

# Heath Fields Primary School

Field Avenue, Hatton, Derby, DE65 5EQ

**Inspection dates** 13–14 March 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	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.

- Pupils' progress has improved and is now good across the school.
- Teaching has improved and is now good. Teachers ensure that pupils are clear about what they have to do, and that they take pride in the presentation of their work.
- Pupils' positive attitudes to learning support their good progress. Pupils feel safe and behave well in classes, around the school, at break and lunchtime.
- The headteacher's determined leadership, well supported by other leaders and governors, has ensured that teaching and achievement have improved since the previous inspection.
- Governance has been strengthened. Governors visit the school regularly and hold leaders to account for continued improvements in the school.
- A wide range of stimulating opportunities, including trips and special days, give pupils a rich experience of school as well as developing their skills in literacy and numeracy.

### It is not yet an outstanding school because

- Teachers do not always show that they have suitably high expectations for what pupils can achieve in lessons.
- Marking is not as good in other subjects as it is in English, and teachers do not make sure pupils think about the comments so they can improve their work.

## Information about this inspection

- Inspectors observed 18 lessons or part lessons. Two observations were carried out jointly with the headteacher and included the headteacher’s evaluation of pupils’ learning and progress in those lessons.
- Meetings were held with the headteacher, staff, a local authority representative and with the Chair and Vice-Chair of the Governing Body along with another governor.
- Inspectors spoke with pupils about their views of the school, listened to them read and looked at their work in books.
- Parents’ views were taken into account from informal discussions at the start of the day, email correspondence, 33 responses to the online survey Parent View and 130 responses to the school’s own parental questionnaire.
- The responses to 28 completed staff questionnaires were considered.
- The inspection team looked at the school’s work and scrutinised a range of documentation including the school’s own evaluation of its work and plans for the future, records relating to the management of the performance of staff, behaviour, attendance and safeguarding records as well as minutes of meetings of the governing body.

## Inspection team

Susan Williams, Lead inspector

Additional Inspector

Jacqueline Pentlow

Additional Inspector

## Full report

### Information about this school

- The school is slightly smaller than the average-sized primary school.
- Most pupils are White British.
- The proportion of pupils supported through school action is above average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils for whom the school receives the pupil premium, additional government funding for pupils known to be eligible for free school meals and other groups, is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- There have been significant changes to the governing body since the previous inspection including a new Chair and Vice-Chair who took up their posts in September 2013.
- A new literacy leader was appointed in September 2013 and there is currently an acting assistant headteacher.

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

- Improve teaching so that it is outstanding overall by:
  - making sure that teachers have consistently high expectations for the amount of work pupils can complete in lessons
  - transferring to other subjects the good practice seen in marking pupils' writing in English, making sure that pupils reflect and respond to they can correct mistakes and improve their work.

## Inspection judgements

### The achievement of pupils is good

- Pupils' progress has improved and is now good. Typically, children enter Reception with skills and knowledge well below those expected for their age, particularly in their early reading and writing development. There is a strong focus on developing these skills, so that by the time they enter Key Stage 1 children's level of development is approaching the average for their age.
- Changes to the way reading is taught have been very effective. Results in the Year 1 phonics check (which tests pupils' understanding of the links between letters and sounds) improved from below average in 2012 to above average in 2013. Pupils are taught in small groups depending on how well they read. Pupils say they enjoy reading, showing good understanding and the ability to tackle new and difficult words. They read regularly at school and at home.
- As a result of improvements in progress in Key Stages 1 and 2, attainment in 2013 was broadly average. School tracking data and evidence from pupils' books show this improvement has continued, with pupils achieving consistently well. Pupils' writing has continued to improve and this is developed well through links with other subjects. Mathematical skills are developed thoroughly, step by step, so pupils build on what they have already learnt. Pupils have good attitudes to learning, which contribute to their good progress.
- Disabled pupils and those who have special educational needs make good progress. They benefit from the extra help they receive in lessons from teaching assistants. The school is effective in promoting equality of opportunity and providing additional help for pupils at risk of falling behind in their work.
- Pupils supported by pupil premium funding receive extra help in classes, in small groups or on a one-to-one basis. The school also uses the funding to enable pupils to join clubs and attend trips. In the national tests in 2013, eligible pupils in Year 6 were approximately four months behind their classmates in reading and writing and two months in mathematics. Their progress was similar to that of other groups, and it is accelerating for current pupils.

### The quality of teaching is good

- Teaching has improved across the school and is now good, including in both English and mathematics. There is a consistent approach to literacy and numeracy, supported by bright and colourful classroom displays giving helpful advice on the topics pupils are working on and examples of good work. Work on literacy is enriched by classes focusing on particular authors for each half term to promote reading for enjoyment.
- Teachers make sure they set work at the right level for pupils so there is enough challenge for them, including for the most able pupils who are given more difficult work. However, on occasions, expectations are not high enough for how much pupils can achieve in lessons. Teachers ensure that pupils understand what they have to do to be successful in their work. They are able to correct mistakes and are proud of completing work correctly.
- Teachers make lesson activities stimulating and this promotes pupils' interest. For example, in a Year 1 literacy lesson, pupils used observation of a video-clip showing a Venus flytrap and plants around the classroom to stimulate vivid language that they could use in their descriptions.
- Pupils' books are regularly marked with positive comments and guidance on what could be

improved. Pupils respond well so that their work is neat and well presented in all classes. Targets are sometimes very helpful. For example, in a Year 6 literacy lesson, pupils were working on their own story openings, inspired by Harry Potter, and all knew exactly what they had to do to improve their work. However, targets were less clear in other subjects, and teachers do not always check that pupils reflect on comments so they can use these to improve their work.

- Teaching assistants are generally used well. They make good use of their time in lessons to support individuals and groups of pupils.
- In the Early Years Foundation Stage teaching is good. Children are supported to develop a range of skills in a supportive environment which helps them to learn well. They enjoy playing with each other, developing their imagination and skills, such as play-acting a scene with a wooden ship. Adults give children helpful feedback to support their next steps in learning.

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

- The behaviour of pupils is good. Pupils behave well around the school, at break, lunchtime and in assembly. Exclusions are rare. The school works well with the local authority to support pupils who find it difficult to control their behaviour and this has been effective.
- Pupils are respectful to each other and to adults. They think that behaviour is usually good. They like the rewards system and understand that when someone's name is on the board for misbehaviour this can be removed if they improve. They think that this is helpful.
- Pupils take on responsibilities as school council members and 'mini-leaders', who are proud of their role in helping others. As one said, 'I help children enjoy their time at school.'
- Almost all staff responding to the questionnaire said that behaviour is well managed. The very large majority of parents responding to both the school's own questionnaire and Parent View also thought that behaviour is well managed in the school.
- Pupils' attitudes to learning are positive across all classes and this supports their good progress. Pupils are happy to help each other in lessons. They listen attentively when pupils talk about their work and work well with each other in lessons. They follow instructions from the teacher quickly, for example, stopping promptly to listen to the teacher or moving around the classroom sensibly.
- The school's work to keep pupils safe and secure is good. Pupils say that they feel safe in the school, and parents agree.
- Pupils know about different kinds of bullying, including cyber-bullying and 'face to face' bullying. They do not think this is an issue in the school, a view confirmed by the school records. Pupils understand risk and how to keep safe, such as in physical education lessons and by wearing cycling helmets when cycling to school.
- Attendance, which was historically low, has improved significantly this year and is now broadly average. The school has worked very closely with families where attendance was of concern to ensure this improved.

### **The leadership and management are good**

- The headteacher's high expectations and determination to improve teaching and pupils' achievement have been successful. He has been well supported by governors and senior staff.
- Other leaders, including subject leaders, have been supported to develop in their roles and now successfully lead developments in teaching in their areas. For example, the literacy coordinator rigorously monitors books and feeds back to teachers on strengths and weaknesses; this is followed up later to see that improvements have been made. This has ensured a consistent approach to marking in literacy across the school.
- The management of staff performance is robust. Clear targets are set for teachers each year and these are reviewed and adjusted mid-year if necessary. All teachers responding to the questionnaire were positive about the help they receive to improve teaching.
- Leaders' evaluations of the school's strengths and weaknesses are accurate, and the resulting development plans have appropriate priorities with clear steps for improvement which can be monitored along the way.
- The curriculum is enhanced with a wide range of activities, including trips, which promote pupils' spiritual, moral, social and cultural development very well. It also develops pupils' enterprise skills including decision-making, 'financial literacy', teamwork and problem solving through topic work and study of different subjects. Each year group takes part in an enterprise project. For example, Year 4 pupils took part in a project on habitats, developing their teamwork skills and creativity while making an 'insect hotel'. Year 5 were involved in a Tudor museum day, developing a range of skills with a real-life purpose. Pupils from Year 3 have the opportunity to learn French. The school has benefited from external links, including work on bio-diversity supported by a local manufacturer.
- The new sports funding is used effectively to purchase support from the local sports partnership to develop teachers' skills in teaching sport, initially in generic sporting skills and then in sports of their own choice. The school takes part in a range of competitive sports and has a wide range of clubs. It plans to introduce cheerleading to encourage pupils who do not currently attend a sporting activity to take part. The school promotes pupils' health and well-being effectively and, in addition to sporting activities, holds a health and fitness week as part of the healthy choices topic.
- The local authority has provided effective support for the development of governance, teaching and quality assurance.
- **The governance of the school:**
  - Governance has improved significantly since the previous inspection. Governors visit regularly to look at different aspects of the school's work linked to targets in the school improvement plan. For example, they have looked at the development of writing, enterprise skills, sports provision and 'pupil voice'. They have a good knowledge of the data on pupils' progress. They have become increasingly confident in asking questions and holding senior leaders to account for improvements. They oversee the management of the performance of staff and their new policy links pay awards to strong performance. They know about the quality of teaching in the school and the support provided in the past where teaching was less strong. They know how the pupil premium funding is being spent and the difference this is making. They keep their skills up-to-date, for example through training provided by the local authority, as well as hosting training at the school. They ensure statutory duties are met, including those for safeguarding pupils.

## 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>	112679
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	431601

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>	Maintained
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	228
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Steve Berry
<b>Headteacher</b>	Mark Whyman
<b>Date of previous school inspection</b>	13 September 2012
<b>Telephone number</b>	01283 813255
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