

Heathfield Primary and Nursery School

Inspection report

Unique Reference Number	122442
Local Authority	Nottingham
Inspection number	380472
Inspection dates	11–12 October 2011
Reporting inspector	Lynne Blakelock

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	312
Appropriate authority	The governing body
Chair	Phil Haywood
Headteacher	Gary Fullwood
Date of previous school inspection	14 February 2007
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Age group	3–11
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Introduction

This inspection was carried out by three additional inspectors, who observed 12 teachers in 21 lessons. They held meetings with a group of pupils, with senior and middle managers and with representatives of the governing body. They observed the school's work, and looked at documentation relating to the attainment and achievement of all pupils, samples of their work, and a range of policies, procedures and plans. They analysed staff and pupil questionnaires and the 69 questionnaires returned by parents and carers.

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

- The effectiveness of the school's challenge and support for those pupils capable of reaching higher levels, and those who find some aspects of learning difficult.
- The quality of planning and teaching of writing in securing pupils' progress, from the Early Years Foundation Stage.
- The impact of leadership and management at all levels in raising and securing attainment.

Information about the school

This is a large school compared to others of its type. The proportion of pupils known to be eligible for free school meals is above average. A high proportion of pupils are from minority ethnic groups and an above average proportion speak English as an additional language. A high proportion has special educational needs, most of which are behavioural, social and emotional needs and moderate learning difficulties.

The school has achieved numerous awards, including the International Schools Award and Healthy Schools status.

The headteacher, who is also temporary acting headteacher for another local primary school, and is a Local Leader in Education, was present throughout the inspection. He chairs the Local Education Improvement Partnership, which comprises a secondary school and sports college, Heathfield Primary and six other primary schools.

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. Pupils achieve well and reach average levels in English and mathematics. They learn and develop within a caring, supportive and inclusive ethos that is fundamental to their enjoyment of school and their good progress. Pupils play and work harmoniously in a diverse cultural and religious environment, strengthened by the good curriculum. Safeguarding procedures and practices are outstanding and contribute to pupils' excellent understanding of how to be safe and to stay safe.

The starting point for the school's good effectiveness is the very strong, focused leadership and management of the headteacher, ably supported by the senior leadership team. Leadership and management at all levels are good. Leaders and managers drive improvement effectively, basing it on comprehensive monitoring and evaluation of the school's performance, prompt addressing of findings and good communication systems. Together with a probing and challenging governing body, and good progress since the last inspection, the school confirms its good capacity for sustained improvement.

The school provides many opportunities for pupils to make decisions, work in teams and to practise being leaders. As a result, their personal development is good. Pupils behave well and attendance, while average, is improving year on year.

Teaching is good and based on planning which builds effectively on prior learning. While attainment in writing remains below that of reading and mathematics, there is a clear and consistently applied structure to the teaching of letters and sounds from children's entry into the Nursery onwards. Continuity of learning is supported by purposeful and relevant writing tasks that pupils can identify with as they move through the school. As a result, pupils make good progress from their individual starting points and the gap between attainment in writing and other subjects is narrowing. The staff plan a variety of activities to match the range of abilities of the pupils. However, whole class teaching does not regularly prove challenging enough for those pupils capable of reaching higher levels and activities for them do not as a matter of course promote higher order skills. By contrast, pupils with special educational needs and/or disabilities are accurately challenged by carefully planned, tightly structured tasks, and good support from teaching assistants. From the Early Years Foundation Stage to Year 6, pupils know what they have achieved and how to move further. This is proving a powerful tool both in enabling pupils to manage their learning and in accelerating their progress.

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What does the school need to do to improve further?

- Increase the proportion of pupils achieving higher levels in English and mathematics by making sure that planning incorporates activities that provide good challenge, enable pupils to apply learning to unfamiliar situations and use higher order skills.

Outcomes for individuals and groups of pupils

2

Pupils are keen to learn and are attentive. Both boys and girls usually achieve well. In some lessons, girls' progress is faster than boys, and focused intervention groups are helping to narrow the gap. Pupils from minority ethnic groups and those who speak English as an additional language make good progress in developing their speaking skills, with learning in small steps, which are regularly revisited. Children who are learning to speak English as an additional language are helped by older pupils who read with them and also develop their confidence in participating in school activities. Those pupils known to be eligible for free school meals achieve similarly to other pupils.

Pupils are becoming increasingly proficient in writing for a purpose from the time that they start school. In a design technology lesson, older pupils worked cooperatively in making a switch and used technological language confidently, both in explaining the process and in writing their findings.

They enjoy learning independently. A group of Year 1 and Year 2 pupils worked out the differences between the main external parts of humans and animals. As part of their wider learning in the lesson, they practised telling the time from the clock, and counting. The teacher's specific questioning strengthened their vocabulary and enabled them to show their improving sentence construction. Some pupils showed good knowledge of why animals and humans need specific parts of their bodies.

Pupils' good knowledge of the importance of living healthily lives up to its Healthy Schools status. Pupils know the importance of exercise and healthy eating, through lessons and a range of partnership activities. A group of them were able, for example, to explain several effects of poor nutrition. Pupils' involvement in running activities and supporting their peers has developed their confidence and self-esteem and helped them to appreciate the importance of caring, helping others and, particularly, understanding the difference that they can make to the lives of others. Both in school and in the local community, a wide range of activities enable pupils to develop new academic and personal skills. The school council has a meaningful role in organising activities such as developing the school grounds and organising fund-raising. Attendance continues to improve and is now in line with that nationally, as pupils understand better its importance in securing a positive future. Together with average attainment, pupils are satisfactorily prepared for the next stage of their education.

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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	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
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	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

High expectations of the staff, positive relationships and a bright learning environment set the scene well for learning. Teachers make the purpose of learning clear and remind pupils regularly through the lesson of the intended outcomes. Questioning is regularly helpful in promoting pupils' progress because it is very focused towards achieving the aims of the lesson. Lessons are regularly fast-moving, an improvement since the last inspection, and offer pupils a range of activities and ways of learning. Tasks for pupils capable of reaching higher levels, however, do not regularly offer them enough challenge to accelerate their progress, test their application skills or promote higher order skills. Marking of pupils' work tells them what they have achieved and gives specific advice about the next steps in learning. Pupils are starting to assess their own learning and to compare it with that of others. Those who find some aspects of learning difficult are guided carefully towards meeting the lesson objectives.

The curriculum is having a positive impact on pupils' motivation to learn and their progress. In particular, lessons are often based on situations and activities that pupils can relate to from their own experiences and which help them to connect to the purpose of learning. Planning shows a broad range of learning opportunities, which also contribute to pupils' good personal development. Literacy, numeracy and information and communication technology are incorporated into topics, and enable pupils to see the importance of writing and mathematical skills across a range of

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

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contexts. Provision for gifted and talented pupils is developing in lessons and through a partnership with a secondary school. A strength of the curriculum is the range of visits, visitors and out-of-lesson activities, which are popular and wide-ranging. The residential visits, for pupils from Year 2 upwards, add good value to learning, in its broadest sense; not least expanding pupils’ understanding of the world around them and the skills that they will need.

Thorough procedures for pupils’ care, welfare and support are the pre-requisite for enabling them to achieve well and grow, both in their learning and personal development. The school day has a nutritious and social start and finish, through the breakfast and after-school club. The learning mentor has good systems to organise support for pupils who may be vulnerable, both by staff and outside agencies, and to review progress towards goals. Support for pupils with behavioural issues has resulted in significant improvement of the attitudes of those pupils to school and to learning. Arrangements for pupils to move onto secondary school take place over time, are comprehensive and are adapted carefully to meet the needs and circumstances of each pupil.

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 foundations for the headteacher’s strong leadership and management and the good effectiveness of the school are his clear vision and direction, his high expectations and the specific roles and accountability of all staff. The staff show great commitment, which has much to do with their knowledge that their roles are valued and important in the ‘big picture’. Detailed systems are in place at all levels of leadership to monitor all aspects of the school’s work and to evaluate their impact, which is good. Observations of teaching, for example, are accurate and the school development plan includes the need to address the issue of greater challenge for more able pupils. Analysis of the pace of pupils’ progress and the extent of involvement of all groups of pupils represented in the school ensures good equality of opportunity. All pupils have equal access to learning and to activities outside lessons. Consequently, gaps between the achievement of different groups are narrowing and any discrimination is tackled.

The school promotes community cohesion well. It makes good use of its cultural, socio-economic and religious diversity to develop pupils’ knowledge and understanding of other faiths and lifestyles within the community. International links

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are increasingly adding to pupils’ awareness and reflect the school’s status as an international school. National links are being developed.

The school’s comprehensive partnerships, including the developing links for those who are gifted and talented, musical collaboration and staff training, have been significant in enabling the school to strengthen and broaden its provision. It values strongly the effective links between home and school, with regular communication and involvement extending more and more to the children’s learning and progress and to assisting parents and carers in developing their own skills.

The governing body has a good awareness of the school’s needs and strengths. Committed and knowledgeable, it monitors many aspects of the school’s work for itself and as a result is able to influence the school’s direction. It includes outstanding safeguarding arrangements, which demonstrate exemplary practice in all aspects. They are based on very detailed analyses of procedures and practices, which are constantly reviewed and adapted where necessary to help ensure that the pupils remain and feel extremely safe.

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	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	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

Many children join Nursery with levels of knowledge and skills that are well below those that are typical for their age, particularly in their communication skills. All children make good progress in Nursery and Reception. They participate enthusiastically in a wide range of activities, which give them lots of chances to learn for themselves and to develop their personal and inter-personal skills. The children enjoy learning outdoors, although free-flow between the classroom and outside is a developing aspect.

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The children behave well, guided by the staff’s expectations, and learn to be kind, to share and to co-operate. Their independence is encouraged, within a safe and caring environment. Children’s speaking, listening, reading and writing skills are fundamental to every activity and routine through the day, and are a major focus in planning. They were very interested in working out how to stop ‘Baby Bear’ from getting wet and made decisions about the best choice of fabric to do this.

On-going observations of children’s achievement are recorded daily and used to ensure that future learning is a good match in promoting further progress. It has resulted in specific and regular reinforcement of learning for those children who are falling behind.

The good leadership and management are also demonstrated in plans to move the stage further forward, through engaging parents and carers more in their children’s learning and development.

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

The responses from parents and carers demonstrate that they value the school and its work. Of those who responded, everyone agreed that their children enjoy school and that it keeps them safe. Most parents and carers agreed with all of the other statements. Several added comments, reflecting, ‘children’s happiness in school,’ and ‘lots of opportunities for families to get involved in the school community’. One response echoed that of others: ‘Heathfield is led by a great head and his deputies, which is reflected in all of his staff, from teachers and teaching assistants, to the dinner staff and cleaners.’

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Heathfield Primary and Nursery 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 69 completed questionnaires by the end of the on-site inspection. In total, there are 312 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	47	68	22	32	0	0	0	0
The school keeps my child safe	45	65	24	35	0	0	0	0
The school informs me about my child’s progress	39	57	29	42	1	1	0	0
My child is making enough progress at this school	42	61	25	36	2	3	0	0
The teaching is good at this school	49	71	19	28	1	1	0	0
The school helps me to support my child’s learning	48	70	18	26	2	3	1	1
The school helps my child to have a healthy lifestyle	41	59	25	36	3	4	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)	34	49	28	41	3	4	0	0
The school meets my child’s particular needs	42	61	25	36	0	0	1	1
The school deals effectively with unacceptable behaviour	38	55	27	39	3	4	0	0
The school takes account of my suggestions and concerns	32	46	30	43	4	6	0	0
The school is led and managed effectively	45	65	20	29	2	3	0	0
Overall, I am happy with my child’s experience at this school	51	74	17	25	1	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	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 are 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.



13 October 2011

Dear Pupils

Inspection of Heathfield Primary and Nursery School, Nottingham, NG5 1JU

On behalf of all the inspectors, thank you for making us so welcome during our recent visit. We enjoyed observing you learning and playing. In particular, we liked having the opportunity to talk to you and find out your views about your school. They have been taken into account in the judgements that we have made.

You think that your school is a good school. We agree and so do your parents and carers. You feel safe because the school's safeguarding arrangements are outstanding and the staff ensure that you have an excellent understanding of how to stay safe. You behave well and respect each other's differences.

The average levels that you reach by the end of Year 6 show that you make good progress through the school. This is because teaching is good. We found, though, that work for those of you capable of reaching higher levels is not always planned carefully enough to help you to progress as quickly as you could. Your headteacher, who leads the school strongly, is going to address this.

The staff give you many chances to develop skills you will need when you are older. We saw this, in the way that you work well in lessons, in your support for each other and in the responsibilities that you proudly carry out. We are pleased that your attendance, while average over time, continues to improve.

I hope that you will all help your school to keep improving by continuing to work hard and taking advantage of all the opportunities that the school provides for you.

Yours sincerely

Lynne Blakelock
Lead inspector

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