

# Heathlands Primary School

Ransom Road, Rainworth, Mansfield, NG21 0DJ

## Inspection dates

27–28 September 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Progress is not fast enough to raise attainment, particularly of the more-able pupils and at Key Stage 2, so that not all pupils reach expected national standards by the time they leave in Year 6.
- There is some inadequate teaching. The quality of teaching is inconsistent because it does not always stretch or challenge pupils well enough, particularly the more-able pupils, and does not promote mathematical problem-solving skills in other subjects.
- Middle leaders and managers are still developing their roles and are not yet able to demonstrate the impact of their work on pupils' achievement.
- Although most pupils are well behaved and polite, they lose concentration and interest in lessons that do not allow them to think and work independently.
- Efforts to bring marked improvements have not been successful enough because checking the quality of teaching is not robust enough.
- Recent improvements in school-based systems, routines and processes have not yet had sufficient time to ensure good achievement across the school.

### The school has the following strengths

- Senior leaders, including the governing body, are ambitious and committed to raising achievement and are clear about how to do so.
- The school provides an attractive and colourful environment for pupils to learn and play.
- Teachers' performance is managed effectively and this is increasingly leading to improvements across the school.
- Pupils with additional learning needs make good progress as a result of careful nurturing and robust tracking and monitoring systems.
- Teaching and the wide range of activities offered by the school have a positive impact on pupils' social, moral, spiritual and cultural development.
- There are good arrangements to ensure pupils are safe, happy and enjoy school.
- The school has good partnerships with other local schools and support organisations.
- Parents and carers are very positive about the school.

## Information about this inspection

- The inspectors observed 13 lessons, of which five were jointly observed with senior leaders. In addition, inspectors made a number of other short visits to lessons and observed learning assistants working with small groups. They looked at a wide sample of work completed by pupils. They also heard pupils reading.
- Inspectors met with a group of pupils, the governing body, the local authority improvement adviser, middle and senior leaders, and the coordinator of support for pupils who have special education needs.
- Inspectors looked at school planning, monitoring and evaluation documentation, including the school’s own data and analysis of pupils’ progress since starting the school, and records relating to behaviour, attendance and safeguarding.
- Inspectors took account of the 39 responses to the online questionnaire (Parent View) as well as the responses to parental questionnaires provided by the school. They also met with parents.

## Inspection team

Paul Delbridge-Smith, Lead inspector	Additional Inspector
Vreta Bagilhole	Additional Inspector

## Full report

### Information about this school

- Heathlands is a smaller-than-average primary school. Nearly all pupils come from White British families. A few come from a wide range of minority ethnic heritages. Very few of these pupils speak English as an additional language.
- The proportion of pupils identified as disabled and those who have special educational needs, supported by school action, school action plus or with a statement of educational needs, is average.
- The proportion of pupils who are known to be eligible for free school meals and for whom the school receives additional income (the pupil premium) is average.
- The Early Years Foundation Stage provision comprises a morning and afternoon Nursery and a Reception class.
- Privately run breakfast and after-school clubs and a pre-school group operate on the school site and are inspected separately.
- The school's 2011 results did not meet the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Improve teaching to be at least good to raise pupils' achievement to good or better by:
  - eliminating any inadequate teaching
  - ensuring planned activities, including homework, are tailored to meet the different needs and abilities of all pupils, so they are appropriately challenged, can learn independently and attain the highest standards
  - ensuring teaching assistants make an even greater contribution in leading pupils' learning
  - involving pupils more in taking a greater role in their own learning and that of others so that they can further develop their communication and independent learning skills
  - enabling pupils to use success criteria to assess and evaluate the quality of their work so they can see how well they are doing and what they need to do to improve
  - improve the quality of marking so that pupils have regular opportunities to review and respond to comments and suggestions in order to give them more ownership and responsibility for their success.
- Improve leadership and management by:
  - strengthening the monitoring of teaching and learning to include governors and all middle leaders so that they can more effectively review and evidence the impact of their work
  - sharing the good practices found in the coordination of literacy to improve the coordination of numeracy
  - providing a curriculum which better meets the needs of pupils of all abilities, and particularly the more-able, so they have more opportunities to use and apply what they know and can do, especially in mathematics.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Achievement of pupils requires improvement because pupils do not yet attain at national expected standards by the time they leave the school in Year 6 and more-able pupils do not do as well as they should. This is because of variations in the quality of teaching across the school, particularly in Key Stage 2 and in the teaching of mathematics.
- Most children begin school with levels of knowledge and skills that are below national expectations. Children's progress in the Early Years Foundation Stage classes is good overall so that they reach expected standards by the time they enter Year 1. Teaching is outstanding in the Nursery as a result of well-planned and appropriately balanced learning opportunities. This enables children to thrive and make a good start in their education.
- Results over the past three years have been average by the end of Year 2 in all subjects, although the proportion gaining the higher levels varies, particularly in mathematics.
- The teaching of phonics (the sounds that letters make) and the introduction of highly effective and creative literacy strategies enable pupils to extend their ability to blend, segment and decode words to improve their writing. Pupils are confident readers and talk with enthusiasm about the books they read, demonstrating good oral communication skills.
- Pupils are diligent to produce work which reflects their good efforts, particularly in writing, revealing their grasp of language skills, comprehension and technical accuracy. In one lesson in Year 2, pupils enjoyed dressing as pirates to write a description about a pirate ship setting, with one boy shouting, 'Try hard with your words', as other pupils stepped into the pirate ship to explore the setting before writing about it.
- Pupils' attainment by the end of Year 6 is below average. Pupils' progress is inconsistent in Key Stage 2 because of variations in the quality of teaching, and, as a result, pupils do not attain as well as they are able. Assessment information is not used effectively enough to ensure that all pupils are set work that is sufficiently challenging. At times, more-able pupils are given the same task as others to complete and teachers' expectations of what pupils are capable of doing are not high enough. This is particularly the case in mathematics.
- Recently introduced tracking systems for monitoring the progress of individuals and groups of pupils now mean that most pupils are making better progress in most subjects across the school, from a period of underachievement, but further improvements are necessary to ensure all pupils consistently make at least good progress.
- Gaps in the achievement of significant groups of pupils in the school compare favourably to other pupils nationally and are closing rapidly. These groups include pupils eligible for the pupil premium funding as well as disabled pupils and those who have special educational needs.

### The quality of teaching

### requires improvement

- Teaching requires improvement because too much variation in the quality of teaching means that pupils do not attain as well as they should, particularly in Key Stage 2.
- Teaching makes a significant contributing to pupils' social, moral, spiritual and cultural development, at times allowing pupils to choose how they would learn and with whom. In one class in Year 4, pupils were in various roles drafting a telephone conversation script about the parable of 'The persistent widow and the judge' and developed some highly effective narrative to communicate the morals they had learned which promoted justice, loyalty and friendship.

Boys were particularly effective in using expression in rehearsing their scripts with each other, demonstrating good oral communication and social skills.

- In the most effective lessons, teachers ensure the pace of learning is brisk to accelerate progress, activities are well planned to meet individual pupils' needs, and pupils are encouraged to lead their own learning. In some lessons, teachers spend too long explaining or intervening in pupils' learning, causing the pace to become too slow. Variations in the quality of support offered by teaching assistants means pupils' learning is not always maximised.
- Teachers and teaching assistants do not always take account of what pupils already know and can do to ensure activities fully meet their needs and different abilities. Teachers do not always use strategies to ensure that pupils are actively involved in all parts of the lessons, meaning that, in some lessons, pupils have to listen to teachers talk for too long. Homework does not always promote challenge and is not always match to the abilities and needs of pupils.
- Pupils do not consistently use success criteria to help them to evaluate the quality of their work, nor in setting and reviewing their own targets for success, in order to further accelerate progress in learning. Marking does not always promote the next steps to help pupils improve their work. As a result, pupils do not know how well they are doing in relation to targets set by class teachers.
- Pupils do not take regular or routine opportunities to review their work, or that of their peers, in relation to comments and suggestions made. As a result, they do not always get the opportunity to consolidate or secure their understanding of their learning.

### **The behaviour and safety of pupils** requires improvement

- Behaviour seen during the inspection requires improvement. Parents and carers who responded on Parent View expressed the view that behaviour is good. However, inspectors found that while behaviour is usually well managed, it is not yet good. This is because pupils sometimes spend too long without being actively involved in their learning. They can lose interest and become restless because they want to get on with the tasks planned for them.
- Pupils are polite and courteous to each other and their teachers, and most have positive attitudes to learning and are keen to get on with their work. Pupils enjoy school and this is reflected in the way they are keen to learn and play well together. Attendance is in line with the national average.
- Pupils work hard to produce their best work and look after each other very well in and around the school. Older children are positive role models in supporting younger children in the playground, which promotes particularly well their social and moral development.
- Pupils say that they feel very safe in school and know how to keep themselves safe. This view is overwhelmingly supported by parents and carers on Parent View and by parents and carers who met with inspectors. Pupils who spoke to an inspector showed that they have a good knowledge of how to keep themselves safe, and about different types of bullying, as well as the need to be kind and respectful to one another.
- Pupils are confident in telling an adult if anything worries or upsets them, and confirm that bullying is rare in the school. They understand cyber-bullying and how to deal with the dangers of the internet. They are less well informed about and experienced in socialising with people from a diverse range of backgrounds, religions and cultures.

### **The leadership and management** requires improvement

- Following a period of underachievement in Key Stage 2, leaders and managers have now begun to make the necessary changes in order to improve this, although there is still further to go to ensure that the same acceleration in pupils' progress found in Key Stage 1 continues throughout all of Key Stage 2, and particularly in mathematics.
- Accurate and robust self-evaluation, together with effective use of performance management, are leading to more effectively planned professional development for all staff. This, in turn, is helping pupils to make better progress but this has not yet been secured well enough in mathematics.
- The monitoring role of middle leaders is insufficiently developed and there has been insufficient training to equip these staff with the skills needed to measure the impact of their work on pupils' progress, particularly in the coordination of numeracy. However, leadership at all levels is gaining in effectiveness. This demonstrates that the school has the capacity to sustain improvement in the future.
- The school successfully promotes pupils' social, moral, spiritual and cultural development through a broad and balanced creative curriculum, imaginative use of topics and themes to promote good literacy, and other enriching activities. Insufficiently developed are opportunities for pupils to use and apply their mathematical and financial understanding using real-life scenarios and in other subjects.
- The school benefits from membership of a 'family of schools' arrangement with opportunities to share practices and professional development for the purposes of improving teaching and learning, and in assessing and moderating pupils' work. Regular and informative communications with parents and carers ensure that they are fully informed about and increasingly actively involved in their children's education.
- The school is benefiting from the helpful support provided by its local authority improvement adviser in, for example, embedding successful tracking and monitoring systems so that teachers are routinely held accountable for pupils' progress and development.
- All statutory requirements relating to safeguarding are met.
- **The governance of the school:**
  - is supportive and appropriately challenging to senior leaders and managers, ensuring school improvement priorities are being addressed
  - is sharply aware of the school's strengths and weaknesses and school improvement priorities
  - accurately uses achievement data, school policies and documents to ensure pupils' progress is closely monitored and appropriate actions taken to address any shortfall.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	133268
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	406504

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	208
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sally Borrill
<b>Headteacher</b>	Caron Wagstaff
<b>Date of previous school inspection</b>	21 September 2010
<b>Telephone number</b>	01623 401402
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