enter school with skills that are broadly expected for their age. Overall, pupils, including those with special educational needs and/or disabilities and those who are higher attainers, make good progress throughout their time at the school. They achieve well and clearly enjoy their learning. They have recently been given more opportunities to express their views about what and how they will be taught, giving them greater interest in their lessons. The 'Superheroes' topic, for example, has fired older pupils' imagination. Teachers have used DVDs well to stimulate interest further and pupils have reacted well to this stimulus. In a Year 2 English lesson the teacher encouraged pupils to use a range of adjectives to describe the character of an elephant. By the end of the lesson they had made outstanding progress and used an extensive range of adjectives in the sentences they wrote.

Pupils' behaviour is good overall and at times it is exemplary. This has a positive impact on their attitudes to work and helps with the good progress they make. They told inspectors that they feel safe in school and if they have a problem there is always an adult they can talk to, knowing the problem will be resolved. Pupils know that they should live healthy lifestyles. The school supports this through the regular opportunities offered for physical activity both during and after school. Pupils contribute well to the school community and the community beyond the school. They are involved with the village activities and people from the village are welcomed to school activities. Pupils have well-developed social skills. They support each other in their work and play. They have a strong sense of right and wrong and this is shown through their attitudes to others. Pupils' cultural development is less well developed, but within the school the differences between all ethnic groups are celebrated.

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	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	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The good teaching pupils receive enables them to achieve well overall. The quality of teaching varied throughout the inspection between satisfactory and outstanding, with a large majority of good teaching. Where teaching is at its best, pupils are motivated to learn through the teacher's enthusiasm. The pace of learning is rapid and pupils are set extremely challenging tasks. Where teaching is less effective the pace of learning slows and less progress is made during the lesson. Teachers' assessment of pupils' is good overall and is mostly used well to inform what is to be learned in the future. At its best, teachers' planning clearly identifies what pupils are to learn and how this is to be achieved. It identifies varying tasks for different groups of pupils based on their previous learning and abilities. Pupils are clear about what they are to learn in these lessons and, as a result, learning moves at a fast pace relative to the individual's needs. However, occasionally, planning fails to identify accurately enough what is to be taught and, as a result, the pace of learning is slower.

The school provides a good curriculum which is relevant to pupils' learning needs. A recent review of the curriculum has been undertaken and, through consultation with pupils, the revised curriculum provides stimulating and interesting opportunities for work linked to a range of different subjects. The staff plan learning through a series of themes based on pupils' interests. Consequently, because the curriculum is relevant to them, pupils are enthused to work hard. The teaching of French has recently been introduced for pupils in Key Stage 2. The school provides a good range of activities for pupils beyond the school day. These include sporting and musical activities in which many pupils participate eagerly. Many visits and visitors support learning and, as one pupil said, 'The teachers make learning fun.'

Pupils are happy, confident learners with strong trust in the adults who teach them. This stems from the caring and supported learning environment provided for them. The staff know pupils well and ensure that they are supported well in their work and other aspects of school life. Pupils with special educational needs and/or disabilities

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

are catered for well so that they make similar progress to other groups of pupils. The school works well with a wide range of external agencies in order to provide good support for pupils whose circumstances have made them vulnerable. Arrangements for child protection are good. Staff are suitably trained and know what they should do should they have concerns about any child. Transition arrangements are well established. The Early Years Foundation Stage staff visit children’s homes before they start school and effective arrangements are in place to ensure that pupils in Year 6 are well prepared for the move to secondary education.

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?

Leadership and management are good. As deputy headteacher, the acting headteacher had been an established part of the senior leadership team. Her wide experience within the school places her in a good position to move it forward during the next term. She shares her positive vision for the school with the staff and members of the governing body. The overall impact of senior leaders' management of teaching and learning is good. This has led to improvements in the involvement of pupils in assessing their own learning in lessons. Subject leaders are clear about what needs to be done to improve attainment further and to ensure that pupils make the best possible progress. However, their role in monitoring the quality of teaching and learning is more limited. Members of the governing body monitor the school’s work effectively and are involved from the earliest stages in planning for its future.

The school has developed good relationships with parents and carers and most fully support the work of the school. Effective partnerships have been established with other local primary schools and with the receiving secondary school. These close relationships are used well for mutual support. Close links have been established with local churches. The school is an all-inclusive community and all pupils are given equal opportunities to participate in all activities. Arrangements for tackling discrimination are good.

The school’s arrangements for safeguarding are good. Appropriate policies are in place and records are maintained well. Staff have received appropriate training for their roles. Planning for community cohesion is at an early stage of development and this area of the school’s work is satisfactory. Pupils are aware of the wider cultural mix of their immediate locality but are less aware of the rich mix of cultures in Great Britain or globally.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding a mbition 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	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children receive a good start to their education in the Early Years Foundation Stage. The staggered arrangements for their entry to school are effective in allowing them to settle well. They are taught well, enabling them to make good progress in learning. By the time they start in Key Stage 1 most children have achieved the learning goals expected. Although at the time of the inspection children had been in school for a very short time, they behave well and are beginning to recognise the routines of their classes. They are confident learners, participating in adult-led and own-choice activities. They take responsibility for clearing up after themselves. Children join in activities eagerly and readily share with others in their activities. Adults in the Reception classes provide good care for the children.

All adults provide good support for the children and are involved in assessing the progress they make. The effective assessment system allows staff to plan well for children's future learning. Parents and carers are welcome in the Early Years Foundation Stage and staff offer guidance to them so that they can help their children to learn at home. The Early Years Foundation Stage leader sets a clear direction for developing this area and is well supported by a good team of adults. They share a common purpose for children to settle into school and for their learning. Resources are used well to develop children's skills, including the indoor and outdoor learning areas.

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 in the Early Years Foundation Stage	2

Views of parents and carers

Most parents and carers support the school fully and are happy with what is provided for their children. A larger than average percentage of parents and carers returned the questionnaire and a large majority held positive views about the school and its work. A small percentage indicated that they believe the school could do more to help them to support their children's learning and that their views are not always listened to. A similar proportion felt that unacceptable behaviour was not always

dealt with effectively. Inspection evidence shows that the school is supported well by most parents and carers, and that effective management of behaviour resulted in pupils behaving well. Inspectors found that the school keeps parents and carers well informed about their children's learning and that their views are regularly sought through parent and carer questionnaires.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Healing 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 158 completed questionnaires by the end of the on-site inspection. In total, there are 333 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	99	63	56	35	1	1	0	0
The school keeps my child safe	107	68	47	30	0	0	2	1
The school informs me about my child's progress	58	37	81	51	9	6	2	1
My child is making enough progress at this school	67	42	67	42	10	6	4	3
The teaching is good at this school	76	48	68	43	7	4	1	1
The school helps me to support my child's learning	64	41	71	45	11	7	4	3
The school helps my child to have a healthy lifestyle	77	49	77	49	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)	75	47	71	45	2	1	0	0
The school meets my child's particular needs	83	53	58	37	8	5	2	1
The school deals effectively with unacceptable behaviour	60	38	71	45	12	8	1	1
The school takes account of my suggestions and concerns	56	35	75	47	13	8	1	1
The school is led and managed effectively	68	43	70	44	8	5	2	1
Overall, I am happy with my child's experience at this school	90	57	59	37	7	4	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 08 April 2011 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.



15 September 2011

Dear Pupils

Inspection of Healing Primary School, Grimsby, DN41 7RS

Thank you for the welcome you gave the inspectors when we came to visit your school recently. I would like to thank you for the help you gave us with our work and let you know what we found out about your school.

You go to a good school where the staff care for you well. In most lessons you are taught well and this enables you to make good progress during your time at the school. By the time you leave Year 6 your attainment is above that in most schools. You told us that you feel safe at school and that if you have a problem you can talk to an adult about it, knowing that it will be dealt with. You behave well in class. The staff have involved you in deciding what you are to be taught and how your work will progress. As a result, you are keen to learn when, for example, your work is based on 'Superheroes'.

In order to make your school even better we have asked the headteacher, staff and the governing body to:

- make sure that teachers plan lessons so that you are always taught well
- make sure that when teachers mark your work they always let you know how you can improve further
- make arrangements for you to be more aware of different cultures in this country and across the world
- to give those teachers who look after subjects more opportunities to look at how well lessons are taught.

You can help by continuing to work hard and attending school regularly.

Yours sincerely

John Foster
Lead Inspector

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