

# INSPECTION REPORT

**HEYMANN PRIMARY SCHOOL**

Nottingham

LEA area: Nottinghamshire

Unique reference number: 122602

Headteacher: Mr S Coventry

Reporting inspector: Mr L Lewin  
22330

Dates of inspection: 8<sup>th</sup> – 9<sup>th</sup> October 2001

Inspection number: 196998

Short inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 – 11

Gender of pupils: Mixed

School address: Waddington Drive  
West Bridgford  
Nottingham

Postcode: NG2 7GX

Telephone number: 0115 9145035

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Appropriate authority: Governing Body

Name of chair of governors: Mrs Dorothy Donaldson

Date of previous inspection: March 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Heymann Primary School is a large primary school situated in the West Bridgford area of South Nottingham. The school has grown steadily in size in recent years and now has 342 pupils on roll taught in 12 classes by 15 teachers including the headteacher. Pupil mobility<sup>1</sup> is lower than that experienced by most other primary schools. The great majority of pupils come from the immediate catchment area, which is comprised mainly of private housing, but with some local authority housing. In the last few years the profile of the pupils entering the school has been changing, with a larger number of pupils with English as an additional language and with special educational needs coming to the school than was previously the case. Currently 17 per cent of the pupils have English as an additional language, which is well above the national average. Of these pupils, 12 are at the early stages of English language acquisition. The majority of pupils come from white ethnic backgrounds, but the school also has a good mixture of pupils coming from other heritages including Caribbean, African, Indian, Pakistani, Bangladeshi, Chinese and other white ethnic groups. Nine pupils are eligible for free school meals, which is well below the national average. The number of pupils with special educational needs, at 16 per cent is just below the national average and only one pupil in the school has a Statement of Special Educational Need. The attainment of children on entry to school is in the range from below average to average.

### **HOW GOOD THE SCHOOL IS**

This is a very good school that is striving to provide a stimulating working environment where all pupils reach their full potential. It is well on track to achieve this goal thanks to the energetic and enthusiastic leadership of the headteacher and the strong teamwork of all staff. Very good leadership and management help provide a purposeful and friendly ethos in the school. Teaching is very good and pupils achieve high standards by the time they leave the school. Pupils benefit from experiencing a wide range of opportunities. The school provides very good value for money.

#### **What the school does well**

- The headteacher provides strong and enthusiastic leadership and manages the school very well. He is fully supported by the deputy headteacher, staff and governors. Staff work closely together as a highly effective team.
- Overall, very good teaching enables pupils to attain high standards in English, mathematics, science and information and communication technology by the time they leave the school.
- The school provides a very broad curriculum that includes outstanding provision for extra-curricular activities. Very strong links have been established with partner institutions and the community and these serve to enrich the curriculum and, in particular, to enhance the work of higher attaining pupils.
- The school has very good systems to promote pupils' sense of responsibility and leadership. As a result, pupils show highly responsible and positive attitudes towards school life. They form very good relationships with each other and their teachers and work confidently and enthusiastically.

#### **What could be improved**

- The procedures for assessing and monitoring the progress of pupils with English as an additional language.

*The areas for improvement will form the basis of the governors' action plan.*

<sup>1</sup> Pupil mobility means the number of pupils joining or leaving the school during the year other than at the usual times of leaving or first admission.

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1997. All of the areas for improvement identified at that time have been thoroughly addressed. Day-to-day assessment deemed to have been in need of improvement is now of good quality; the lack of investigative opportunities noted then has been corrected so that pupils have a wide range of opportunities for this - especially in mathematics and science; and, as suggested, the roles of the subject co-ordinators have been suitably extended. In addition to these areas, the school has fully and conscientiously moved forward with implementing all of the recent national initiatives. The school accommodation has been significantly expanded and improved – with three new classrooms, the addition of a computer suite and substantial upgrade of computer equipment, the conversion of less well-used areas into effective teaching and working spaces, and the addition of outdoor play areas for the younger children. Also, the curriculum has been substantially broadened and the school has embarked on many useful initiatives to enhance relationships with outside organisations and thereby improve opportunities for the pupils. Systems for monitoring and evaluating teaching, learning and the curriculum have been advanced and the high standards attained by pupils have been maintained. Overall, the school is improving rapidly and has a strong capacity for and commitment towards further improvement.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A	C	A*	A
Mathematics	A	C	B	C
Science	B	C	A	B

**Key**

well above average      A

above average          B

average                    C

below average          D

well below average      E

The table above shows A\* performance in English in the 2000 national tests, which means that the results are in the top five per cent of school results nationally. Also in 2000, results for mathematics are above average and for science well above average compared to other schools nationally. The school also did well in comparison with other similar<sup>2</sup> schools, with results well above average in English and above average in science. Mathematics results were average in comparison with other similar schools. The school has generally sustained these good results over recent years and, even where results were not so good (1999), the school's own assessment information shows that pupils made good progress in relation to their prior attainment. Results in the more recent 2001 national tests (national comparative data not yet published) show that the pupils continue to reach above average standards in English, mathematics and science in Year 6. The evidence of work seen during this inspection confirms these results. In addition, pupils attain above average standards in information and communication technology in Year 6 and much artwork of a high standard was noted on display throughout the school.

When they start school children show attainment in the range from below average to average. Current observations indicate these children are on course to attain at least average standards by the end of the year. In the 2000 national tests, pupils at age seven (Year 2) attained above average

<sup>2</sup> The school's results are compared both to the national average (ie the average of the results of all schools in England, where pupils took National Curriculum assessment tests at the end of Key Stage 2) and to the average for similar schools (ie the average of the results for all schools whose pupils come from similar socio-economic backgrounds, determined by the eligibility of pupils within the school to receive free school meals).

standards in reading and mathematics and well above average standards in writing compared to schools in the rest of the country. The results for 2001 reflect a similar picture. The standards achieved by pupils in these tests are confirmed by observations of pupils' work during the inspection. Pupils gain a broad range of in-depth knowledge, which is enhanced, where appropriate, through the wide variety of practical investigations and explorations they carry out. Older pupils in the school, and, in particular, the higher attaining pupils, benefit from a range of initiatives provided to extend their thinking and, as a result, work confidently with challenging tasks.

Taken altogether, the test results, lesson observations and the scrutiny of samples of pupils' work carried out by inspectors reflect a picture of pupils achieving very well in relation to their prior attainment as they move through the school. This is true for all different groups of pupils including those with special educational needs. The school adopts a rigorous approach towards setting itself challenging targets for pupils' performances. Through strong support and very good teaching these targets were exceeded at Year 6 in this year's tests.

### PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are mature, enthusiastic well motivated and very responsible.
Behaviour, in and out of classrooms	Pupils behave well in and around the school. They are courteous and show respect for one another and adults.
Personal development and relationships	Very good. A strong awareness of social responsibility is apparent throughout the school and amongst the older pupils in particular. Very good relationships exist throughout the school.
Attendance	Very good. Pupils enjoy coming to school.

### TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Very good	Very good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

Inspectors observed a sample of lessons across the school, reviewed examples of pupils' work and looked at the school's very clear records of pupils' progress. Taken together, all of this evidence clearly reveals that very good teaching enables pupils to progress rapidly as they move through the school. Teaching is very good at Key Stages 1 and 2. During this short inspection, in the very small sample of observations made of teaching of Reception age group children, teaching was good. However, records of the children's progress give a strong indication that they receive very good teaching during the year. Throughout the school, teachers have a strong rapport with pupils and the atmosphere in classrooms is both friendly and purposeful. Teachers and teaching assistants work in close partnership, very effectively supporting and guiding all different groups of pupils, including those with special educational needs. Teachers show confident subject knowledge and provide very clear explanations so that pupils know exactly how to go about their work. This is particularly evident in English and mathematics lessons where the skills of literacy and numeracy are very well taught. Teachers frequently demonstrate tasks very effectively so that pupils then tackle the activities confidently. As a result, pupils cover a good volume of work and thereby make very good progress with consolidating and extending their current knowledge. A particular feature of the teaching is the detailed planning, which caters for different levels of ability and provides a wide range of interesting and, wherever possible, practical and exploratory tasks, so that learning is an enjoyable experience. The school has invested much energy in seeking ways of extending pupils' learning. For example, initiatives such as the arrangement for older students from a local high school to come and work alongside higher attaining pupils in Year 5 and the provision of specific research projects designed to extend pupils' thinking at Year 6 are clearly successful in accelerating pupils' progress with their learning.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school provides a very wide range of interesting work and experiences. The provision for extra-curricular activities is outstanding. Programmes of work are fully enhanced by visitors to the school, trips made and the very strong links that the school has established with partner institutions and the local community.
Provision for pupils with special educational needs	Very good. The school has well-organised systems that operate consistently across the school to ensure that full support is given to all pupils with special educational needs. Individual education plans are of particularly high quality, with very sharply focused targets for pupils' future progress.
Provision for pupils with English as an additional language	Overall, the support for pupils with English as an additional language is satisfactory. However, systems to assess these pupils, gauge their specific needs and monitor their progress are at an early stage of development. As a result, it is difficult for the school to be completely confident that these pupils are receiving exactly the right kind of support and guidance.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good chances are provided for pupils to reflect on and gain an awareness of the world around them. Ideas of right and wrong are well emphasised by staff. The school provides very good opportunities for pupils to develop responsible attitudes and social awareness. Pupils' cultural awareness is well promoted through the wide diversity of activities and learning presented to them.
How well the school cares for its pupils	Good. Staff know their pupils well and cater sensitively for their needs. Procedures for assessing pupils' academic and personal development are good and the school is adept at using this information carefully to identify areas for future emphasis or development. As mentioned above, procedures for assessing pupils with English as an additional language are at an early stage of development.

The school keeps parents very well informed about activities and their children's progress, and provides a wide range of opportunities for parents to participate in school events and activities. Many parents provide useful classroom support for the teachers and pupils. The parents' support association is a very active group and succeeds in raising a lot of money to help school initiatives move forward.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides enthusiastic and energetic leadership and ensures that the school is very well managed. He has a clear view of the educational direction in which the school should move and is fully supported by the deputy headteacher, staff and governors. The deputy headteacher works closely with the headteacher and carries out a wide range of responsibilities very effectively. Clear lines of management are established and the senior management team carry out their roles very well. Staff work together as a highly effective team.
How well the governors fulfil their responsibilities	Very good. The school benefits from having a governing body that contains a wide range of expertise and knowledge. Governors are particularly well informed about and fully involved in the management of the school. All governors, and the chair of governors in particular, provide strong support for the headteacher and staff.
The school's evaluation of its performance	Very good. The school has very well developed systems for monitoring and evaluating teaching and learning and the curriculum. In addition, it makes full use of all assessment and test results information to analyse pupils' performance and progress. Staff and governors also carefully monitor progress with initiatives within the school development plan.
The strategic use of resources	Very good. All matters concerning strategic use of resources are carefully considered by the school in line with the needs of the current school development plan. The principles of 'best value' are fully ingrained in the way the school operates, with much trouble taken to canvass the views of all members of the school community when considering future steps for improvement. The school carefully analyses pupils' test results and makes full use of all available grants and funding to enhance the quality of educational provision.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>Responses to the parents' questionnaire, views expressed at the pre-inspection meeting with parents and letters received by the registered inspector indicate that the vast majority of parents have a high regard for the school and its staff. In particular, parents feel:</p> <ul style="list-style-type: none"> <li>• their children like school;</li> <li>• the school expects pupils to work hard and achieve their best;</li> <li>• the school is well led and managed;</li> <li>• teaching is good;</li> <li>• children make good progress;</li> <li>• the school helps pupils to become mature and responsible.</li> </ul>	<p>A small minority of parents do not agree:</p> <ul style="list-style-type: none"> <li>• that pupils receive the right amount of homework;</li> <li>• that they are sufficiently well informed about how their child is getting on.</li> </ul>

The inspection team agrees with all of the positive views expressed by parents. Inspectors looked into the areas above where a small number of parents feel dissatisfied. Appropriate and regular homework is set for pupils, with a particular emphasis in Year 6 in order to prepare pupils fully for the next phase of their education. Inspectors feel that a good range of information is provided for parents about their children's progress and that the school has very good communication systems in place to keep the parents fully informed.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**The headteacher provides strong and enthusiastic leadership and manages the school very well. He is fully supported by the deputy headteacher, staff and governors. Staff work closely together as a highly effective team.**

- (1) The headteacher has a clear vision of the educational direction in which he wants the school to move. He presents these ideas with clarity and enthusiasm. His central idea concerning the expansion and enrichment of the curriculum to provide a wide range of opportunities to help all pupils reach their potential is well catered for within current school initiatives and presents exciting prospects for the school's future development.
- (2) In his three years at the school, the headteacher has enabled a great deal of rapid and positive change to take place. This has already moved the school significantly towards reaching the above-mentioned goal, for example, by fully expanding the extra-curricular activities programme and creating very strong links with partner institutions to enhance the pupils' learning. In particular, the headteacher has established a working environment where open communication enables ideas and initiatives to be thoroughly shared and discussed by all of those who are involved. As a result, all staff share the headteacher's enthusiasm and vision and work together as a highly effective team to move new initiatives forward rapidly.
- (3) The deputy headteacher has wide-ranging responsibilities, which she carries out very effectively. She works closely with the headteacher and provides strong backup for all aspects of the day-to-day management of the school. Clear lines of management have been created in the school so that the senior management team and all subject co-ordinators have a full overview of the areas for which they are responsible and carry out their roles very well. The senior management team members, in particular, work very well together – meeting regularly with the headteacher and deputy headteacher and providing a good 'sounding board' for the discussion of all current and future initiatives and management issues.
- (4) The school has a very clear, detailed and realistic school improvement plan. One of the management strengths is its success in fully involving all members of the school community in reviewing and evaluating the school's performance in order to inform the next phase of improvement planning. For example, the bi-annual survey of parents' opinions usefully brings their views and expectations to the fore. The headteacher is keen to widen consultation further, with the useful idea of canvassing pupils' views during the next round of planning.
- (5) The school benefits from having a team of governors who not only possess a wide range of expertise, but also fully support and share in the enthusiasm of the headteacher and staff in broadening and enhancing the quality of education at the school. They have a very clear overview of the school's current performance gained through regular visits to the school, detailed reports from the headteacher and the briefings that they receive from subject co-ordinators. The chair of governors, in particular, spends much time at the school and provides very strong support for the headteacher and staff.
- (6) The school manages all aspects of its budget very efficiently and prudently so that all available grants and funding are used to maximum effect. Much careful consideration is given to ensuring that the school gets the best value from all of its spending decisions.

**Overall, very good teaching enables pupils to attain high standards in English, mathematics, science and information and communication technology by the time they leave the school.**

- (7) Overall, teaching across the school is very good. As it is only possible to view a small sample of lessons in a short inspection and as, during the inspection, the school was affected by staff absence, it is important to place emphasis upon the evidence of work carried out across the year and the records of pupils' progress. Work samples looked at by inspectors show that pupils cover a wide range of work and often explore areas that they study in great detail. The samples also strongly indicate that pupils make very good progress across the school year and also as they move through the school. The school's very good record keeping of individual pupils' progress also shows that generally pupils make very good progress. Alongside the evidence of lesson observations and the fact that children start school at a below average level and achieve very well by the time they leave, these indications present a picture of very effective teaching in action across the school year.
- (8) Teachers have a very strong rapport with their pupils and a good understanding of the needs of individuals. As a result, they usually provide work that matches precisely the different levels of attainment in their classes, extends pupils' current skills and helps them to progress very well. This was noted, for example, in a Year 6 literacy lesson where the teacher's detailed planning and preparation ensured that all pupils were engaged in group work tasks that precisely matched their abilities. As a result, they progressed at a very good rate and by the end of the lesson most had produced biographical accounts using well-constructed paragraphs. The standard of handwriting and presentation of this work was also noted as being high. In addition to ensuring that work is well matched to pupils' needs, the teachers at Key Stage 1 and 2 usefully organise pupils into target groups for some of their English and mathematics lessons and, by this means, focus even more specifically on matching work to pupils' current performance levels.
- (9) Teachers demonstrate confident knowledge of their subjects. This was noted particularly in the English and mathematics lessons seen, where literacy and numeracy skills were very well taught. Teachers have a full knowledge of, and make good use of, the National Literacy and Numeracy Strategies. Their confident approach means that the best possible use is made of these strategies to accelerate pupils' learning. For instance, in a very good Year 1/2 numeracy lesson, the teacher used the key objectives from the numeracy strategy effectively and imaginatively, and well-prepared and well-organised resources meant that the lesson flowed seamlessly from whole-class direct teaching into suitable desk-top activities. By using 'jigsaw' pieces of number squares – where pupils had to fill in the blanks – the teacher helped pupils acquire an above average understanding of, and ability to identify, number sequences and number patterns.
- (10) Teachers are good at planning tasks that successfully capture pupils' interest and imagination. This forms part of the of the school's overall drive to broaden and enrich the curriculum. Many lessons contain well-planned links between different subjects so that teachers successfully widen pupils' understanding and give them an in-depth view of the areas being studied. This was especially apparent in an excellent Year 6 information and communication technology lesson where pupils worked at a high level – learning how to introduce animation and sound effects into storybook designs. The work involved pupils in using a digital video recorder to create animation effects for importing into their work as well as programming the various effects to appear at the right time and places in their computer-based story books. The high quality work produced touched on facets of English, design and technology, art and design as well as developing pupils' information and communication technology skills.
- (11) Teachers are skilled at using a wide range of different methods and approaches to promote good learning and they use the very good rapport they have developed with pupils to encourage pupils' confidence – for example, often giving pupils much encouragement to join in with discussions. Another very good example was seen in a Year 5 English lesson where the

teacher worked with play scripts. By varying the tone and expression in her voice and by interjecting very precise questions, she kept pupils thoroughly engrossed in the work so that by the end of the lesson they had a very good understanding of how direct and indirect speech is used.

- (12) The school responded very well to the point for improvement raised in the last inspection report where reference was made to a lack of opportunity for pupils to become involved in investigative work. Many lessons such as mathematics and science now contain very well planned opportunities for this kind of approach to work. For example, in a Year 5 science lesson, the teacher set high expectations while involving the pupils in planning their own investigation into forces. As a result, pupils made clear predictions, discussed their ideas in depth and showed, through their work, a thorough understanding of the principles of 'fair testing'.
- (13) The school benefits from the very good quality of the support provided by the teaching assistants. They are well briefed, work in close partnership with the teachers and provide very effective help and guidance for pupils. The support they provide for pupils with special educational needs is of very good value, for example, in helping pupils to maintain their concentration and boosting their confidence to tackle activities. Teaching and learning are also effectively enhanced through parents and members of the community working in the school. In addition, the school has arranged sessions for sixth form students from a nearby high school and undergraduates from Nottingham University to come and work alongside pupils. One session observed, whereby two sixth form students supported Year 5 pupils in a mathematics lessons, demonstrated that this extra guidance was very successful in helping pupils to sharpen their skills and improve their work. The recent work of the undergraduate students very usefully culminated in the production of tasks and materials to extend the learning of more able pupils in mathematics.

**The school provides a very broad curriculum that includes outstanding provision for extra-curricular activities. Very strong links have been established with partner institutions and the community and these serve to enrich the curriculum and, in particular, to enhance the work of higher attaining pupils.**

- (14) The school is well advanced with its aim to broaden and enrich the curriculum. At all key stages, staff have sought ways to achieve this aim by ensuring that other subjects do not get marginalized by the current drive nationally to push up standards in English and mathematics. For example, the science co-ordinator sets up interesting science/design and technology challenges each year in which pupils are encouraged to design items such as 'self-propelled buggies that will travel exactly five metres'. Pupils spoken to say they enjoyed these activities in which, usefully, their parents also sometimes became involved.
- (15) Similarly, the school strongly promotes pupils' artwork. The initiative to have a 'potter in residence' to work with the pupils has resulted in good quality clay work. The high quality displays throughout the school also show that as well as fully celebrating pupils' achievements, the school invests much energy in developing pupils' artistic skills with good quality and attractive paintings noted in many of the displays.
- (16) With over 20 after-school clubs organised during the course of the year, the school's extra-curricular activities programme is outstanding. Parents are very appreciative of this area of the school's work. The efforts of all concerned in maintaining this programme – especially the extra commitment of time by staff – is a reflection of the very positive ethos within the school community and the enthusiasm that exists to ensure that pupils are provided with as wide a range of experiences as possible. The programme covers a very extensive range of sports, music and drama, as well as adventurous outdoor activities. The school ensures that the programme is as inclusive as possible. For example, on noting a lower uptake of activities by boys, the school introduced new activities specifically to capture their interest.

- (17) At Key Stage 2, the provision of three residential trips during the year and the provision of a good range of visits and visitors to the school are further strands that are suitably aimed at improving pupils' learning and personal development. The drama and music weeks held during the school year are yet more examples of the strong efforts made by the school to provide stimulating and interesting experiences for pupils.
- (18) Whilst enriching the curriculum for all pupils, many of the school's activities also effectively extend higher attaining pupils. In addition, the school has introduced initiatives specifically targeted at extending these pupils. For example, the headteacher now involves older Key Stage 2 pupils in research projects in history especially designed to engage pupils in very in-depth research and analysis of information. Also, to enhance this area, the school has established very good links with partner institutions and the local community. For example, the initiatives (mentioned above) to involve sixth form students from the local high school and Nottingham University undergraduates in working with higher attaining pupils show an imaginative approach by the school towards extending the skills of pupils in mathematics at Key Stage 2. Another useful development is the school's involvement in pupils providing content for Nottinghamshire's Intranet – thereby promoting pupils' work in history.
- (19) The project to develop pupils' work in using computer-based I-movie technology and the planned use of this to link with a local television station are further examples of the school's flair for looking at ways of involving pupils in interesting and exciting developments.

**The school has very good systems to promote pupils' sense of responsibility and leadership. As a result, pupils show highly responsible and positive attitudes towards school life. They form very good relationships with each other and their teachers and work confidently and enthusiastically.**

- (20) On arriving in the school, the visitor's first impression is of a purposeful, busy, friendly and orderly atmosphere. The strong rapport between pupils and teachers is the cornerstone in creating this positive ethos. Pupils clearly respond well to being part of such an environment by showing a confident and enthusiastic approach. This was evident in most of the lessons observed, where pupils were keen to participate in discussions, were enthusiastic and usually enjoyed the tasks set for them. For example, pupils were often keen to help the teachers to demonstrate activities. The confidence that pupils have developed is an important factor in helping them to progress rapidly with their learning. For instance, in science and information and communication technology lessons in Year 6, pupils were undaunted by the challenging tasks set for them, and a 'have a go' mentality is clearly in evidence in many such activities throughout the school.
- (21) A particular feature at Heymann School is the sensible and mature attitude of the pupils, which is strongly developed as they move through the school. Staff have put in place good initiatives to aid this development. For example, pupils are given clear responsibilities from an early age and expected to carry out their jobs conscientiously. Older pupils were seen on the playground taking such tasks seriously by helping younger pupils and seeking assistance for them as required. Foremost amongst the school's initiatives to promote pupils' personal development is the well-established School Council. The council members, from each year group, carry out their roles in a mature and sensible fashion and, by so doing, also spread this attitude amongst their peers. The council meets once a week and carefully considers all of the 'suggestions' that come to them from other pupils in the school by way of the 'suggestion box'. Members of the council were most complimentary about other pupils in the school, saying that ... 'most of the suggestions are sensible ones!' Working through their School Council in this way has enabled pupils throughout the school to be involved in causing real changes to be made in school policy; for example, changes to the school uniform, the establishment of a school tuck shop and improvements to facilities at playtime. The School Council also involves itself in a range of helpful activities: setting up competitions, producing a newsletter from the council to parents and even advertising and recruiting candidates for jobs around the school. Whilst the council

contains a small group of class representatives serving for a given period of time, the system and organisation has a positive impact on pupils right across the school, giving them an early insight into the concept of social responsibility.

- (22) Other systems in the school include the establishment of a 'birthday club', which ensures that all staff and pupils receive a birthday greetings card – designed and made by members of the club. Older pupils are also trained to act as 'ambassadors' showing visitors around the school. The school also recently used this facility to show around candidates for teaching posts in the school, and pupils were briefed to ask questions and share their views with the headteacher at a later stage. All of these initiatives strongly enhance pupils' leadership skills and social awareness and further cement the relationships and community spirit within the school.

## **WHAT COULD BE IMPROVED**

### **The procedures for assessing and monitoring the progress of pupils with English as an additional language.**

- (23) In recent times, the profile of the pupils entering the school has been changing, with a larger proportion of pupils having English as an additional language than was previously the case. From the lessons observed during the inspection, it is clear that teachers try hard to ensure that these pupils are adequately supported. However, the school recognises that teachers are not fully conversant with procedures for assessing and monitoring the performance of pupils with English as an additional language. As a result, they cannot be sure they are giving these pupils precisely the support they need.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

- (24) To build on its current success the school should now:

- o fully develop its procedures for assessing and monitoring the performance of pupils with English as an additional language to ensure that the school is providing the right kind of support for these pupils. (paragraph 23)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	25
Number of discussions with staff, governors, other adults and pupils	23

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	10	10	4	0	0	0
Percentage	4	40	40	16	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents four percentage points. In this inspection, the overall judgements about the quality of teaching are heavily influenced by the strong indications of very good teaching seen in the samples of pupils' work scrutinised, work in pupils' books in the classrooms, displays of pupils work around the school and the school's very clear records of pupils' progress..

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	-	342
Number of full-time pupils known to be eligible for free school meals	-	9

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	1
Number of pupils on the school's special educational needs register	-	59

English as an additional language	No of pupils
Number of pupils with English as an additional language	57

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	9

### Attendance

Authorised absence	%
School data	3.6
National comparative data	5.6

Unauthorised absence	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.



### Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	21	24	45

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	18	20
	Girls	24	23	22
	Total	41	41	42
Percentage of pupils at NC level 2 or above	School	91 (90)	91 (98)	93 (97)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	20	20
	Girls	24	23	23
	Total	41	43	43
Percentage of pupils at NC level 2 or above	School	91 (97)	96 (100)	96 (100)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year.

### Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	28	22	50

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	26	27
	Girls	22	20	21
	Total	48	46	48
Percentage of pupils at NC level 4 or above	School	96 (83)	92 (75)	96 (84)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	25	27
	Girls	22	21	21
	Total	47	46	49
Percentage of pupils at NC level 4 or above	School	94 (83)	92 (77)	98 (86)
	National	70 (68)	72 (69)	79 (75)

Percentages in brackets refer to the year before the latest reporting year.

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	6
Black – African heritage	4
Black – other	0
Indian	9
Pakistani	26
Bangladeshi	1
Chinese	6
White	279
Any other minority ethnic group	11

*This table refers to pupils of compulsory school age only.*

### **Exclusions in the last school year**

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	3	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	14.4
Number of pupils per qualified teacher	26:1
Average class size	31:1

#### **Education support staff: YR – Y6**

Total number of education support staff	8
Total aggregate hours worked per week	154.5

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000/2001
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	£
Total income	634176
Total expenditure	643403
Expenditure per pupil	1739
Balance brought forward from previous year	47085
Balance carried forward to next year	36775

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	3.2
Number of teachers appointed to the school during the last two years	3.2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out

369

Number of questionnaires returned

166

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	37	2	0	0
My child is making good progress in school.	47	47	5	0	1
Behaviour in the school is good.	36	55	7	1	2
My child gets the right amount of work to do at home.	24	41	28	5	2
The teaching is good.	50	48	2	0	0
I am kept well informed about how my child is getting on.	28	51	19	1	1
I would feel comfortable about approaching the school with questions or a problem.	45	44	8	2	1
The school expects my child to work hard and achieve his or her best.	55	40	3	1	1
The school works closely with parents.	30	57	11	1	1
The school is well led and managed.	51	42	5	1	1
The school is helping my child become mature and responsible.	39	52	5	1	2
The school provides an interesting range of activities outside lessons.	39	43	8	2	9