

Heatherlands First School

Library Road, Poole, Dorset, BH12 2BG

Inspection dates

21–22 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
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.

- Children make good progress in the Early Years Foundation Stage, especially in communication and language, including learning their letters and sounds.
- Achievement has improved since the last inspection, with the result that progress in Years 1 to 3 is good and standards in English and mathematics are better than those expected at the end of Year 3.
- Much better teaching since the last inspection is the reason why achievement has improved. The quality of teachers' planning and marking of pupils' work is a significant strength.
- Pupils enjoy their learning. They feel very safe in school and this is confirmed by their parents. Pupils behave well in lessons and around the school.
- The headteacher, supported ably by a very strong senior leadership team, has been successful in moving the school from satisfactory to good within two years. Staff morale is high and all staff are determined to give pupils the best possible education.
- Many of the governors, including the Chair and Vice-Chair, have only been in post since September 2012, but already they have introduced much stronger levels of challenge for senior leaders in improving the quality of teaching and pupils' achievement.

It is not yet an outstanding school because

- Teachers do not plan for pupils to use information and communication technology in enough lessons.
- Senior leaders do not have quantifiable measures against which targets in the school development plan can be checked.

Information about this inspection

- Inspectors observed 15 lessons, of which nine were observed jointly with members of the senior management team. In addition, inspectors ‘dropped in’ on other lessons. They listened to pupils read in Years 1, 2 and 3.
- Inspectors met with the senior leadership team, the special educational needs coordinator, the Early Years Foundation Stage leader, the Chair and Vice-Chair of the Governing Body and two other members, a representative from the local authority and the school council.
- They looked at a range of documentation, including that for safeguarding, school self-evaluation and improvement planning, the school’s current data showing pupils’ progress and records of visits made by the local authority.
- Inspectors took account of the 53 responses to the on-line questionnaire (Parent View) and two letters sent in by parents. They looked at the 30 questionnaires returned by staff.

Inspection team

David Curtis, Lead inspector	Additional Inspector
Heather Barraclough	Additional Inspector
Christine Emerson	Additional Inspector

Full report

Information about this school

- This is a larger-than-average-size primary school, with three classes in each year group, including the Early Years Foundation Stage. In Years 2 and 3, pupils are taught in sets (ability groups) for English and mathematics.
- The school will become a primary school from 1 September 2013, and pupils in the school now will stay on and leave at the end of Year 6. As part of the transition to a primary school, it is currently undergoing a major rebuilding programme.
- At just under 20%, the proportion of pupils known to be eligible for the pupil premium (funding for pupils known to be eligible for free school meals, looked after children and children from service families) is below average.
- Five per cent of pupils on the school's register of special educational needs are supported at school action which is below the national average. The proportion of 10% supported at school action plus or with a statement of special educational need is above average.
- The current headteacher retires on 31 August 2013 and a new headteacher has been appointed to lead the primary school from 1 September 2013.

What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding by:
 - strengthening teachers' planning for the use of information and communication technology to support pupils' learning in lessons.
- Improve the quality of leadership and management from good to outstanding by:
 - ensuring that there are quantifiable measures for targets in the school improvement plan.

Inspection judgements

The achievement of pupils is good

- Children start school with knowledge, skills and understanding expected for their age, except in communication and language where they are below expectations. They make good progress in the Early Years Foundation Stage in all areas of learning. Progress in communication and language is particularly good, especially in learning letters and sounds, which gives children a significant boost in their development as successful readers.
- Progress in Years 1 to 3 is good. In the 2012 teacher assessments at the end of Year 2, standards were well above average and significantly better than in previous years. School data and inspection evidence indicate that these much better standards are being maintained in the current Years 1 and 2. In Year 3, pupils' progress is good, with the result that standards are higher than those expected nationally.
- Pupils enjoy reading. They use their knowledge of letters and sounds to read new and unfamiliar words. By Year 3, they are fluent and confident readers and can, for example, read a paragraph for effect, such as in a 'boring' style or one that gives a sense of suspense.
- In writing, pupils' key skills in handwriting, spelling, grammar and punctuation are good and the pupils use these key skills well in their story writing. By Year 3, pupils use alliteration, similes and metaphors in their writing. In one lesson in Year 3, pupils made outstanding progress in creating suspense in their stories.
- In mathematics, pupils are very confident in explaining their mathematical thinking and in reading and understanding problems. They use their knowledge of times tables well, for example when finding fractions, such as two fifths of 40.
- Disabled pupils and those with special educational needs make good progress because of high-quality support from teachers and teaching assistants that provides the right level of extra help.
- Pupils eligible for the pupil premium make good progress. Based on average point scores, the gap in their achievement compared to other pupils is closing rapidly. Since 2011 where they were, on average, eight months behind, the gap has closed to two months.

The quality of teaching is good

- The significant strength in the consistently good teaching, and the increasing amount that is outstanding, is the quality of teachers' planning. In particular, in Years 2 and 3, teachers know that, within a set, there is still a wide range of ability and they plan work that matches closely the learning needs of all pupils in their sets. In all lessons, pupils know what they will be learning and teachers' use of 'remember to' prompts helps pupils know what they need to do to be successful learners.
- Across the school, teachers' marking is consistent. All use 'learning objective slips' which tell pupils how well they have done. Teachers link their marking to pupils' 'rocket targets' which is a key reason why pupils know how to make their work better.
- Teaching assistants are used exceptionally well. At the start of lessons, they sit with individuals or small groups and look with them at the teacher's marking from the previous day. This means that pupils can respond to marking and the teaching assistant can help pupils with anything they misunderstood.
- Even though there are many strengths in teachers' planning, teachers do not always plan for the use of information and communication technology to support pupils' learning in lessons. In a few lessons, teachers talk for too long at the start and this limits the amount of work pupils can do.
- Teaching in the Early Years Foundation Stage is good, particularly in the teaching of letters and sounds. There is a good balance of activities that are chosen by children or led by adults, including those in the outdoor area.
- As a result of very detailed checking up on pupils' progress and learning needs, teachers and

teaching assistants give disabled pupils and those with special educational needs extra help which moves their learning forward at a good pace. This quality of additional help applies equally to those pupils eligible for the pupil premium, with the result that they make good progress.

- All parents who completed Parent View agreed that their children are taught well and inspection findings confirm this.

The behaviour and safety of pupils are good

- In many lessons behaviour is exemplary, but it is good over time rather than outstanding because a few pupils find it hard to maintain concentration or are slow to get down to work when asked to.
- Pupils take care and pride in their work, and this was very evident from looking at their books and from the quality of their presentation in all of their work this school year.
- Pupils feel safe in school and know that adults will help them with worries or concerns. All parents who completed Parent View agreed that the school keeps their children safe.
- Pupils have a good understanding, for their age, of the different forms of bullying and are confident that there is no bullying in their school.
- In the Early Years Foundation Stage, children make good progress in their personal, social and emotional development. They have good relationships with each other and adults.
- Attendance is improving and is in line with the national average. The school works hard to promote to parents the importance of regular attendance and its link to good learning.

The leadership and management are good

- The headteacher, deputy headteacher and senior leaders responded immediately to the outcomes of the last inspection in their drive to move the school to good. They have succeeded in this because of the way they have established a consistency in the quality of teaching that allows all pupils to make good progress.
- Staff have a much better understanding of the progress pupils make and check up more frequently and rigorously on this. Where pupils are at risk of falling behind in their learning, extra help is given immediately so that they can catch up quickly.
- Staff morale is excellent and there is an exceptional sense of togetherness in wanting to give the pupils the very best education. The staff manage the rebuilding programme and the challenge of becoming a primary school extremely well, and have not let it in any way reduce their focus on high-quality learning.
- School self-evaluation is accurate and inspectors agreed with the judgements made on the quality of teaching in all of the joint observations with senior leaders. The school improvement plan does not have sufficiently quantifiable measures to show whether it is successful in meeting its targets.
- The local authority has provided effective support since the last inspection in moving the school from satisfactory to good. It has worked successfully with senior leaders to strengthen the understanding and use of data, and to improve governance.
- The promotion of equality of opportunity is strong and results in any gaps in pupils' learning closing quickly. Discrimination in any form is not tolerated. Staff promote very good relationships between pupils.
- Funding for pupils eligible for the pupil premium is used effectively to give these pupils extra teacher and teaching assistant support, with the result that they make good progress and gaps in achievement are narrowing.
- Pupils enjoy the wide range of subjects taught and have good opportunities to use their key skills of literacy and numeracy. While there is good evidence that they use information and communication technology skills well, the opportunities for them to do so are not always provided in all lessons.

■ **The governance of the school:**

- It has improved significantly since the last inspection and particularly since September 2012 with the appointment of a new Chair and Vice-Chair and new local authority appointees. In particular, through regular visits to the school and attending training, governors have a much stronger understanding of their role in holding the school to account. They accept that they need training to have a greater understanding of school data. They have a good understanding of the quality of teaching and have agreed that teachers will not progress along the pay scales unless their teaching is consistently good. Governors monitor closely how the pupil premium is spent and its impact on achievement. They ensure that the school complies fully with all requirements for safeguarding and child protection.

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

Unique reference number	113698
Local authority	Poole
Inspection number	405478

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

Type of school	First
School category	Community
Age range of pupils	4–8
Gender of pupils	Mixed
Number of pupils on the school roll	353
Appropriate authority	The governing body
Chair	David A'Barrow
Headteacher	Sally Burns
Date of previous school inspection	2–3 March 2011
Telephone number	01202 743918
Fax number	01202 741928
Email address	s.burns@poole.gov.uk

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