

Heathland School

Eastcote Lane, South Harrow, Middlesex, HA2 9AG

Inspection dates 12–13 February 2014

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Pupils of all abilities achieve exceptionally well, often from very low starting points, to reach levels of attainment that are significantly above average in reading, writing and mathematics by the end of Year 6.
- Highly effective teaching captures pupils' imagination and enables them to make rapid progress throughout the school.
- The school uses the considerable additional pupil premium funding imaginatively and effectively to enable all pupils to achieve equally well.
- Pupils show a real enthusiasm for learning and behave extremely well around the school.
- The school is a very happy place where pupils from a wide range of backgrounds enjoy being together.
- Pupils place great trust in the adults around them. They feel very safe because everybody is committed to ensuring that they are free from harm.
- The headteacher provides visionary leadership which inspires everybody at the school to do the very best for the pupils.
- Senior and middle leaders are highly effective and make an extremely important contribution to improving teaching and learning.
- The relentless drive of leaders and staff has improved pupils' achievement and behaviour and the quality of teaching since the previous inspection.
- Pupils enjoy the exceptional range of opportunities they have to take part in sport, music and drama.
- The school promotes all aspects of pupils' social, moral, spiritual and cultural development extremely well.
- Governors are experienced and well informed and play an important role in helping leaders to improve the school.

Information about this inspection

- The inspectors observed 33 lessons or parts of lessons and visited sessions where small groups were being supported. Much of this work was carried out jointly with senior leaders. Inspectors also looked at samples of pupils' work.
- Meetings were held with members of the senior leadership team, various leaders below senior level, two groups of pupils, members of the governing body and the Head of School Improvement in Harrow. Inspectors also talked informally to pupils in lessons and around the school.
- Inspectors looked at a variety of school documentation including information about pupils' progress, minutes of governing body meetings, plans for improvement and records and policies related to the safeguarding of children.
- The responses of 103 parents to the online survey, Parent View, were taken into account by inspectors. In addition, they considered the much larger response of parents to the school's own survey, carried out in November 2013.

Inspection team

Graham Lee, Lead inspector	Additional Inspector
Raminder Arora	Additional Inspector
Michael Eason	Additional Inspector
Patricia Underwood	Additional Inspector

Full report

Information about this school

- Heathland is much larger than the average-sized primary school.
- A minority of children join the school in the Nursery and most in the Reception classes. Elsewhere, the proportions of pupils leaving or joining the school at other than the usual times are higher than average.
- Pupils come from a very wide range of ethnic backgrounds. Around a third is of Other Asian, mainly Tamil, heritage. The other larger groups are from Black African, Indian, Pakistani and a variety of eastern European backgrounds.
- Most pupils speak English as an additional language and many join the school speaking little or no English.
- The proportion of disabled pupils and those who have special educational needs supported at school action is well-below average and has declined in recent years. The proportion supported at school action plus or with a statement of special educational needs is also below average.
- Around half of the pupils in the school receive additional funding through the pupil premium. This proportion is much higher than average and, in this school, is provided for pupils known to be entitled to free school meals and a very few who are looked after by the local authority.
- The school is federated with Whitefriars School in Wealdstone. The executive headteacher leads both schools and the senior leadership team is also deployed across the partnership. The two schools share a governing body.
- The school runs before- and after-school clubs which are managed by the governing body.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school is a United Nations recognised Rights Respecting School.
- The school is a lead partner in the Harrow Teaching School Alliance, training teachers and leaders on behalf of the Teaching Agency.

What does the school need to do to improve further?

- Ensure that teachers always explain tasks clearly at the beginning of lessons and check pupils' understanding regularly to enable them to make the maximum progress possible.

Inspection judgements

The achievement of pupils

is outstanding

- Pupils of all abilities and backgrounds make rapid progress, often from very low starting points. By the end of Year 6, they reach standards in reading, writing and mathematics that are significantly above average and rising. They are exceptionally well prepared for their secondary education.
- When they join the school, either in the Nursery or Reception classes, children's knowledge, skills and understanding are well below those that are typical for their age with many new to English. Highly effective provision enables them to quickly become confident and eager learners and, by the time they join Year 1, the gap between their attainment and that of others in their classes has closed significantly.
- Throughout Key Stages 1 and 2, pupils make rapid progress in reading, writing and mathematics as a result of consistently effective teaching and the excellent systems used by the school to check progress and to ensure that any pupils who are struggling are immediately helped to make better progress. Consequently, standards are rising at the end of both key stages.
- Pupils are taught to read very effectively throughout the school. Phonics (letters and the sounds they make) skills are developed quickly to enable pupils to become proficient readers. Teachers' enthusiasm for books results in many pupils developing a real love of reading.
- Disabled pupils and those who have a range of special educational needs are well supported. Their progress is carefully checked so that they make the same rapid progress as their peers and most go on to reach above-average levels of attainment by the time they leave the school.
- The school routinely checks the progress of different groups of pupils to ensure that there are no barriers to their learning. Pupils from a Tamil background are often the highest achievers in the school and pupils, irrespective of their ethnic heritage, make at least good and often better progress. This level of achievement illustrates the school's highly effective commitment to equality of opportunity.
- Pupils who speak English as an additional language often make even more rapid progress than their English-speaking counterparts – once they develop fluency in English which they do very quickly.
- Systems are very effective in supporting pupils who arrive during term time to achieve very well. These pupils quickly settle at Heathland and make as rapid progress as their peers.
- Flexible arrangements for the grouping of pupils are providing an effective platform for teachers to challenge the most able. As a result, increasing proportions in Year 6 are working at levels in reading, writing and mathematics usually encountered well into their secondary education.
- Imaginative use of the pupil premium enables eligible pupils to make the same rapid progress as others. In 2013, pupils in Year 6 entitled to this additional funding attained similar levels to others in reading and writing. They were nearly two terms behind in mathematics. Nevertheless, in each subject they had made even better progress than their peers throughout Key Stage 2 and markedly closed the gaps between their attainment and that of others in their classes.

The quality of teaching

is outstanding

- The quality of teaching has improved since the previous inspection and its impact on pupils' learning is outstanding. Inspectors saw many examples of outstanding teaching and pupils' books and progress data confirm that it is of high quality over time.
- Teachers have very good subject knowledge and use a range of resources, including information and communication technology (ICT), imaginatively to capture pupils' interest and imagination. For example in a Year 6 mathematics lesson, pupils enjoyed the 'golf ball challenge', calculating the angles at which a golf ball would rebound from various surfaces.
- Phonics is taught very effectively and provides a secure basis for pupils' reading and

development in other subjects. These skills are transferred very well into writing, where it is evident that teachers have high expectations of the presentation and content of work, with appropriate focus given to grammar, spelling and punctuation.

- Teachers place a great deal of emphasis on developing pupils' basic skills in mathematics through the 'passport' system and also ensure that pupils have opportunities to solve problems and apply their skills in other subjects.
- Teachers help pupils to use the basic skills they learn very well and have designed a series of exciting topics which capture pupils' interest and imagination. For example, during the inspection, pupils in Year 4 were working excitedly in groups in a design and technology lesson to design and construct a bridge to carry a model car using a limited range of materials. They successfully used skills acquired in science and mathematics.
- Throughout the school, the use of marking, the 'next steps' pupils should take in their learning and targets are used extremely well to ensure that pupils know exactly where they are in their learning and what they need to do to improve. During lessons, teachers and pupils make constant reference to these 'next steps' and targets and pupils are very clear about how they help them to improve.
- Teachers make sure that pupils fully understand what they are learning and generally explain tasks clearly to pupils. Just occasionally, these explanations are not as clear as they might be and teachers do not check on progress regularly enough. As a result, pupils do not make the even more rapid progress of which they are capable.
- Teachers use questions very effectively to check pupils' understanding and deepen their thinking. Pupils respond very enthusiastically and are keen to answer questions and to contribute to discussions.
- Teaching assistants make a very effective contribution to the quality of learning, especially for pupils who are learning English and disabled pupils and those with a range of special educational needs.
- In the Early Years Foundation Stage, adults provide children with a wide range of experiences to develop their skills, understanding and confidence in all areas of their learning. The outside areas have been developed very well since the previous inspection and provide stimulating experiences for children to support their indoor learning.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding. In lessons, they respond exceptionally well to their teachers and show a real enthusiasm for learning, always striving to do their best.
- Pupils are polite and friendly and welcoming to visitors. They have a great deal of pride in their school and talk enthusiastically about all it has to offer. They take on a variety of responsibilities around the school diligently and enthusiastically.
- Around school, on the playground and in assemblies, pupils behave extremely well and work and play happily together. The school fosters positive relationships extremely well and is a very harmonious community.
- Pupils are ready to learn when they arrive in lessons and work very well on their own, with partners or in groups. Their exceptionally positive attitudes make a very important contribution to their rapid progress.
- Teachers and other staff have high expectations of pupils' behaviour in classes and around the school and there is a very consistent approach to the management of behaviour. This context helps pupils to learn well without any disruption.
- The school's work to keep pupils safe and secure is outstanding. Senior staff have a high profile around the school in ensuring pupils are safe and all staff are vigilant about potential risks. Leaders make sure access to the school is secure and staff are rigorously checked for their suitability. Pupils are taught to recognise danger, for example through a recent focus on internet safety which also involved large numbers of parents.
- Pupils have great trust in the adults around them and feel extremely safe in school. They know

about different kinds of bullying and say that it is very rare and if it does occur it is quickly sorted out. This is a view supported by almost all of their parents.

- Pupils' attendance has been steadily improving as a result of the school's uncompromising stance on pupils' absence and the support systems they have put in place to help parents who might be facing difficulties.
- The school promotes all aspects of pupils' social, moral, spiritual and cultural development extremely well. Discrimination of any kind is not tolerated in the school. This is evident in the everyday life of the school and underpinned by its status as a Rights Respecting School.

The leadership and management are outstanding

- The visionary leadership of the headteacher has established a culture of high expectations where only the best will do for the pupils. As a result, the school has not rested on its laurels since its previous inspection when it was judged to be outstanding. Significant improvement has been achieved in pupils' achievement and behaviour and the quality of teaching, as well as outdoor provision in the Early Years Foundation Stage.
- Senior and other leaders both have extremely high expectations and play an important role in raising pupils' achievement through a relentless focus on improving the quality of teaching. The regular checks on teaching, allied to training and support, continue to drive improvement. Teachers share this commitment and strive to be the best they can be. Consequently, morale is very high.
- Information about pupils' progress is at the heart of this drive for improvement. This information is used to make sure that teachers take responsibility for the progress of their pupils and to identify any potential underachievement at a very early stage. Moreover, rigorous systems for the management of teachers' performance ensure that pay rewards are linked closely to performance and, in particular, the progress of pupils.
- The curriculum is highly effective in developing pupils' basic skills in literacy and numeracy and enabling pupils to apply these skills regularly in other subjects. Effective and innovative use of ICT, also embedded in school practice, greatly enhances pupils' communication skills and supports their learning. The school has its own television and radio stations, which are greatly enjoyed by pupils and contribute to their learning.
- The school places a great deal of emphasis on providing pupils with a wide range of exciting opportunities to take up in sport, music and the arts. For example, every pupil learns to play a musical instrument, and takes part in a performance every year. During the inspection, pupils in Year 3 were performing a musical rendition of Aesop's Fables. These activities greatly enhance pupils' social, moral, spiritual and cultural development.
- The new sports funding has been used creatively to extend the already extraordinarily wide range of sporting opportunities already available to pupils. These activities attract very high participation rates and are a considerable help to pupils in enabling them to adopt healthy lifestyles and learn new skills.
- The local authority provides appropriate 'light-touch' support to this outstanding school but, nevertheless, responds well to any requests from the school for specific help.
- The leadership team has made a good contribution to Whitefriars and to the improvement of teaching and learning in the area through their involvement in the Teaching Alliance.
- The school enjoys good relationships with the vast majority of parents. Parents appreciate the good quality before- and after-school clubs which strongly support their family life.

■ The governance of the school:

- Governors are experienced and knowledgeable. They provide strong strategic leadership and support the school very well. At the same time they check that leaders are continuing to do the right things to improve the school. They ensure that the funds made available to the school provide value for money for pupils. In particular, they know exactly how the pupil premium funding is used and its impact on the achievement of the pupils it is provided to

support. Governors know about the school's performance in comparison with other schools nationally because they have the skills to analyse data on pupils' progress and attainment for themselves. They also make sure they are informed about the quality of teaching in the school and ensure that pay progression for teachers and leaders is related closely to performance. Governors take the safeguarding of pupils very seriously and have a committee dedicated to this aspect of the school's work. They ensure that all statutory requirements are met.

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	102203
Local authority	Harrow
Inspection number	440956

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	672
Appropriate authority	The governing body
Chair	Lynne Malzard
Headteacher	Chris Spruce (Executive Headteacher)
Date of previous school inspection	1 December 2010
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