

Inspection of a good school: Heathbrook Primary School

St Rule Street, London SW8 3EH

Inspection dates:

15–16 January 2020

Outcome

Heathbrook Primary School continues to be a good school.

What is it like to attend this school?

This is a school where pupils feel safe and happy. Pupils are friendly to each other and to visitors. Pupils told me that there is no bullying. If pupils are worried about any unkind behaviour, they know that adults will help them.

Leaders want to give them lots of memorable experiences through their 'Community Curriculum'. This includes outdoor learning in their wildlife garden. Teachers work hard to make the lessons interesting. Pupils enjoy lessons and told me that learning is fun. Teachers focus on 'doing' rather than just listening. There is a close community feel to this school. This is in part because of the extensive support from all staff for pupils and families. As well as high academic standards, many parents and carers recognise how special Heathbrook is for their child.

Pupils behave well around the school, in class and in the playground. They listen carefully to the adults. Pupils are keen to give their opinions in class discussions. At playtimes, they enjoy the organised activities in the playground. Pupils play well together.

What does the school do well and what does it need to do better?

The leaders and governors think carefully about what their curriculum should look like. They review what pupils are learning and include new skills and experiences that will be beneficial for the future. By the end of Year 6, pupils achieve highly in their reading, writing and mathematical assessments. They are well prepared for secondary school.

Leaders place great importance on teaching pupils to read. In lessons, pupils enjoy a wide range of high-quality texts, both modern and classic. Teachers understand which sounds pupils should know as they move through the school. Early readers have books that match the sounds they are learning in class so that they can practise reading these sounds at home. Teachers carry out regular checks to ensure that any pupil falling behind receives help to catch up. Adults read to pupils daily in every classroom. Pupils could tell

me the books that they are reading in and out of class. There are lots of attractive book areas around the school for pupils to browse and choose books.

Members of staff know their pupils well. They understand individual needs. They give extra help to pupils who need it, such as for academic or social and emotional needs. In mathematics, for example, teachers consistently build new learning into a sequence of lessons. They make sure that pupils have time to practise new learning before moving on. Pupils with special educational needs and/or disabilities (SEND) do well. Staff are keen to find out why pupils with SEND struggle, and they find ways to help them. The Year 6 team do this particularly well.

Most areas of the curriculum are well planned. The science curriculum, for example, has been mapped against the national curriculum. There is a clear progression and sequence to science teaching in the school. Teachers plan activities that help pupils build on their prior learning. For example, pupils in Year 4 had learned about the requirements needed for plants to live and grow when they were in Year 3. They remembered this and used their knowledge to investigate different growing conditions for plants. Leaders know that history and geography need further work so that pupils can build on prior skills and knowledge.

Pupils behave well for adults because they are interested in their learning. There is an extensive and impressive range of extra-curricular clubs for pupils to attend. These are very well attended. Pupils have regular opportunities to perform in concerts and go on school visits.

Children get off to a good start in the early years. There are many opportunities for the children to develop early reading and early mathematics skills. This is effective. Children in Reception loved talking about their topic on penguins. They then listened attentively to a story about a penguin family. Staff plan creative and engaging activities indoors and outdoors for the other areas of the curriculum. Most children achieve well in the early years so that they can get off to a great start in Year 1.

Safeguarding

The arrangements for safeguarding are effective.

The safeguarding team provides caring and proactive support for vulnerable pupils. They make timely referrals to the appropriate agencies so that pupils receive support quickly. All staff, new and experienced, understand and know what to do if they have a concern about a child.

Pupils learn how to stay safe online and also outside of school. Leaders know the risks for pupils in the local area and provide support and guidance for pupils and families. Pupils are given advice on how to stay safe in and out of school. Pupils told me their strategies if they feel worried or unsafe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have reviewed and improved the school's curriculum offer. Improvements have been made in curriculum areas such as science. Leaders now need to improve the planning and sequencing of history and geography lessons so that pupils continue to build on their prior skills and knowledge.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged Heathbrook Primary School to be good in May 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	100566
Local authority	Lambeth
Inspection number	10121587
Type of school	Primary with Nursery
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	356
Appropriate authority	The governing body
Chair of governing body	Olly Grender
Headteacher	Ben Roberts
Website	www.heathbrook.org
Date of previous inspection	17–18 May 2016

Information about this school

- There are two classes in most year groups, apart from there being one Year 4 and one Year 5.
- The chair of governors took up post in October 2019.
- The school has a breakfast club and an after-school club.

Information about this inspection

- I had meetings with: the headteacher, the deputy headteacher, the inclusion manager and inclusion teacher, the pastoral support and safeguarding manager and a group of newly qualified teachers. I met with members of the governing body. I had a telephone conversation with a representative of the local authority.
- I did deep dives in these subjects: reading, mathematics and science. I spoke with curriculum leaders, visited lessons in each subject with the curriculum leaders, looked at a range of pupils' work, spoke to pupils about their work and met with teachers. I observed pupils being taught to read by school staff and spoke to pupils about their reading habits.

- I spoke informally to pupils at playtime and lunchtime. I scrutinised the single central register of staff who work at the school.

Inspection team

Neil Harvey, lead inspector

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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E: enquiries@ofsted.gov.uk
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