



# Herons' Moor Community Primary School

Inspection Report

**Unique Reference Number** 133985  
**LEA** North Somerset  
**Inspection number** 282411  
**Inspection dates** 25 May 2006 to 26 May 2006  
**Reporting inspector** Paul Sadler AI

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

<b>Type of school</b>	Primary	<b>School address</b>	Highlands Lane
<b>School category</b>	Community		Locking Castle
<b>Age range of pupils</b>	3 to 11		Weston-Super-Mare BS24 7DX
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01934 427373
<b>Number on roll</b>	324	<b>Fax number</b>	01934 520791
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Ms Alison Adams
<b>Date of previous inspection</b>	Not applicable	<b>Headteacher</b>	Mrs Julie Fox

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 25 May 2006 - 26 May 2006	<b>Inspection number</b> 282411
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## **Introduction**

The inspection was carried out by three Additional Inspectors. This was the school's first inspection.

## **Description of the school**

The school opened in September 2003 and moved into a purpose-built building, shared with a special school and community centre, in September 2004. The number of pupils has grown from 69 to 435, and continues to grow. The pupils live mainly in new private and social housing in the area. The proportions receiving free school meals or with learning difficulties and disabilities are average. The proportions of pupils of ethnic minority heritage, or who do not speak English at home, are below average.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school which is improving and has a number of good features. It provides satisfactory value for money.

Pupils make satisfactory progress and reach broadly average standards when they leave at the end of Year 6. In English they make good progress. Their personal development and well-being are good, especially their social, moral and cultural development. In particular, they develop a strong appreciation of the individual strengths of others through the links with the special school which shares the building. The curriculum is good, especially the range of out-of-school activities. Pupils are cared for well and generally feel safe, and bullying is dealt with appropriately. Teaching is satisfactory. Lessons are interesting and teachers knowledgeable, but teachers and pupils have too little support from teaching assistants in some lessons, which can slow the pace of learning. Pupils get a sound start to their education in the Foundation Stage (nursery and reception classes), and provision in the nursery is good.

Leadership and management are satisfactory. Staff and governors have led the setting up of the new school very well. To quote a parent, 'My children are always happy to come to school. To me as a parent, that says everything.' Senior leaders and governors have a sound understanding of the school's strengths and weaknesses and agree that the school's current effectiveness is satisfactory. Some underperforming groups of pupils have been identified and helped, but a system to measure the details of each pupil's progress is not yet fully in place. The school has made a lot of progress since it opened and the continued influx of pupils of all ages remains a challenge, but the focus of the work of leaders and managers is now rightly shifting to raising standards, and the school is well placed to make further improvements. The school has a satisfactory knowledge of its strengths and weaknesses.

### What the school should do to improve further

- Deploy teaching assistants more effectively to support teaching and learning in classrooms.
- Support pupils' achievement more thoroughly through improved systems to track and monitor their progress.

## Achievement and standards

### Grade: 3

Pupils make satisfactory progress and attain broadly average standards. Pupils' skills when starting school are broadly average, except in the crucial area of communication, language and literacy, where their skills are below average. They make satisfactory progress in the Foundation Stage, by the end of which most can write a simple sentence. This satisfactory progress continues throughout Years 1 and 2 and by the end of Year 2 most can add and subtract numbers with confidence and identify and use adjectives and adverbs.

In Years 3–6 pupils make satisfactory progress. In English they make good progress, given their weaker skills in this subject on starting school, and by the end of Year 6 the proportion achieving the national standard is close to the average. The school has identified that some boys were underachieving in writing and has put this right. In mathematics, progress is satisfactory and pupils achieve broadly average standards, although their skills in solving problems are underdeveloped. The school has identified and supported pupils who can achieve more in mathematics, although to date this has been less successful than in English.

The rapid influx of pupils into the school has made the setting of targets difficult. Although some of those set to date have not been met, there is evidence that the challenging targets set for 2006 will be achieved, reflecting satisfactory progress for all groups of pupils.

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

### **Grade: 2**

Throughout the school, pupils' personal development, including their spiritual, moral, social and cultural development, is good. In the Foundation Stage, the development of pupils' social skills is good. Many pupils have a sensitive attitude towards others and know how to relate to those of a different age or background, such as the pupils in the special school which shares the building. They have a good understanding of a range of cultures that differ from their own.

Behaviour in lessons is good. Pupils sensibly follow the important learning routines devised by their teachers, such as by listening when the teacher gives a signal. They understand the need to listen carefully in class and they work well together in pairs or small groups discussing issues or doing tasks. They generally enjoy learning, especially when there is a practical element involved. They behave well around the school between lessons and on the playground, and older pupils make a good contribution to the well-being of others and take responsibilities well. The pupils feel safe and well cared for, and although they believe that there is some rough behaviour by a few pupils, they believe that this is well resolved by the school. They are aware of healthy practices and many adopt healthy eating habits. One girl said, 'I keep having to remind my mum to put some fruit in my packed lunch.' Attendance is in line with national averages, and is improving.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching is satisfactory, and it is good in the nursery. A consistently good feature is that teachers make learning fun. This results in pupils really enjoying most of their lessons, behaving well and feeling confident to have a go. Younger pupils were totally engrossed in sharing a favourite story, because the teacher skilfully encouraged them to join in. In the best lessons, teachers make clear to pupils what they will learn and

then check with them on how successful they have been at the end of the lesson. This often involves pupils evaluating each other's work. Teachers use their good subject knowledge to plan well-organised lessons. In some lessons, pupils do not have enough opportunities to work independently, and the pace of learning is slow. When well deployed, teaching assistants are effective in helping pupils with learning difficulties and disabilities to make progress at the same rate as other pupils. In some lessons there is insufficient support or that which exists is not well used to enable all pupils to make the progress they might. Teachers' marking is effective. Praise is used well to encourage pupils. Teachers' comments make it clear to pupils how well they are doing and how they can improve. A positive feature in some classes is where pupils mark each other's work, resulting in pupils gaining better understanding of how to improve their own work. The progress of children in most classes is carefully monitored and used to support their next step in learning, but this is not yet consistent throughout the school.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good. It meets statutory requirements. The school has been successful in developing a curriculum which takes into account the changes in pupil numbers since the school started. The school quite rightly has placed emphasis on the breadth of experiences offered to pupils, and provision for art, music and sport are all strong. The excellent range of enrichment activities is greatly appreciated by pupils, and contributes significantly to their personal development. Pupils in Year 3 and 4 say how much they enjoy the special 'focus weeks' such as the 'Spanish week' when they made decorative tiles. Good links have been established with the local community, including the Church. Special shared events with the adjacent special school further enrich pupils' experience. Pupils learn about health and safety, such as the dangers of drugs, and the importance of healthy eating and regular exercise. Well-planned programmes are provided for pupils who need extra support. In the Foundation Stage the curriculum is satisfactory, but while there are interesting activities in Reception classes, there is insufficient adult help for the pupils to learn quickly.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good. The school has very effective procedures for child protection, and for ensuring the pupils' physical and emotional safety whilst on the school's premises. They identify and support vulnerable pupils well, and parents are systematically involved in the review of the individual education plans of pupils with learning difficulties and disabilities. There is a clear and well-understood policy to deal with bullying and most parents and pupils believe that the school handles such issues well. The school ensures that all pupils' needs and concerns are handled carefully and that there is always an adult to whom the child relates who is available to listen and help.

Pupils are given useful general guidance and support in understanding what they can do to improve, but the school does not yet have the detailed knowledge of each pupil's progress needed to focus on developing individual strengths and overcoming their weaknesses. Health and safety issues are well covered in the curriculum.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory, with a number of strengths. Senior leaders and the governing body have given good leadership through the many challenges that arise in creating a new school. The creation of an ethos of shared responsibility within the school and the wider community has been particularly successful. The links with the special school and community centre, and other activities such as assemblies, strongly promote the concept that all people are of equal value. The attention of leaders is now rightly turning to focus on raising pupils' achievement. Senior and middle managers have developed some very good strategies for monitoring the quality of teaching, and inexperienced teachers are supported well through training and guidance. The school has a satisfactory knowledge of its strengths and weaknesses. Groups of pupils who could do better have been identified and helped, as in writing, but the school does not yet have a detailed knowledge of each pupil's progress. The views of parents and pupils are sought, for instance, through questionnaires. The school has worked hard on communication and has actively sought the views of its community, however, there is a small but significant group of parents who feel their concerns have not been adequately addressed. The school has developed good relationships with the many partners it has worked with in establishing itself and is now well placed to make the improvements necessary to provide education of a high standard.

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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>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	NA	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	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	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	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>	3	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>	3	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	3	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	3	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**

The inspectors who visited your school very much enjoyed talking and listening to you and seeing your work. We want to thank you for spending the time to do this. This letter is to tell you what we thought of your school and how it can be even better.

We think your school is a satisfactory primary school which is improving. The best things about the school are:

You make good progress in English.

Most of you know right from wrong and play well together and with children from Baytree.

All the adults at the school take good care of you.

Your behaviour is good and you work well together.

You enjoy school because there are lots of interesting things to do both in and out of school.

You are taught to lead safe and healthy lives, for instance, through sports activities and healthy eating.

The staff and governors have done a good job in setting up a new school.

We especially liked your school motto 'Happy children are successful children,' and felt most of you were happy at school.

To improve the school further, we have asked the headteacher to make sure that teaching assistants and other helpers work in lessons where they are most needed, and to make better arrangements to find out how each of you is getting on at school.