



# Healing Primary School

## Inspection Report

**Unique Reference Number** 117767  
**LEA** North East Lincolnshire  
**Inspection number** 280149  
**Inspection dates** 26 April 2006 to 27 April 2006  
**Reporting inspector** Mrs Rosemary Eaton

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

<b>Type of school</b>	Primary	<b>School address</b>	Fords Avenue
<b>School category</b>	Community		Healing
<b>Age range of pupils</b>	4 to 11		Grimsby, DN41 7RS
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01472 882261
<b>Number on roll</b>	310	<b>Fax number</b>	01472 885559
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Jim Barley
<b>Date of previous inspection</b>	1 November 1999	<b>Headteacher</b>	Mr John Hanson

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 26 April 2006 - 27 April 2006	<b>Inspection number</b> 280149
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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

This is a larger than average primary school, with more girls than boys. Far fewer pupils than average are eligible for free school meals and the number with learning difficulties and/or disabilities is below average. A small number of pupils are from minority ethnic groups or are at an early stage of learning English. The school has achieved the Healthy Schools Award and Eco-Schools Silver Award.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 2

Healing Primary is a good school that gives good value for money. The inspectors agree with the school's view of its overall effectiveness and each aspect of its work. Pupils make good progress and achieve well during their time in school. Standards are above average. However, in the 2005 national tests, higher attaining Year 6 pupils did much better in mathematics and science than in English, especially in writing. Similarly, in Year 2, fewer pupils than expected reached the higher level in reading. The school provides well for children in the Foundation Stage, and so they make good progress. The quality of both teaching and the curriculum is good. Lessons and activities are planned carefully to meet the needs of all pupils and enable them to learn well. Pupils' personal development is good. They behave extremely well and the oldest pupils in particular fulfil important responsibilities, such as organising playground games and caring for younger ones. Care, guidance and support are good. Pupils feel safe and confident, and staff know them all very well. However, systems to check that they are each learning as well as they should are not fully in place. Overall, the school is led and managed well. The headteacher's leadership is outstanding. Staff and governors share his commitment to providing the best possible education for every pupil. Outstanding partnerships with parents and other schools strengthen the school's work for all learners. As a result, the school has moved on well since the previous inspection and its capacity to improve is good.

not applicable

### What the school should do to improve further

- Improve the achievement of higher attaining pupils, particularly in reading in Year 2 and in writing in Year 6.
- Establish consistent systems to record how well pupils are learning in English and mathematics, and use them to ensure that all pupils achieve consistently well.

## Achievement and standards

### Grade: 2

When they join the Reception classes, children's attainment is broadly average. They make good progress and the majority reach, and many exceed, the standards expected by the end of the year.

Throughout the school, standards are above average. Since 2001, the school's results in the Year 2 and Year 6 national tests have been better than average. However, in 2005, fewer Year 2 pupils reached the higher Level 3 in reading than in writing and mathematics. More significantly, the Year 6 English results, although slightly above average, were much lower than those in mathematics and science. The school's overall English target was met and those for mathematics were surpassed. However, too few of the higher attaining pupils reached Level 5 in writing. The Year 6 pupils had made less progress in English, either than pupils with similar starting points in other schools

or than Healing's pupils in previous years. The school has identified the reasons for this and has taken decisive action to ensure that pupils have opportunities to gain the skills and knowledge needed to reach their targets and full potential. Pupils, including those with learning difficulties and/or disabilities or with English as an additional language, make good progress overall and achieve well.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. They enjoy coming to school and their attendance reflects this. Behaviour is outstanding. Pupils are considerate, sociable and confident. They are aware of the benefits of healthy eating and exercise, and exceptionally aware of how to keep safe, for instance, when crossing roads. From their early days in the Reception classes, pupils take on tasks in the classroom and Year 6 pupils gladly accept significant responsibilities. For example, they organise playground games as part of their role as 'buddies'. They are well prepared for their future in education and the world of work. Members of the Eco-committee ensure that pupils, staff and visitors appreciate how they can help to 'look after the world'. This group runs its own meetings, although the school council is more reliant on staff support. The school is beginning to give younger pupils more scope to contribute to school life, by expanding the 'buddying' arrangements, for example. Pupils have good opportunities to have a say in what the school offers, and the school council has lobbied successfully for improvements such as more bicycle racks. Pupils play an active part in the local community, for example, through their involvement in 'Neat Streets'. They demonstrate their awareness of the needs of others by fund-raising enterprises. Last year, they raised almost £4000 for local, national and international charities.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good. Teachers use their knowledge of each subject and pupil well to plan lessons that take account of pupils' ages and what they have learned already. This is especially important because pupils in Years 1 to 6 are taught in mixed-age classes for most of the time. For example, in a mathematics lesson, pupils in Year 2 faced more difficult subtraction tasks than those in Year 1. Varied activities mean that lessons usually move on quickly. This prevents pupils from becoming restless and makes full use of the available time. Large classes are managed skilfully: teaching assistants working closely with teachers. As a result, good support is given to all pupils, including those with learning difficulties and/or disabilities, so that all are able to learn well. In the Reception classes, for instance, staff share similarly high expectations, encouraging children to be as independent as possible, and they all play a full part in assessing and recording how fast children are learning. Elsewhere in the school, systems to track and target pupils' progress work well in the short term.

However, the school is tackling shortcomings that have made it difficult to check and ensure that each pupil is getting on as well as anticipated over time.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good. All requirements are met, with suitable priority given to English and mathematics. Work is well matched to the needs of all pupils, including those with learning difficulties and/or disabilities. In the Reception Year, children are given a good balance between activities directed by the teacher and opportunities to be independent learners. Individual subjects are planned carefully and organised so pupils can readily make connections between them, to reinforce their learning. For example, in Years 5 and 6, pupils' learning about African art and music supports their work in geography. In order to improve standards of reading and writing, pupils have plenty of worthwhile opportunities to practise their skills in lessons across the curriculum. However, they have only limited access to computers outside lesson time. Visitors and visits, including residential stays, support academic progress and personal development very well, and an extensive range of popular clubs enhances both pupils' and parents' experiences.

## **Care, guidance and support**

### **Grade: 2**

The school takes great care of its pupils so that they feel safe and secure. All adults are well trained in the essential policies and practices that keep children safe, for example, child protection arrangements. Teachers and other staff know their pupils well and quickly identify where additional help is needed. Pupils with learning difficulties and/or disabilities are well supported. Excellent procedures, such as the buddy system and its 'Friendship Post', enable pupils to help and support each other. Subjects such as personal, social and health education, science, and physical education, effectively encourage pupils to adopt safe and healthy lifestyles. Sensitive and thorough arrangements introduce children to the Reception classes, and support them as they move up through the school and on to the next stage in their education. Individual targets aim to guide pupils towards achieving the highest possible standards of work. However, not all pupils fully understand how to use their targets to see how well they are doing and what they should be aiming to achieve.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good overall. The headteacher provides outstanding leadership. He shows a clear determination to enable every child to achieve well and develop into a well-rounded individual, and he ensures that each is valued, cared for and respected. He is well supported by an effective senior leadership team and, as one parent wrote, a 'professional and approachable' staff. Systems to find out how well the school is performing are effective and include canvassing parents' and pupils'

views. They provide the senior leadership team with a very accurate picture of what works well and where improvement is needed. Analysis of national test results is thorough and leads to action, for example, to enable higher attaining pupils to do better in English. Other priorities include an overhaul of assessment systems, with a teacher recently delegated to lead this work.

The school seizes every opportunity to extend its impressive network of links with the community and other schools. These have a significant impact on what it offers. For instance, teachers from the local secondary school work with the oldest pupils, enhancing learning and personal development and helping to prepare them for moving on. Parents are encouraged strongly to be partners in their children's education. They bring valued help and have great confidence in the school.

Governors provide effective support and encouragement to the school. They ensure that statutory requirements are met and finances managed well. The school has made good progress since the previous inspection and is well placed to continue to improve.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

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

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The School Council

Healing Primary School

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28 Apr 2006

Dear Pupils

Thank you for being so friendly and helpful when we visited your school. We very much enjoyed our short time with you.

What we liked best about your school:

you behave extremely well and the Year 6 buddies do an excellent job

you all work hard and learn a lot, though the fastest learners don't always do as well as they should in English

the staff provide lots of interesting clubs and activities

all the adults try hard to make sure you are safe and happy in school

the headteacher sees to it that all pupils are treated fairly and get a good start to their education.

What we have asked your school to do now:

make sure all pupils make as much progress as possible in English

find ways to check that you are all learning as fast as you should.

Best wishes,

Mrs Eaton and Mr Clark