

# Heatherlands Primary School

Library Road, Parkstone, Poole, BH12 2BG

**Inspection dates** 20–21 November 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	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.

- School leaders, including the governing body, are ambitious to turn Heatherlands from an effective first school into a high performing primary school. The staff share this drive for improvement so that all pupils receive a good education.
- Achievement is good. All groups of pupils make good progress in their reading, writing and mathematics from where they start from because of the consistently good teaching.
- Teachers assess pupils' work well and give pupils good guidance on what to do next to improve.
- Disadvantaged pupils and those who are disabled or have special educational needs achieve as well as, and sometimes better than, other pupils.
- Pupils enjoy school. They attend regularly, behave well and feel safe.
- Children make good progress in the Reception classes. Good leadership of the Early Years Foundation Stage has resulted in improved teaching and better achievement for these children.
- Pupils benefit from a wide range of subjects and exciting learning experiences, such as the specialist teaching in gymnastics, music and art. This positively contributes to pupils' spiritual, moral, social and cultural development.
- Leaders systematically check pupils' rates of progress and the quality of teaching. Information from this is used effectively by school leaders, including governors, to identify the priorities for improvement. Leaders are effective in turning plans into reality.
- The governing body is clear as to the school's strengths and areas for improvement. The governors challenge leaders appropriately and understand the linkage of improvements in teaching to salary progression.

### It is not yet an outstanding school because

- Teachers in the Early Years Foundation Stage do not consistently incorporate parents' views as to the development of their children into the teacher assessments and use these to help their planning.
- Pupils are not provided with sufficient opportunities to apply their mathematical skills in a variety of different ways.

## Information about this inspection

- Inspectors observed learning in 20 lessons, a number of the observations were undertaken jointly with senior leaders. Inspectors also listened to some pupils read in nearly all year groups.
- Inspectors looked at pupils’ work in their books and spoke to others about their work and other aspects of the school. Inspectors had lunch with pupils and observed them at lunchtimes.
- Inspectors held meetings with senior leaders and members of staff. A meeting was held with six governors, including the Chair of the Governing Body. An inspector had a meeting with an officer from the local authority.
- The inspectors examined a range of school documentation, including the school’s information on pupils’ progress, their development planning, minutes of meetings of the governing body, the quality of teaching and records of behaviour, attendance and safeguarding.
- The views of parents were taken into account, including the views of parents spoken with at the start of the school day. Inspectors considered the response of 71 parents who completed Parent View, the online questionnaire, and to parental responses to the school’s own parents’ survey this term. Inspectors considered a complaint made by parents during the inspection.
- The views of staff were also considered, including the 36 responses to the staff questionnaire.

## Inspection team

Timothy Feast, Lead inspector

Additional Inspector

Anne Bark

Additional Inspector

Alison Botarelli

Additional Inspector

## Full report

### Information about this school

- Heatherlands has changed from a first school to a primary school since the last inspection.
- The oldest pupils are now in Year 5.
- Heatherlands is larger than the average-sized primary school.
- The proportion of pupils with disabilities and with special educational needs is similar to that found nationally in primary schools. The large majority of these pupils have speech, language and communication difficulties.
- Children in the Early Years Foundation Stage attend full time.
- The proportion of pupils supported by the pupil premium is slightly less than the national average. This additional funding supports disadvantaged pupils.
- Most pupils are from White British backgrounds. There are fewer girls at Heatherlands than are found in primary schools nationally. A small proportion of pupils speak English as an additional language.

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

- Improve the quality of teaching so it is outstanding so as to raise achievement further by:
  - giving pupils greater opportunities in mathematics lessons to use their mathematical skills to solve real life problems
  - ensuring teachers in the Early Years Foundation Stage use parental assessments more to help identify where children have made good progress and use this to help the planning of activities to accelerate children's progress.

## Inspection judgements

### The leadership and management are good

- Senior leaders have been effective in changing the school to a primary school without losing the strengths of the successful first school. Their vision has been shared positively with staff and parents, and all are committed to securing outcomes for pupils which prepare them well for the next stage of their education. As a result, there is a culture where pupils respond well to the challenges and opportunities presented to them.
- Staff support senior leaders well. There is a clear focus on improving teaching and staff respond well to training that supports this. Middle leaders are effective in improving areas for which they are responsible, although some are new in post and have had insufficient time to demonstrate their impact on teaching and raising achievement.
- Leaders and governors systematically check the school's performance and use information from the process to identify what needs to be improved next. Planning for improvement is thorough and is followed up to ensure that the plans are achieved.
- Leaders set teachers challenging targets to improve their performance and to hold them to account. They use their reviews of performance to identify training needs and, where appropriate, to determine increases in salary. Staff are positive that their training needs are well met. The school has effective links with other schools in the area to support the accurate moderation of pupils' work.
- Funding to develop pupils' participation and ability in sport has been well used. Pupils commented positively on the improved facilities and competitive opportunities that have been provided in gymnastics. Participation in after-school gymnastics clubs has risen greatly. Gymnastic lessons illustrate the positive impact of specialist coaching on both pupil performance and teachers' expertise in leading these sessions.
- The additional funding to support disadvantaged children has been well used, providing additional support when they are at risk of falling behind their fellow pupils. As a result, pupils eligible for this funding make good progress. In 2014, the gap between these pupils and the other pupils in the school narrowed in reading, writing and mathematics.
- Pupils told inspectors they liked the wide range of activities and the opportunities they are offered, such as African drumming and art work producing a tiled piece for display. The school plans links to the history and geography of Britain, the wider world and trips such as to the Houses of Parliament. These help pupils gain a sense of British identity and prepare them well for their future lives.
- The school's values and beliefs are of a school where tolerance and respect are promoted well. Pupils think the school treats them fairly and that everyone has similar opportunities to do well.
- The local authority has provided the school with light touch support and this is appropriate. School leaders and governors are appreciative of the support that they have received.
- **The governance of the school:**
  - The ambitions of the governing body mirror those of senior leaders. Governors are keenly aware of the quality of education necessary to be a successful primary school, and systematically hold leaders to account that they are on track to meet this. Their visits to school support their accurate first hand understanding of strengths and priorities for development and they are actively involved in the improvement planning. They are aware of the impact of additional funding on outcomes for pupils as well. They receive appropriate information about the quality of teaching. They use this information to make sure that teachers' progress up the pay scale is linked to their effectiveness in the classroom. Governors have taken positive steps to recruit individuals to the board of governors whose skills they believe increase their effectiveness. They undertake appropriate training to increase their expertise. They check financial transactions closely and have clear plans for funds they have available. Governors are clearly focused on the well-being of the pupils and ensure that all statutory requirements relating to safeguarding are met.

### The behaviour and safety of pupils are good

#### Behaviour

- The behaviour of pupils is good. Pupils say they enjoy their lessons and coming to school. In lessons they respond positively to challenges presented to them, for example in working at speed on their multiplication tables. They show resilience when facing more challenging tasks, for example when asked to perform on the gymnastic equipment. Occasionally the activities are not sufficiently challenging for all pupils. On these occasions some pupils lose concentration and fail to make the progress they should.

Therefore, behaviour is not outstanding.

- The overwhelming majority of pupils, parents and staff in their comments to inspectors and in the questionnaires indicated that behaviour was good. Pupils say that behaviour is improving and that lessons are very rarely interrupted. Such good behaviour was seen during the inspection, both in lessons, around the school and on the playground. Over time, behaviour is good. This is confirmed by the very small number of serious incidents recorded in the school logs.
- Pupils are very clear, as one put it, as to the 'consequences of their actions'. They are enthusiastic about how good behaviour and work are rewarded and how sanctions are applied fairly. Pupils are polite and respectful, greatly aided by the example shown by adults around the school. Pupils get on well together, regardless of any differences in background.
- Pupils attend well. Their attendance has improved and is above the latest average reported for primary schools nationally. Leaders have taken effective action and improved the attendance of nearly all the children whose absence rates were persistently high.

### Safety

- The school's work to keep pupils safe and secure is good. As the school expands, pupils are well aware of the need to move carefully around the school and they do this well. Pupils explain that they feel very safe at school and parents are overwhelmingly positive about this aspect of the school's work. Pupils say that adults will sort out any problems if they have one.
- Pupils have a good understanding of risk, including staying safe when travelling to school and when using information and communication technology.
- Pupils feel that bullying is not common and school records confirm this. Parents and staff comment that the school deals effectively with bullying when it occurs. Pupils understand the different types of bullying, including that focused on differences in race, religion and sexuality, and why certain language is inappropriate.

### The quality of teaching

is good

- Teaching is consistently good. Inspection evidence, including joint observations with senior leaders, analysis of the school's own observations of teaching and discussions with pupils and governors, confirms this picture. A very large majority of parents who responded to the questionnaire agreed that teaching was good. This consistently good teaching has a positive impact on the standards attained by pupils and the progress they make.
- Teachers use their good subject knowledge to plan a range of activities set at the right level for all the pupils in the class. Generally they are successful, although on rare occasions some pupils go off task as a result of the activity failing to engage them. The range was demonstrated well by a class assembly in Year 3. It gave parents and other pupils in the year group the opportunity to see what the class had learnt. Pupils presented a news report incorporating all the work that had been done, including longer pieces of writing, facts about the solar system and gymnastics and dance routines.
- Teachers mark work well, giving pupils good guidance on what they need to do to improve. Pupils showed that using time effectively to do their corrections helped improve their work over the longer period.
- Teaching assistants support pupils effectively, both in class and out of class when providing extra support to improve pupils' skills in reading, writing and mathematics. This support helps pupils progress well and helps them from falling behind. The work of the teaching assistants is well directed by the class teacher and school leaders through effective use of the information on pupils' progress.
- Across the school, teachers are particularly focused on improving pupils' standards in reading, writing and mathematics. This has led to improving outcomes by the end of Year 2 and by pupils continuing to make good progress with their skills in these areas in Years 3 to 5. The impact over time on pupils' reading is clearly evident in their enhanced reading skills. More recently, there has been greater focus on pupils' writing skills, particularly in respect of writing at length and in detail. This is having a positive impact and some of the writing in Year 5 is of a particularly high standard. There is a good emphasis on pupils acquiring mathematical skills. However, too few opportunities are given to pupils to apply these skills to different situations and problems, hindering their progress on these occasions.

**The achievement of pupils** is good

- All groups of pupils, including those with English as an additional language, make similar good progress from their starting points when they join the school. Girls progress as well as boys.
- Pupils progress well in reading. They are given plenty of opportunities to practise their reading in school and are well supported by reading with their parents at home. Children enter Reception with skills in reading below those typically found. In the 2014 national reading check in Year 1, more of the pupils attained the required standard. By the end of Year 2 almost all pupils reached the required standard in the national reading check and this is better than the picture nationally. They continue to progress well with their reading in Years 3 to 5.
- Pupils are increasingly given greater opportunities to practise their writing and teachers are providing effective guidance to pupils on how to improve their writing. As a result, progress in writing is good.
- Pupils make good progress in acquiring mathematical skills. They have a good grasp of mathematical tables and can add, subtract and divide appropriately. However, they do not always make the progress they should because they have too few opportunities to use and apply these skills in a variety of ways.
- Pupils who have achieved levels in reading, writing and mathematics typically above those found by the end of Year 2 continue to progress well. Consequently, in Year 5, they are working at levels higher than that expected for their age.
- Disadvantaged pupils progress well and the gap with the performance of others nationally at the end of Year 2 has narrowed considerably over the last two years.
- Pupils with speech, language and communication difficulties make good progress in overcoming these difficulties as a result of the specialist support they are given in the younger classes. They use these developed skills well in tackling other subjects. Pupils with other special educational needs and disabilities progress well. They show good resilience, for example when joining in the physical education lesson observed.

**The early years provision** is good

- Effective leadership of the Early Years Foundation Stage has led to significant improvements in the outcomes for the children since the last inspection. Improvement in the quality of what is on offer and the quality of teaching has had a positive impact on providing children with a good start to school.
- All children make good progress, especially with their skills in reading, writing and mathematics, where their starting points are often below those typical for their age. Many reach a good level of development by the end of Reception. The progress is also good for children identified with special educational needs or who are disabled and for those who start school with skills above those typical for their age.
- Their progress is helped by a well planned and interesting classroom and other areas which give children access to a good range of activities both indoors and outside. Children learn in a safe environment because adults put in practice effective systems to ensure their well-being, so that children understand how to play safely together. They settle swiftly and get on well together. They quickly show positive attitudes to coming to school and to their learning
- Teachers and other adults assess the progress children are making across the range of areas for development. However, they do not make sufficient use of the assessments that parents can make of their child's progress to help provide support and challenge as well as they might. As a result, progress is not yet outstanding.

## 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>	113698
<b>Local authority</b>	Poole
<b>Inspection number</b>	447754

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>	4–10
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	520
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Amanda Fitzmaurice
<b>Headteacher</b>	Christian Malone
<b>Date of previous school inspection</b>	21–23 March 2013
<b>Telephone number</b>	01202 743918
<b>Fax number</b>	01202 741928
<b>Email address</b>	c.malone@poole.gov.uk



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