

# Heathmere Primary School

Alton Road, Roehampton, London, SW15 4LJ

## Inspection dates

6–7 November 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher is very focused on improving the education and progress of all pupils in the school. Her drive and ambition for pupils have been the force behind the school's significant improvement in the last two years.
- All pupils make good progress in reading, writing and mathematics.
- Governors and school leaders have been effective in raising standards since the previous inspection. They have made sure that teaching continues to improve and pupils are suitably supported, whatever their needs.
- Pupils are proud of their school. They like their teachers and behave well. They feel safe and valued.
- Pupils enjoy a wide range of learning opportunities both in and out of school. Their spiritual, moral, social and cultural development is promoted well and they are well prepared for life in modern Britain.
- Children get off to a good start in the Early Years Foundation Stage. Good teaching, a stimulating environment and a warm, caring atmosphere help children to learn how to get along with others and to develop skills at a good rate.
- The quality of teaching is good. Teachers have high expectations of pupils' behaviour and work. They have established good relationships with pupils and manage behaviour skilfully. Marking is consistently good and helps pupils to improve their work.

### It is not yet an outstanding school because

- Provision for learning in the outside area of the Early Years Foundation Stage is not as well planned as in the inside area.
- Pupils do not make as much progress in mathematics as they do in reading and writing.

## Information about this inspection

- Inspectors, together with other senior leaders, observed lessons involving pupils from all year groups engaged in a range of activities in different subjects. They also looked at pupils’ written work and at the records of children’s work and staff observations in the Early Years Foundation Stage.
- Meetings were held with the Chair of the Governing Body and two other governors, the headteacher and other school leaders.
- Inspectors spoke to two groups of pupils and also spoke informally with other pupils in lessons and around the school. They listened to pupils reading and talked to them about their reading habits.
- Inspectors examined several of the school’s documents. These included: the school’s own evaluation of its performance; its improvement plan; information about pupils’ progress and the support given to disadvantaged pupils, disabled pupils and those who have special educational needs; evidence about the quality of teaching; and records relating to behaviour, safeguarding and attendance.
- The inspector analysed 36 questionnaires returned by staff, and took account of 35 responses to the online questionnaire (Parent View), one letter from a parent and the views expressed by parents as they arrived at school.

## Inspection team

Jim McVeigh, Lead inspector	Additional inspector
Martin Marsh	Additional inspector
Jan Edwards	Additional inspector

## Full report

### Information about this school

- Heathmere is larger than the average-sized primary school, with one class in each of Years 4, 5 and Nursery and two classes in other year groups. Apart from a few who attend Nursery part time, all other children in the Early Years Foundation Stage attend full time.
- Around a quarter of pupils come from a White British background and the remainder come from a wide range of ethnic backgrounds. About half of pupils, more than average, speak English as an additional language.
- The proportion of disadvantaged pupils supported by the pupil premium (extra government funding for pupils known to be eligible for free school meals or children who are looked after) is around two thirds, which is well above the national average.
- The proportion of disabled pupils and those who have special educational needs is above average.
- A very few pupils attend an alternative placement, a local pupil referral unit, for three afternoons a week.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The headteacher, through the local authority, provides support for leaders of other local schools.
- The school runs a breakfast club.

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

- Improve the quality of the outside space in the Early Years Foundation Stage so that it provides children with well-planned opportunities for learning.
- Raise pupils' achievement in mathematics, so that it at least matches their achievement in reading and writing, by providing them with more opportunities to develop strategies for mental calculation and to apply their mathematical skills to solving problems.

## Inspection judgements

### The leadership and management are good

- Over the last two years, the school has undergone a significant change in its approach and effectiveness. The headteacher has created a strong sense of teamwork and a culture of high expectations amongst staff. Parents have commented positively on the improved behaviour in the school and the support each pupil gets. One parent, expressing a typical view, said, 'The head is fantastic. There have been big improvements and my children now look forward to coming to school.' The headteacher has been involved in training staff from other schools and they have been to see the effectiveness of the school's work.
- The senior leadership team has worked effectively to improve teaching and learning so that pupils now make good progress. Senior leaders frequently meet teachers to discuss pupils' progress and identify which pupils need additional help. They regularly collect and analyse pupils' test results in detail to check on the effectiveness of teaching and of planned extra support. Leaders have accurately described the school's strengths and the areas they want to improve. Clear, effective plans are in place for continuous improvement.
- School leaders, including subject leaders, regularly check on all aspects of teaching, including lesson observations, the quality of planning and pupils' written work. They take action promptly if teaching appears to be in danger of not meeting the high standards expected. Teachers' performance is reviewed appropriately and they are given challenging targets to meet, including those linked to pupils' progress. Good opportunities exist for staff training through the local authority, in school, or within the local cluster of schools.
- Subject and year leaders are well supported to develop their leadership skills further. They are closely involved in checking quality and improving their areas of responsibility and have experience of training other teachers. Similarly, teachers new to the profession feel supported through a well-structured and flexible programme that meets their personal aspirations as well as developing their confidence and teaching skills.
- Alternative provision for its pupils at another school is checked thoroughly to make sure pupils attend regularly, are kept safe and make good progress. Close monitoring helps to ensure the best outcomes for the children involved.
- Disadvantaged pupils are supported well to make rapid progress in their learning. Additional funding is used to provide them with extra help. For example, additional teachers in class and language support programmes help them to achieve well, and the school ensures disadvantaged pupils can take advantage of trips and clubs to enrich their experiences further.
- The school places a strong focus on literacy and mathematics. Topics which appeal to pupils combine a broad and balanced range of other subjects. Teachers plan 'stunning starts' to each topic to grab pupils' interest, such as a Viking workshop led by a theatre group.
- Pupils' spiritual, moral, social and cultural development is promoted well through assemblies, lessons and school activities, such as those relating to a Rights Respecting School. A wide range of religious festivals are celebrated, often led by parents, like the recent Eid party, to help ensure pupils' respect for and acceptance of different religions and cultures. British values are also promoted well. For example, democracy is promoted through the elections of school council representatives. Through these activities, pupils are well prepared for life in modern Britain.
- The school insists on equality of opportunity for all and does not tolerate discrimination in any form. For example, extra help is available for all pupils who need it and clubs are open to all.
- A good range of clubs, including several sports clubs, further enrich pupils' experiences. The primary school sports funding has been used effectively. Part has been used to subsidise the appointment of a specialist sports teacher. Consequently, teachers' expertise in coaching has improved and pupils participate in and enjoy more physical activity. The breakfast club gives pupils a good start to the day in a safe environment with the chance to socialise with friends, read and play educational games.
- The local authority has worked closely with the headteacher and given the school strong support through training and an external view of its work. Support is now less intensive as the local authority recognises the great strides taken and the competence and capability of the leadership team.
- **The governance of the school:**
  - The governing body shares the senior leadership's ambition and high expectations for the school. Governors have a good range of relevant expertise and, with their philosophy of 'no passengers', all have up-to-date training, for example in safeguarding and school data, to make sure they understand how well the school is doing and to ensure the school meets statutory requirements. They provide the school with a good balance of strong support and challenge and make sure all of their responsibilities

are met. The headteacher's reports, presentations from key members of staff and their own focused visits provide them with current information on all aspects of the school's work.

- Governors oversee the way the school checks teachers' performance and how any underperformance is tackled, ensuring pay awards are justified. They have a clear awareness of the quality of teaching across the school. They set challenging targets for the headteacher and make sure finances are used prudently and to benefit pupils' progress.

## The behaviour and safety of pupils are good

### Behaviour

- The behaviour of pupils is good. Pupils, parents and staff agree that behaviour in lessons and around the school has improved over the last few years and is now good. Pupils know the school values of respect, resilience and high expectations and know that good behaviour will help them to do well at school. They are keen to 'go for gold' (a system that encourages them to behave well) and earn house points. Pupils are proud to be recognised in assemblies as 'always' children (those who demonstrate the school values all the time) and for good work.
- Pupils have good attitudes to their learning. They react promptly to teachers' instructions and settle down to work without fuss. They like their teachers and think their lessons are fun and interesting. Usually, they engage with activities enthusiastically and help to distribute and collect materials teachers have prepared.
- Pupils are considerate towards one another, sharing resources fairly and usually listening carefully when others are talking. They are proud of their school and have a good range of responsibilities which they take seriously, such as class monitor, school council representative and eco-warrior.
- The school demands good behaviour and insists that all pupils should have access to all activities. Pupils learn to respect and accept anyone who comes from a different background or has a different point of view. At playtimes, all pupils have classmates to play with.
- The school records incidents clearly so they can be analysed and followed up carefully. Records show a reduced number of incidents and that the majority are resolved quickly and suitable sanctions are applied.

### Safety

- The school's work to keep pupils safe and secure is good.
- Pupils say they feel safe at school. They understand the different forms of bullying, including cyber-bullying. They think that bullying is uncommon and they are confident that teachers would sort out any problems quickly and fairly. Staff, including the builders on site, and visitors are appropriately vetted and the school is secure. Pupils have an adult they can turn to and they spoke positively about the counselling that is available to them.
- Pupils know how to keep themselves healthy and safe. They have learned about balanced diets and the need for regular exercise. Topics, such as road and fire safety and 'stranger danger', have been discussed when visitors like the police and fire services have organised activities for them.
- The school has focused on improving attendance and punctuality. Constant references to the need for regular attendance, together with class and individual prizes for good attendance, have helped to improve figures this year after below-average attendance in the past.

## The quality of teaching is good

- School records show that teaching has improved since the previous inspection and is consistently good. Teachers expect pupils to behave well and work hard. Relationships with pupils are strong. Pupils trust and respect their teachers and respond well.
- Activities are planned that engage and motivate pupils. Modifications, based on accurate assessments of pupils' understanding, are often made to make the work more accessible to pupils of different abilities. Teaching assistants are usually well deployed to help pupils who need more individual attention, either in small groups or through one-to-one help in class. Teachers often use skilful questioning to make pupils think hard. Pupils are given time to consider and deliver their answers, and discussions with partners help them to formulate their ideas clearly. Literacy is taught well. Accurate teaching of phonics (the sounds letters make) begins in Nursery. Children, including those who have English as an additional language, make good progress throughout the Early Years Foundation Years and Years 1 and 2. Reading diaries that record when and what pupils read and inviting book corners in every classroom contribute effectively to pupils' acquisition of competent reading skills. Pupils are encouraged to write at every opportunity.

Children in the early years do finger exercises to improve their fine motor skills and ability to form letters, while pupils are encouraged to write in a variety of styles across a range of subjects. Dictionaries and thesauri are readily available and pupils use them regularly. Consequently, pupils make rapid progress in their writing.

- Overall, mathematics is taught well; however, pupils are not always given enough chances to develop strategies for mental calculation or to apply their mathematical skills to solving problems.
- The school often uses external specialists to identify, at an early stage, the sort of extra help that disabled pupils or those who have special educational needs will require to support their good progress. Teachers plan carefully to provide the right help and activities. Skilful teaching assistants are used to give effective extra help either in the classroom or in small groups. Leaders regularly check the effectiveness of such support.
- Teachers consistently mark pupils' written work to a high standard. Detailed comments and guidance on how to improve work or extension questions are valued by pupils. The quality of marking helps pupils to make rapid progress in all subjects.

### The achievement of pupils

is good

- The large majority of children start in Nursery with skill levels that are below those typical for their age, particularly in literacy, communication and language. Children make good progress in all areas of learning but enter Year 1 still below average in reading, writing and mathematics.
- Pupils continue to make good progress in Key Stages 1 and 2, especially in reading and writing, and pupils in different year groups make fairly similar progress. The proportion of pupils making and exceeding expected progress in reading and writing by the end of Key Stage 2 in 2014 was significantly above national figures. Standards pupils reach by the time they leave school are improving in reading, writing and mathematics but are not yet at national average levels. Significant numbers of pupils, many new to the country or with English as an additional language, join school each year at times other than the start of Reception. Consequently, they have less time to benefit from the good teaching.
- Year 1 pupils do well in phonics. The proportion reaching the required level was above the national average in last year's phonics screening check. Pupils know the sounds letters make and use successful strategies to pronounce unfamiliar words. Those with English as an additional language do as well as others because of the extra help they get when they first join school. The school's focus on promoting reading, such as through reading competitions, library visits and intensive support from trainee teachers reading with pupils, is successful in encouraging pupils to read often.
- Teachers usually plan challenging activities for more able pupils, including extension work. They achieve well as a result and reach similar standards to their peers nationally.
- Disabled pupils or those who have special educational needs throughout the school are given the appropriate extra help they need and make good progress. Also, pupils who attend another school part-time are supported well to make good progress in their learning.
- Around half of pupils have English as an additional language. They are effectively supported to develop their speaking and writing skills quickly and do as well as or better than their classmates in all subjects.
- Pupils from different groups achieve equally well.
- Disadvantaged pupils form over half the school population and a significant number also have special educational needs. The effective support they receive ensures that most make rapid progress. The attainment gaps between them and their classmates in school have closed in reading and writing. The gap is closing in mathematics; in 2014, Year 6 pupils were one and a half terms behind their peers, compared to two terms behind in 2013. Attainment gaps with others nationally narrowed in reading and writing from two terms to one term in both. Although the gap in mathematics remained at around three terms there is clear evidence of improving achievement for this group within the school.
- Although still good, pupils' progress in mathematics is not as good as their progress in reading and writing. Pupils do not learn basic concepts in numeracy, such as number bonds and times tables, quickly enough so they are less adept at mental calculation. Also, they are not given frequent enough opportunities to apply their mathematical skills in solving problems.

### The early years provision

is good

- The Early Years Foundation Stage is well led and managed. The necessary procedures to ensure children

are safe are in place. Adults engage very well with children, for example, by encouraging children in conversation to improve their relatively low literacy skills. Phonics is taught well and there is a strong focus on books and reading.

- Adults maintain a safe and caring environment. Boys and girls get along well together, as do all children from a wide range of ethnic backgrounds. Adults regularly check and record the progress each child is making, keeping parents informed and planning appropriate next steps in learning for them. Leaders set challenging targets for improvement for every child and activities are adapted to reflect this. For example, more able children are stretched by working with Year 1 pupils in the summer term.
- Children make good progress throughout the Nursery and Reception classes and are well prepared for their start in Year 1. The proportion reaching a good level of development at the end of Reception has increased significantly, although it is still lower than the national average. They make rapid progress in their personal and social development. Children show care towards each other, learn how to do things for themselves and follow expected behaviour routines closely. They are learning to share resources fairly, to work with one another and listen when others are talking. When they are involved in activities, they persevere and stay focused.
- Staff work well with parents. They make home visits before children start in both Nursery and in Reception which helps them to plan activities that will interest and stretch individual children. Inside, there are lots of interesting things for children to explore, often around a theme, such as fireworks. Children made good progress in understanding mathematical shapes when they were making 'fireworks' with a combination of different materials.
- The area outside has been disrupted recently through building work and is not as well planned as the inside area. Children experience a more limited range of activities and this restricts their progress in some areas of learning.

## 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>	101029
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	448954

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>	310
<b>Appropriate authority</b>	Wandsworth
<b>Chair</b>	Freya Guinness
<b>Headteacher</b>	Emma Lewis
<b>Date of previous school inspection</b>	8–9 November 2013
<b>Telephone number</b>	020 8788 9057
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