

# Heage Primary School

School Lane, Heage, Belper, DE56 2AL

**Inspection dates** 30 April–1 May 2014

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

- Pupils' underachievement in Key Stage 2 over the last two years has resulted in lower attainment than should have been expected by the end of Year 6.
- The proportion of Year 6 pupils achieving the higher Level 5 in reading and in mathematics in 2013 was below average. Pupils' progress in other year groups has varied.
- Pupils do not have good opportunities to develop their speaking skills and to become confident learners.
- Teachers sometimes do not expect enough of the most-able pupils.
- Teaching assistants do not always support less-able pupils effectively.
- Teachers sometimes do not check pupils' understanding of tasks or new ideas carefully enough or make sure they know what they need to do next.
- Pupils do not always concentrate fully in lessons. They do not have enough chances to extend their personal and social skills and to contribute to the school community.
- Some leadership roles, including within the governing body, are not fully developed across the school.

### The school has the following strengths

- Reception pupils make good progress.
- Teaching has improved considerably in the last year. This is helping to increase rates of progress for pupils in Years 1 to 6.
- Pupils feel safe in school.
- Attendance has risen and is now well above average.
- The local authority supports the school very effectively in reviewing its performance and in training staff and governors to improve their expertise.
- The new headteacher is already making a significant impact on school improvement. Staff and parents have confidence in his leadership.

## Information about this inspection

- Inspectors observed teaching in 13 lessons taught by six teachers. Three of these lessons were observed together with the headteacher or deputy headteacher.
- An inspector listened to a sample of Year 2 pupils reading.
- Meetings were held with school staff, a group of pupils, three governors and a representative from the local authority.
- Inspectors took account of the 13 questionnaires completed by staff. They also considered the 42 responses to the Ofsted online questionnaire, Parent View. An inspector spoke informally to some parents at the beginning of the school day.
- Inspectors looked at a range of evidence including: the work in pupils' books in a wide range of subjects; monitoring records; consultants' reports; the school improvement plan; the school's own data on pupils' attainment and progress; and policies, procedures and practice relating to safeguarding, behaviour and attendance.

## Inspection team

Derek Aitken, Lead inspector

Additional Inspector

Elizabeth Needham

Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average-sized primary school.
- Almost all pupils are from White British backgrounds. No pupil is at an early stage of learning English as an additional language.
- The proportion of pupils supported by the pupil premium, which is additional funding for certain groups such as those known to be eligible for free school meals, is well below average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is well below average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- Children in the Early Years Foundation Stage are taught in a mixed-age class with some Year 1 pupils. Pupils in Years 1 to 3 are also taught in mixed-age classes. Older pupils are taught in single-age classes.
- The headteacher took up his post in April 2013. A new deputy headteacher was appointed in September 2013.
- There is a before- and after-school club on the school site. This club is not managed by the school and was therefore not observed as part of this inspection.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

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

- Make teaching consistently good or better by ensuring all teachers:
  - provide good opportunities for pupils to discuss their learning and to develop their speaking skills and self-confidence
  - check pupils' understanding of tasks and new ideas thoroughly and make sure that they know what they need to do next.
- Improve the achievement and personal development of pupils by making sure that:
  - all teachers have high expectations of the most-able pupils and consistently provide them with suitably challenging work
  - teaching assistants manage and question less-able pupils very effectively
  - pupils have a wide range of opportunities to show initiative, to take on responsibilities and to contribute fully to the school community.
- Improve the effectiveness of leadership and management, including governance, by ensuring:
  - new subject team members quickly acquire the skills needed to carry out robust checks on pupils' progress to enable them to contribute fully to improving the school and raising pupils' achievement
  - new governors quickly develop the expertise to support experienced governors in reviewing the school's performance.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Attainment at the end of Year 6 in 2012 and 2013 was broadly average, but most groups of pupils underachieved. In 2013 pupils made inadequate progress from their above-average starting points, especially in mathematics. Too few Year 6 pupils attained the higher Level 5 in reading and mathematics.
- Year 6 pupils known to be eligible for the pupil premium underachieved in 2013. These pupils were working, on average, about five terms behind their classmates in mathematics and three terms behind in reading and writing.
- Assessment records show that pupils' progress in other year groups has, over time, been inconsistent. Assessment has not been rigorous enough to ensure gaps in some pupils' knowledge, including disabled pupils and those who have special educational needs, have been identified quickly or tackled effectively.
- Some lower-attaining pupils find it difficult to think for themselves, especially when working on writing tasks, or to understand new ideas quickly. Progress slows as their concentration wavers. Higher-attaining pupils sometimes spend too much time doing work which is too easy for them. Pupils of all attainments occasionally lack confidence in explaining their work as opportunities are missed in lessons for them to discuss their work and to develop their speaking skills and self-confidence.
- Children join Reception with levels of skills and aptitudes which are below those expected for their age. They make good progress in the Early Years Foundation Stage and join Year 1 with broadly average attainment. Pupils make steady progress in Key Stage 1 and by the end of Year 2 attainment is average.
- Over the last year, improvements in teaching, especially in mathematics, and in assessment, have reversed the decline in achievement in Key Stage 2. Pupils in Years 3 to 6, including pupils whose circumstances may make them vulnerable, are now making the progress expected of them but not enough are yet achieving well.
- Most pupils set out their work neatly which helps them to think their way through mathematical calculations and problem-solving tasks logically and accurately.
- Results in the Year 1 screening test for phonics (the sounds that letters make) were broadly average in 2013. Year 2 pupils, including the less able, enjoy reading and commenting on texts. They understand letters and sounds well and mostly read accurately.
- Assessment records and lesson observations show an improvement in pupils' performance levels in physical education as a result of the primary sport funding, which is spent on coaching and additional sports.

### The quality of teaching

### requires improvement

- The quality of teaching in Years 1 to 6 has, over time, been too variable to ensure that pupils make good progress.
- Expectations of pupils' work, including the most able, have not been high enough. Not all lessons

ensure these pupils are required to work hard enough. This was observed, for example in a science lesson when, after identifying the names of the planets, most-able pupils were unable to extend their skills and understanding really well, because follow-up tasks lacked sufficient depth.

- Less-able pupils make little headway in lessons where there is a lack of help to stimulate their thinking or to understand new, abstract ideas. Teaching assistants sometimes do not manage or question these pupils well enough to ensure they understand or are fully engaged in learning.
- Teachers do not regularly keep a close check on how well pupils have understood tasks or new ideas or ensure pupils know what they need to do next. Pupils are sometimes not given enough opportunity to explain their thinking to involve them fully in their learning and to help them grow in self-confidence.
- Nonetheless, the profile of teaching is improving steadily across the school, as common practices, for example in marking and assessment, are becoming established in the school's work. New support programmes are now more sharply focused on tackling gaps in pupils' knowledge.
- Several good features in teaching were observed, for example in the expert techniques used by staff to ensure Reception children take a keen interest in learning. Similarly, in a history lesson, the teacher made skilled use of questioning and resources to enthuse pupils in their study of 'Neanderthal Man'.
- Calculation operations and problem-solving skills in mathematics are taught securely in line with new school policies.
- Teachers mark pupils' work regularly but do not always check that pupils have acted on their guidance in their next pieces of work.

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

- The behaviour of pupils requires improvement. In a few lessons where classroom routines are not fully established pupils are slow to settle to their work and do not always listen carefully.
- Pupils sometimes lose concentration when they are required to listen to others responding to staff's questions or when they are not fully engaged by the teachers' methods. Occasionally, the motivation of less-able pupils wavers when they do not have the help they need to help them complete tasks.
- Opportunities for pupils to take on leadership roles and responsibilities, to show initiative, for example in organising games on the school playground and to make a broad contribution to the school community, are under-developed.
- New policies for managing behaviour have reduced incidences of low-level disruption in lessons since the previous inspection. Nearly all pupils behave sensibly in the playground or during assemblies. They are friendly towards each other and to staff and any disputes resulting from minor 'fall-outs' are usually quickly resolved. There have been no exclusions for several years.
- Current attendance rates have risen and now stand at well-above average levels. These reflect pupils' enjoyment of the ever-widening range of extra-curricular activities and parents' significantly increased approval ratings for the quality of education provided.

- The school's work to keep pupils safe and secure is good. Staff know pupils well and use this information carefully in their work with outside agencies to keep a close check on pupils' welfare. Pupils, including those with extra medical needs, are well supervised at break-times.
- Pathways on the school's sloping site are maintained well and younger pupils are regularly reminded to take due care when walking on them. Play areas are extensive and on level surfaces. Pupils feel safe within the secure site and report no concerns with bullying, including through social media.
- Pupils know how to stay safe on the internet and are fully aware of 'stranger danger'.

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

- The well-considered actions which have been taken by the new headteacher, for example for improving teaching and assessment procedures, are not yet deeply rooted in the school's work. Although teachers' have responded well to increased expectations of their performance, full consistency has not been achieved.
- Much of the responsibility for checking up on the school's work is undertaken by the headteacher and deputy headteacher. Teams of teachers have very recently been established to improve staff's accountability and capacity for managing and reviewing subjects. Consequently, team members have not acquired the detailed overview of pupils' performance that they need in order to have a strong influence on the school's direction.
- Pupils' spiritual, moral, social and cultural development is fostered adequately through the topics and themes pupils learn about in their lessons. The school runs a very successful Film Club and pupils enjoy music lessons taught by specialist staff. There are few planned opportunities outside the classroom to promote pupils' awareness of cultural diversity.
- The school ensures that there is no discrimination and promotes equal opportunities adequately. Pupil premium expenditure has been reviewed to focus funds more sharply on programmes designed to accelerate relevant pupils' academic achievement, although the impact of these actions has yet to be assessed fully.
- The new headteacher has an accurate understanding of the quality of the school's current work. He quickly identified causes of pupils' underachievement in Key Stage 2 and developed clear plans to tackle them systematically. The benefits of the school's revised tracking system are already apparent in pupils' improved rates of progress in Key Stage 2. Questionnaires indicate that his strong leadership is well received by staff and parents.
- The local authority's well-founded analysis of the school's effectiveness, coupled with its unstinting support through organised training programmes and consultants' regular visits, have underpinned the school's steady improvement over the last year.
- The school is making suitable use of the national sports funding for primary schools. A professional sports coach has been employed to develop pupils' skills and staff's expertise. The range of sporting activities open to pupils has been significantly extended and pupils report with pride their successes in competitive events and increased enthusiasm for sporting activities.

■ **The governance of the school:**

- Governors acknowledge that, in the past, they have not held senior leaders properly to account. Much of their work is undertaken currently by a core group of governors due to recent changes in personnel and the appointment of new governors
- Governors have improved their work steadily over the last year through establishing closer links with staff and are supported effectively by the local authority and Ofsted monitoring
- They have taken sensible decisions in appointing new staff to senior posts, in allocating funds to improving accommodation for Reception and Key Stage 1 pupils, and in revising the focus of the use of pupil premium funding
- They know which of the school's actions have been successful in raising standards and have increased the frequency of their visits to school to check how well new initiatives are working
- They are aware that more work needs to be done to ensure all pupils are taught well. They make sure that suitable procedures are followed for reviewing the headteacher's performance and when decisions are taken about staff pay rises
- Governors make sure that the school's systems for safeguarding meet current national requirements.

## 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>	112773
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	441958

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	170
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ian Wickham
<b>Headteacher</b>	James Yellop
<b>Date of previous school inspection</b>	22 November 2012
<b>Telephone number</b>	01773 852188
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