

Herons' Moor Community Primary School

Inspection report

Unique Reference Number	133985
Local Authority	North Somerset
Inspection number	381584
Inspection dates	22–23 November 2011
Reporting inspector	Mandie Haywood

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	467
Appropriate authority	The Governing body
Chair	Andrew Leighton-Price
Headteacher	Julie Fox
Date of previous school inspection	12–13 May 2009
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Introduction

This inspection was carried out by four additional inspectors. They observed 22 lessons, taught by 16 teachers. Meetings were held with members of the governing body and senior leaders and managers. Inspectors observed the school's work, and looked at documentation relating to safeguarding and child protection, the school's improvement plan, minutes of meetings held by the governing body and the school's data showing pupils' attainment and progress. The inspection team looked at the 178 questionnaires returned by parents and carers, together with those returned by staff and pupils in Years 3 to 6.

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

- How effective are the curriculum and teaching in narrowing the attainment gap between boys and girls?
- How successful are assessment and target setting in enabling pupils to make good progress?
- What is the effectiveness of teaching in supporting progress for pupils with special educational needs and/or disabilities?
- How good are leaders and managers at addressing boys' underachievement compared to that of girls in English?

Information about the school

Herons' Moor is a much larger than average primary school serving its local community. It shares 'The Campus' with a special school, children's centre, community library and leisure facilities. Most pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is broadly similar to the national average, as is the proportion of pupils with special educational needs and/or disabilities. The proportion of pupils with a statement of special educational needs is below average. Some, but not all, children start in the Nursery as part of the Early Years Foundation Stage. The school has achieved the Healthy schools Award and the Leading Aspect Award for Personal, Social and Health Education.

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. The headteacher, ably supported by staff and the governing body, has successfully driven improvement in provision and outcomes for pupils. Achievement is good. Pupils make good progress from their starting points and, by the end of Year 6, attainment is broadly average. In English, the gap between boys and girls is closing rapidly because the way the 'Creative Curriculum' is being taught motivates and engages boys in both reading and writing. Significant recent improvement since the last inspection in the Early Years Foundation Stage means that children are now making outstanding progress in Nursery and Reception.

The outstanding extent to which pupils adopt healthy lifestyles is clearly demonstrated in the numbers of pupils attending additional sporting activities and the very healthy choices they make for their lunch. This has been recognised in the Healthy School award. Pupils have an excellent understanding of how to keep safe in school and in the wider world and this is confirmed by their parents and carers. The school provides outstanding care and support to pupils and their families through a range of initiatives, including 'Family Seal' and 'Better Reading Partners'. Pupils' personal development is significantly enhanced by the outstanding partnerships that have been developed across The Campus. All pupils, and particularly those with special educational needs and/or disabilities, benefit from the additional facilities available on the site. Although currently broadly average, the school is doing everything it can to promote good attendance.

Where lessons are most successful, teachers skilfully plan for pupils of all abilities so that they make good progress from their own starting points. These lessons have good pace and pupils demonstrate effective teamwork and interpersonal skills in order to learn with, and from, each other. In one Year 6 lesson, pupils worked very successfully as groups, listening to and valuing each other's contributions, to make a news report. Where lessons are less effective, the pace is slower and pupils, particularly the more able, are not challenged enough. Across the school, teaching assistants are deployed effectively to work with individuals, pairs or groups based on pupils' needs. There are examples of children receiving detailed feedback about their learning with clear steps for further improvement but this is not consistent across all classes.

School self-evaluation is accurate and based on detailed analysis of pupils' performance. There are strengths in monitoring the attainment and progress of individual children, although the school does not always focus sufficiently on the

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progress of specific groups of pupils. Nevertheless, taking into consideration the significant improvements made in improving pupils' achievement, the quality of provision and leadership and management, and the school's outstanding safeguarding procedures, the school has a good capacity to sustain further improvement.

What does the school need to do to improve further?

- Improve the monitoring of pupils' progress to give more detailed information about the performance of different groups of pupils with regard to their gender, ethnicity and ability.
- Improve teaching so that all lessons are more consistently good or better by:
 - improving the consistency of teachers' marking
 - ensuring that teachers' planning consistently meets the needs of, and challenges all pupils, especially the more able.

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

Many children start school with skills that are below those usually expected for their age. Throughout the school pupils listen attentively in lessons and work well together. As a result of a focus on 'critical skills', pupils in all classes demonstrate that they cooperate, collaborate and work effectively as a team. An example of this was in a Year 6 literacy lesson. Pupils made outstanding progress because they worked effectively in teams of three to plan a newspaper report based on a 'break in' where a classroom display on Ancient Greece was vandalised. In a Year 5 mathematics lesson pupils made good progress learning about perimeter and area through a murder mystery problem where pupils collaborated in groups to identify the possible locations of the crime. However, occasionally, the pace of learning is slower, particularly for more able pupils, because of insufficient challenge. Overall there is no significant variation in the progress made by groups of pupils. Pupils with special educational needs and/or disabilities make good progress as the result of effective planning and support from teachers and teaching assistants in meeting their specific needs.

Behaviour is good. Around the school, pupils are polite and well mannered, for example in holding doors open for each other, staff and visitors, and when engaging in conversation about their school and work. Pupils in Year 6 perform their duties conscientiously at breaks and lunchtimes where they support younger pupils in the playground. Pupils are very proud of being in their 'House' and in gaining points for academic and personal achievement. Receiving a 'debit', for example for not completing homework, is 'frowned upon' by classmates. Inter-house competitions are enjoyed very much and pupils value opportunities to take part in sporting, artistic and cultural events. Pupils enthusiastically support local and national charities, for example in raising £500 for 'Children in Need'.

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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	1
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?

Teachers have positive relationships with pupils and manage their behaviour successfully. Across the school there are significant strengths in the teaching, and the assessment, of pupils' progress in reading. More than 30 parents, carers and support staff have been trained as reading partners and this has contributed greatly to pupils' good, and increasingly outstanding, progress. In the best lessons, which account for about half of all sessions, teachers use flexible grouping successfully to ensure that the differing learning needs of pupils are met. For example, in a mathematics lesson in Year 1, the teaching assistant worked with a small group on a practical activity in order to consolidate pupils' understanding of subtraction with numbers to 20 while other groups were working with larger numbers and hundred squares to subtract two-digit numbers. However, this approach and level of challenge are not consistent practice and remain an area for development.

Staff use assessment effectively which means that they have a detailed picture of pupils as individuals, especially for pupils with special educational needs and/or disabilities. Where appropriate, good use is made of additional facilities available, particularly the soft play room and hydrotherapy pool. The close working relationship between Herons' Moor and the special school has a significant impact on the social and academic development of pupils. Pupils feel that they are very well cared for and that the school helps them to care for each other. One pupil said, 'If you feel down it's not just the teachers, but also children who come and help you feel better.'

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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The curriculum is effective in inspiring and engaging pupils. Creative ‘Wow’ days are used to launch themes and pupils talk about these enthusiastically. Themes provide good opportunities for learning across curriculum areas, particularly in English. In Year 5, pupils were fully engaged in writing letters to persuade King Henry VIII to spare Anne Boleyn and demonstrated a good knowledge of the history of the period. However, currently, pupils have insufficient opportunities to use and apply their mathematical skills across the curriculum. Pupils enjoy participating in residential visits that have a significant impact on both their academic and social development. The Leading Aspect Award for Personal, Social and Health Education is a testament to success in this direction. A wide variety of enrichment activities are available through clubs at lunchtime and after school. Pupils make good use of the leisure facilities on the campus.

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	1

How effective are leadership and management?

The headteacher, senior leadership team and governing body are totally focused on driving school improvement. The headteacher, senior leaders and year leaders regularly monitor pupils’ progress, which means that they have a clear and accurate understanding of strengths and areas for improvement in subjects and across year groups. The monitoring of teaching and learning and its impact on the progress of individual pupils is good. However, leaders do not focus sufficiently on tracking the progress of groups of pupils, for example by gender. While the school improvement plan details actions for improvement, the targets are not sufficiently precise in measuring how attainment will be improved further, particularly for the more able.

The governing body is effective in challenging the school and in holding it to account. Governors have a wide range of skills and expertise which are put to good use when evaluating the success of the school. Members are visible around school and at events, enabling them to build positive relationships with staff and develop informal methods of consulting with parents and carers. The governing body ensures that all statutory policies are fully in place and the impact of this demonstrates significant strengths in safeguarding and child protection.

Discrimination in any form is not tolerated in the school. Pupils get on remarkably well with each other, both in lessons and around the school. Equality of opportunity is good because pupils are treated fairly and gaps in performance are closing rapidly. As a result the school has improved attainment for most groups of pupils.

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Parents and carers have a highly positive relationship with school. One parent summed up the common view saying, 'It's great to be involved in such a happy school. The teachers work so hard and my children love all the exciting activities.' The vast majority of parents and carers feel that they are well informed about their children's learning and achievements. There are a variety of ways that parents and carers can communicate with the school, including e-mails. The pupil and family liaison worker has had a positive impact on encouraging more parents and carers to become involved in their child's education.

The school successfully promotes community cohesion, and fosters pupils' awareness. However, pupils' understanding of life in a multicultural United Kingdom is less well developed than their understanding of local and international issues.

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	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

Since the last inspection there have been significant improvements in the Early Years Foundation Stage. Most children now make outstanding progress in Nursery and Reception from being often below expectations on entry to at least in line with, and frequently above, average by the time they join Year 1, for example in personal, social and emotional development. The long-term effect of such strong progress has yet to have full impact on progress throughout the school but there are very positive signs in rising progress rates in Years 1 to 6.

There is no significant variation in the progress of girls or boys but it is clear that this was not always the case. In writing, the gap is closing rapidly because boys are encouraged to 'mark make' from the day they start Nursery. In Reception, boys

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made excellent progress in writing in an activity where they had to read a word from a flashcard, such as 'into' and then write it on the interactive whiteboard. Children's behaviour is exemplary and children relate exceptionally well to each other and to staff. They sustain interest in activities for a long time individually, in pairs and in groups.

Staff in Nursery and Reception are highly skilled in providing imaginative and exciting activities both indoors and outdoors. The focus is very much on children initiating their own learning. In one session, a boy started off by telling the inspector the story of the, 'No room at the Inn' part of the Nativity, then later engaged girls as angels and other children to use the large building blocks to make the 'Inn'. There are strengths in the teaching of letters and sounds, particularly when introducing new 'tricky words', such as 'here'. In the Nursery, there is a very strong focus on teaching children familiar songs and rhymes. Day-to-day assessment of children's learning is excellent, especially through the use of individual 'learning diaries'.

The Early Years Foundation Stage Leader has developed as excellent team in Nursery and Reception of staff who have an in-depth understanding of best practice. Partnerships with parents and carers are outstanding and a significant strength is in developing the importance of their role in children's development and well-being. Liaison with pre-school providers is good and staff benefit from very effective links with other Reception class teachers, for example in moderating children's progress across all six areas of learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

The return of the Ofsted questionnaire was broadly average. The vast majority of parents and carers are fully supportive of all aspects of the school's work. Typical of the positive comments are: 'Herons' Moor is an excellent school which works with me to support my children' and 'I am very pleased with Herons' Moor, they are very helpful in every way.'

In response to a few less positive comments, inspection evidence shows that the behaviour of pupils is good both in classrooms and around school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Herons' Moor Community 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 178 completed questionnaires by the end of the on-site inspection. In total, there are 467 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	110	62	66	37	2	1	0	0
The school keeps my child safe	110	62	62	35	5	3	1	1
The school informs me about my child's progress	82	46	86	48	9	5	0	0
My child is making enough progress at this school	82	46	88	49	9	5	0	0
The teaching is good at this school	92	52	80	45	4	2	2	1
The school helps me to support my child's learning	84	47	83	47	7	4	2	1
The school helps my child to have a healthy lifestyle	81	46	96	54	1	1	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)	85	48	71	40	5	3	2	1
The school meets my child's particular needs	83	47	82	46	10	6	2	1
The school deals effectively with unacceptable behaviour	56	31	99	56	9	5	5	3
The school takes account of my suggestions and concerns	73	41	80	45	8	4	6	3
The school is led and managed effectively	86	48	76	43	3	2	6	4
Overall, I am happy with my child's experience at this school	97	54	75	42	3	2	3	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	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.



25 November 2011

Dear Pupils

Inspection of Herons' Moor Community Primary School, Weston-super-Mare BS24 7DX

Thank you very much for making your contribution to the inspection through completing questionnaires, talking to inspectors in lessons and in meetings. The inspectors enjoyed meeting you. I am pleased to tell you that you go to a good school and that it has continued to improve since its last inspection. These are some of the areas in which the school is particularly successfully.

- Those of you in Nursery and Reception get off to a very good start to school life.
- You are well behaved and you work together very well, both in class and around school, and you really know how to stay healthy.
- Teaching is good and helps you to make good progress.
- All adults in school know you as individuals and provide excellent care and support, including for those of you who may find learning a little harder at times.

Although you go to a good school, there are a few areas that we judge will make it even better. These are to:

- make sure that those who lead and manage your school check that all of you always make the same good progress
- make sure that teachers mark your work in a way that tells you how well you are doing, what you need to do next to improve and challenges you to do your best.

You can help by continuing to help each other so well.

Yours sincerely

Mandie Haywood
Lead inspector

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