

# Heathbrook Primary School

## Inspection report

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<b>Unique Reference Number</b>	100566
<b>Local Authority</b>	Lambeth
<b>Inspection number</b>	276331
<b>Inspection dates</b>	27–28 June 2006
<b>Reporting inspector</b>	John Laver

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<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 on roll</b>	
School	
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms Helen O'Malley Mrs Jennifer Woodrow
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	St Rule Street London SW8 3EH
<b>Telephone number</b>	02076224101
<b>Fax number</b>	02077207048

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by 3 Additional Inspectors.

## Description of the school

Heathbrook Primary serves a diverse community, reflected in the varied background of its pupils. A significant number have English as an additional language and a high proportion have special educational needs. Many pupils also join or leave the school at times other than at the usual transition dates.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

Grade:

### What the school should do to improve further

- \* Improve monitoring to ensure more rigour in the spreading of good classroom practice.
- \* Improve marking so that pupils have a clearer idea of how to improve their work.
- \* Provide more opportunities in class for pupils to develop speaking skills.

## Achievement and standards

Grade:

### Personal development and well-being

Grade:

### Quality of provision

#### Teaching and learning

Grade:

Teaching and learning are good. In the Foundation Stage teachers put appropriate emphasis on children's language, personal and social skills, so that they make good progress. Pupils enjoy learning because teachers plan interesting activities. They use visual and practical resources well to promote learning. Teachers make clear what pupils are expected to learn. They use assessment data to plan work for pupils of differing abilities and to set targets for all pupils. However, these are not always referred to in lessons, making it difficult for pupils to evaluate their own achievement. Pupils' work is marked regularly. Teachers write encouraging comments to motivate pupils but do not consistently provide sufficient guidance on how to improve learning. The school emphasises the importance of good speaking skills but teachers do not always provide sufficient opportunities to develop them in class.

Teaching assistants provide very effective support for pupils with learning difficulties or disabilities and for those learning English as an additional language. Consequently these pupils make good progress.

#### Curriculum and other activities

Grade:

The curriculum is good in the Foundation Stage and the main school. It is enhanced by French and a good range of extra curricular activities. Pupils enjoy a range of activities that meet their differing needs. Provision in several areas such as ICT and design technology has improved since the previous inspection. The school is strongly committed to developing pupils' skills and interest in the arts, particularly music. Links between subjects are developing and strengthen pupils' learning. The Foundation Stage curriculum achieves a good balance between structured learning and play activities. There is good provision for pupils with learning difficulties or disabilities, and for pupils whose first language is not English. It ensures that they have full access to activities and promotes good progress. The curriculum is enriched by a wide variety of visits and visitors and these link well to topics such as history and literacy. There is a good take up of after-school clubs.

## **Care, guidance and support**

### **Grade:**

Care, guidance and support are good. Child Protection procedures are very robust and any concerns are quickly followed up. Extensive risk assessments ensure that pupils are in a safe and welcoming environment. Fruit and water are supplied so that pupils learn about being healthy, and lessons are planned so that pupils can discuss issues such as teasing, that worry them. Pupils are set challenging targets so that they can reach higher standards. Teachers assess work to evaluate whether each pupil has made the expected progress during the term. However, recently extended assessment systems are only just beginning to show the progress each child makes as they move up through the school. Pupils with learning difficulties and disabilities, or who are learning English as an additional language, are supported effectively, with clear targets indicating the small steps they need to make in their learning. Pupils' personal development is tracked thoroughly, so that they develop good attitudes to learning and working together.

## **Leadership and management**

### **Grade:**

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## **Text from letter to pupils explaining the findings of the inspection**

### **Pupils**

Thank you for making us so welcome in your school. We enjoyed seeing you work in lessons, listening to you telling us about your school, and talking to your teachers. You belong to a good school. What we liked about your school

\* You like to do well for your teachers and learn quickly. \* You talk enthusiastically about your favourite things, like after-school clubs. \* Your teachers are kind and look after you very well. \* You get on very well together and your behaviour is good. \* Your parents and carers are very proud of your school. \* Your head teacher and other teachers run the school very well. \* You are taught how to live healthily.

What we have asked your school to do now \* When they mark your books, we would like teachers to sometimes give you a bit more information on how you can do better. \* We would like you to have more opportunity to discuss things in lessons. \* We would like your teachers to have more opportunities to share ideas with each other about how to help you learn even more in lessons.

With best wishes

Mr. John Laver

(Lead inspector)