

# Heathlands Junior and Infant School (NC)

Heath Way, Castle Bromwich, Birmingham, B34 6NB

**Inspection dates** 1–2 November 2012

<b>Overall effectiveness</b>	Previous inspection:	<b>Satisfactory</b>	<b>3</b>
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The school has improved considerably since the last inspection due to good leadership.
- Pupils enjoy school. All parents who completed the on-line questionnaire (Parent View) agree pupils are happy and they would recommend this school to others.
- Standards are rapidly improving. From very low starting points pupils make good progress and those new to learning English do exceptionally well.
- Standards in reading are above average due to good teaching, which encourages pupils to read widely.
- Teachers' performance is well managed and the systems to check on the work of the school are rigorous and effective.
- Governors ask searching questions and support the school well.
- Attendance is average and improving rapidly.
- Pupils behave well and have a good understanding of how to stay safe and healthy. They also have a good understanding of the different forms of bullying.
- The pupils' spiritual, moral, social and cultural understanding is outstanding. Due to the wide cultural and religious make-up of the school, pupils have an excellent knowledge of other religions and cultures.
- Pupils feel safe and secure due to good safeguarding arrangements and procedures.

### It is not yet an outstanding school because

- Attainment in English and mathematics is not above the national average.
- Teaching in a small minority of lessons is not always consistently good or better.
- Teachers do not always give hard enough work to the more able pupils to help them reach the higher levels of attainment.
- Teachers do not always provide opportunities for pupils to use their imaginations in all lessons and explore their own ideas.

## Information about this inspection

- Inspectors observed teaching and learning in 30 lessons taught by 20 teachers and teaching assistants. Nine of these lessons were joint observations with the headteacher. Inspectors also made several shorter visits to classrooms to observe the teaching of reading and small group catch-up sessions.
- Inspectors observed and spoke to pupils during lessons and at play and lunchtime. They met formally with a group of pupils.
- Meetings were held with staff, senior leaders and managers, members of the governing body and a representative from the local authority.
- Inspectors observed the school’s work and looked at a range of documentation, including arrangements for safeguarding, information about pupils’ attainment and progress and pupils’ books.
- They took into account the 10 responses from parents and carers shown on Parent View (the online questionnaire), the results of a recent school questionnaire to parents and carers with 90 responses, and those from the staff questionnaire.

## Inspection team

Ronald Hall, Lead inspector	Additional Inspector
Rena Saggi	Additional Inspector
Catherine Beeks	Additional Inspector

## Full report

### Information about this school

- This is a larger-than-average sized primary school.
- The majority of pupils are from a range of minority ethnic groups. Just under half of the pupils are of White British heritage.
- The proportion of pupils who speak English as an additional language is well above average.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for looked-after children and pupils known to be eligible for free school meals, is well above average.
- The proportion of pupils supported through school action is above average, as is the proportion supported at school action plus or with a statement of special educational needs.
- The school meets 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?

- Make sure that all teaching is good or better by July 2013 by:
  - making sure work is hard enough for more able pupils so they reach the higher levels of attainment
  - making sure that teachers allow pupils to use their imaginations in all lessons and provide opportunities for pupils to explore their own ideas.

## Inspection judgements

### The achievement of pupils is good

- Children start the Early Years Foundation Stage with skills and knowledge that are well below those typical for their age. They make good progress from this point and leave Year 6 with skills and knowledge that are broadly average.
- Attainment in both English and mathematics has seen a steady rise over the past several years. Gaps between groups have closed. However, in some lessons the challenges set are not always hard enough to stretch all the pupils, especially the more able.
- In a lesson about heroes and bravery, although the theme interested the pupils, the pace of the lesson and the level of work set did not allow pupils to reach the levels they could have done. In contrast, however, in a lesson on story writing the pupils were fully engaged, excellent teacher questioning and discussion stretched pupils and encouraged them to achieve their best work.
- Pupil premium funding is used to provide three additional teachers who give extra teaching support, as well as two portable classrooms for the use of the pupils concerned, individually or in small groups as appropriate. Due to this, pupils make good progress and achieve in line with their peers nationally.
- The progress made by disabled pupils and those who have special educational needs exceeds nationally expected rates. This is because their progress is checked carefully and the support of additional adults adapts work to suit their needs. This approach also makes sure that those who are new to speaking English make exceptional progress and do better than their peers in school and nationally.
- Pupils achieve well in all areas of learning, particularly reading. Pupils have a good grasp of the sounds letters make and they are competent and confident readers. Their attainment in reading at the end of Year 2 and Year 6 is above average.

### The quality of teaching is good

- Teaching has improved since the previous inspection and is generally good. Teachers use a wide range of lively and imaginative activities that capture pupils' interests and enable them to make good progress. However, in a small number of lessons this is not always the case.
- Teachers know their pupils well so their lesson planning generally matches pupils' different abilities. However, in a small minority of lessons teachers do not always ensure that all the pupils achieve their very best and the pace of lessons can be a little slow.
- Classrooms are bright and pupils' learning is supported through helpful displays and practical resources. Teachers are good role models and encourage pupils to show respect and consideration for each other in their learning. Consequently, pupils feel confident to 'have a go' without any fear of getting it wrong.
- Most lessons are interesting and develop the pupils' skills well. However, in a small number of lessons teachers tend to exercise too much control and do not provide enough opportunities for pupils to use their imaginations and/or explore their own ideas.

- Teachers use their good subject knowledge, particularly in English, to provide clear explanations and ask the right questions to check pupils' understanding. This means that pupils are able to begin tasks swiftly and with confidence. In one lesson on descriptive language the teacher used excellent subject language and this was mirrored in the pupils' own comments and work. For example, they happily discussed adverbs, adjectives, subordinate clauses and other phrases, with full understanding and confidence.
- Teaching assistants have a positive influence on pupils' learning. Effective plans are in place to help pupils catch up on gaps in their learning. For example, pupils with gaps in their spelling knowledge have extra sessions to remedy this weakness. Those who are new to speaking English also have extra support which has resulted in them making excellent progress.
- Teachers mark work thoroughly and provide clear guidance to pupils on how to improve, which pupils respond to positively.
- Teachers promote pupils spiritual, moral, social and cultural development exceptionally well. They constantly promote positive relationships and encourage an excitement in learning. The rich mix of cultures and religions within the school are used effectively by the school to promote understanding. The links with several schools in Africa and Asia further help to develop pupils' understanding of different cultures and religions.

### **The behaviour and safety of pupils** are good

- Pupils behave well in lessons and have positive attitudes to learning. As a result, classroom environments are calm and learning is rarely disrupted. Pupils' behaviour is equally good around school. This was evident as they walked sensibly, chatted politely to the inspectors and the calm manner in which they entered and exited assembly.
  - Pupils know how the school expects them to behave because they help in deciding how the school should be run. A clear behaviour policy is consistently used by all staff so that behaviour is well managed. All parents and carers agree that pupils in the school are well behaved. School records confirm that pupils' behaviour is good on a daily basis and is improving over time.
  - Different groups of pupils say they feel safe in school and free from any harassment. All the parents and carers who responded to Parent View agree that their child is safe. Pupils have a good understanding of how to keep themselves safe and healthy. For example, younger pupils know about 'stranger danger'. Older pupils talk with confidence about what they do to keep themselves safe when using personal computers at home.
  - Pupils say bullying hardly ever happens at school and they know what to do if they are bullied. They have a good understanding of the different types of bullying. Those parents and carers who responded to Parent View agreed that the school deals effectively with bullying. School records show no reported incidents of bullying or exclusions.
  - Attendance has improved steadily over the past several years and is now broadly average and improving rapidly.
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**The leadership and management are good**

- Improvements since the previous inspection have been consistent and effective. This is because leaders and managers at all levels have been relentless in their drive to improve teaching and raise achievement. The headteacher actively promotes high expectations. He has managed the pace of change very effectively so that there is a common sense of purpose and staff morale is high. This was clearly demonstrated by the completely positive responses to the staff questionnaire.
  - Teachers' performance is well managed. All teachers have challenging targets to help them raise pupils' achievement. Leaders and managers observe teaching frequently. They provide helpful feedback and match training and support to whole school and individual needs.
  - Rigorous checks are made to find out how well pupils achieve. The school is alert to any pupil at risk of not making expected progress. Staff routinely check that all pupils are on track to make rapid progress from their very low starting points.
  - Leaders and managers know the school well. Clear plans are in place to make it even better. The school's consistent, marked improvement over time demonstrates good capacity to improve.
  - The school promotes equality of opportunity and tackles discrimination well. There are no inequalities in pupils' achievement and no incidents of harassment.
  - Partnerships with parents and carers are fostered through regular communication and opportunities for them to share their views. However, a few did not feel the school responded to their concerns.
  - Learning is good because it meets the needs of most pupils and is effectively promoting pupils' enjoyment of learning. The pupils' education is enriched by a range of visits and visitors.
  - The school promotes pupils' spiritual, moral, social and cultural development exceptionally well through assemblies, opportunities to work with each other, links with the local community and with schools overseas.
  - The local authority has supported the school well. It has rightly reduced the amount of support as school leaders and managers have become increasingly confident and competent in driving improvement. It now only provides 'light touch' support which has a positive impact.
  - **The governance of the school:**
    - Governors make a very positive contribution to the school's success through rigorously monitoring its work and having up-to-date knowledge of pupils' achievement and teaching. They are very supportive of the school, but also ask searching questions of senior leaders and managers. Governors make sure that the pupils and staff are all safe and secure in school through good safeguarding and child protection procedures and having all legal requirements in place. They thoroughly check financial resources are well managed, including the school's use of pupil premium money and how the school links performance to pay. Governors regularly check that teachers' performance is effective and their development is leading to improvements in the school.
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## 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>	103382
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	400616

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>	478
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ken Cox
<b>Headteacher</b>	Spencer Lambeth-Angell
<b>Date of previous school inspection</b>	30 June 2010
<b>Telephone number</b>	0121 7472705
<b>Fax number</b>	0121 7495997
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