



# Headlands Primary School

## Inspection Report

**Unique Reference Number** 121913  
**Local Authority** Northamptonshire  
**Inspection number** 292259  
**Inspection dates** 1–2 November 2006  
**Reporting inspector** Andrew Watters HMI

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

<b>Type of school</b>	Primary	<b>School address</b>	Bushland Road
<b>School category</b>	Foundation		Northampton
<b>Age range of pupils</b>	4–11		NN3 2NS
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01604 407098
<b>Number on roll (school)</b>	550	<b>Fax number</b>	01604 416115
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Lesley Easton
		<b>Headteacher</b>	Andrew Lakatos
<b>Date of previous school inspection</b>	3 December 2002		

<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
4–11	1–2 November 2006	292259

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and three Additional Inspectors.

## Description of the school

Headlands Primary School is situated on the eastern edge of Northampton. It serves a diverse community which represents a broad range of social and economic backgrounds. Most of the pupils come from the immediate area and live in a mix of privately owned and local authority housing. There is a 28 place Designated Special Provision Base for pupils with severe and significant learning and communication difficulties including autism and a 39 place nursery for three to four year olds. The school has strong links with the Training and Development Agency and with universities and other local schools to accommodate students in their initial training. There is also a privately run day nursery on site. Three quarters of the pupils are White British and the remainder are from other ethnic groups, including White and Black Caribbean, Indian, Pakistani, Bangladeshi, Caribbean, Black African and Chinese. The proportions of pupils who are from minority ethnic groups, those whose first language is not English and those who are on the school's register of special educational needs, are all higher than the national averages.

## 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 developing and improving school whose overall effectiveness is satisfactory. The majority of pupils make sound progress and their achievement overall is satisfactory. Standards and achievement are good in Key Stage 1 but far more variable in Key Stage 2. Pupils' progress is generally good in Years 5 and 6 but is very slow in Years 3 and 4, where there is significant underachievement. In each key stage national test results show that standards are rising. By the end of Year 2 they are above local and national averages and by the end of Year 6 standards are close to the level expected for the pupils' age. Pupils in the Foundation Stage achieve well although standards remain below the national average.

The school successfully meets its central aims to provide a happy, healthy, secure and stimulating environment, celebrating pupils' achievements and encouraging mutual respect and tolerance where all children and adults value being part of a caring multicultural community. Teachers are good humoured and readily engage in conversations about improving their work. The quality of the teaching and the curriculum is satisfactory overall and meets the learning needs of most pupils, except where teaching is relatively weaker and pupils' progress is far too slow, as in lower Key Stage 2.

The pupils' personal development and well-being are good. Pupils speak confidently about their achievements and are proud of their school. They are caring and attentive to each other and respect the adults they work with. Attendance is good. The pupils clearly enjoy coming to school and behave well. Parents are very positive. One parent said, 'all my children have thrived in the positive atmosphere that the teachers provide'. The quality of care, support and guidance for pupils is good and they are well looked after.

The school's collective leadership and management are satisfactory. There is a positive focus on raising achievement although less emphasis is given to evaluating the impact of the school's work on increasing the rate of progress for all groups of pupils. There are not enough regular and frequent checks to see how well the pupils are doing and to ensure that teaching is making enough difference to the pupils' achievements.

The headteacher has high expectations and is a thoughtful leader. With the support of senior teachers he has established a good team spirit and a determination to improve further. The transition from a lower school to a primary school and the change in the school's status has been managed effectively by the headteacher and governors. Improvement since the last inspection has been satisfactory and the school's capacity to improve is also satisfactory.

### What the school should do to improve further

- Increase the rate of progress for all pupils at Key Stage 2 and eliminate underachievement in Years 3 and 4.
- Strengthen and improve the quality of teaching, including the use of assessment to raise achievement more consistently, at Key Stage 2.

- Sharpen evaluation of the impact of the school's work on raising standards, including more frequent checks on progress, achievement and teaching.

## **Achievement and standards**

### **Grade: 3**

Pupils' attainment is generally in line with the national average and most pupils make satisfactory progress. The 2006 tests results show a steady rise in standards in each key stage. They are particularly high at Key Stage 1. At Key Stage 2 standards are below the most recent national and local authority averages, although a significant proportion of pupils reached the higher Level 5. When pupils enter the school their attainment is well below the level expected for their age. They make good progress in the Foundation Stage although standards remain just below average. In Key Stage 1 pupils' achievement is good. By the end of Year 2 nearly all pupils reach the level expected for their age. In Key Stage 2 overall achievement is satisfactory but rates of progress are inconsistent. A significant number of Year 3 and 4 pupils underachieve in reading, writing and mathematics. However progress accelerates in Years 5 and 6 where achievement is generally good, particularly for the more able pupils. By the end of Year 6 standards are below but close to the national average. Pupils with learning difficulties and disabilities make good progress.

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

### **Grade: 2**

Pupils enjoy coming to school and have positive attitudes. Attendance is good. 'Everyone gets on very well together', said one of the pupils, which typifies the strong relationships in the school and the commitment to racial equality. Pupils feel that they are listened to and their opinions are valued. The effective school council is pleased with the part it plays in establishing a popular healthy tuck shop which pupils run themselves. Pupils understand what a healthy diet consists of and the value of taking exercise. Behaviour is good. Pupils help each other well, work hard and listen carefully to their teachers. They feel safe and secure. The pupils' spiritual, moral, social and cultural development is good. They understand and value the diversity of cultures different from their own. The 'Children in Need' charity is supported through donations and fund raising, and school choirs are rightly proud of their performances locally and in major national concerts.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning ranges from good to satisfactory and is satisfactory overall. In lessons pupils make good progress when they have the opportunity to work in pairs, assess their own work and take part in interesting, challenging and enjoyable

tasks. They also respond positively to questions that challenge their thinking. Relationships between staff and pupils are very good. Where pupils' progress is too slow and teaching is less effective, assessment is not used well enough to match the pupils' work to their different learning needs, teachers' marking does not provide sufficient guidance to help them improve and pupils do not always have the opportunity to respond to teachers' comments and correct their mistakes. Although teaching assistants generally make a very positive contribution to raising achievement, on some occasions they are not fully involved in supporting pupils during lessons.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is generally broad and balanced and has a number of good features. These include the Designated Special Provision, where pupils achieve well, a wide range of enrichment activities, including French, sports, drama and music and the outdoor areas for play. The Foundation Stage curriculum effectively meets the needs of the youngest pupils, developing their confidence and independence through a balance of child-initiated and adult-led activities. There is satisfactory provision for literacy, numeracy and information and communication technology, which is helping many pupils achieve a sound level of basic skills, for example in reading and writing. There are a number of opportunities for pupils to take responsibility in the community, such as writing articles for the local parish church magazine, producing the school newspaper and providing food parcels for a local 'soup kitchen' in Northampton. After-school and lunchtime clubs are well attended and appreciated by the children.

## **Care, guidance and support**

### **Grade: 2**

Pupils receive a good level of care, support and guidance, which is giving them the confidence to try hard and do their best. 'The teachers like us and there is always an adult we can talk to if there is a problem', said one of the pupils. Arrangements for safeguarding pupils are secure and meet national requirements. Risk assessments and other safety procedures are firmly established and understood by the staff. Pupils with learning difficulties and disabilities receive good academic guidance, which helps them achieve well and meet their challenging targets. However, this is not a consistent feature in all years and for all groups of pupils. There are strong links with other agencies, as can be seen from the progress made by the pupils who have speech and language difficulties. The school works well with parents, providing them with good information and encouraging them to support their children's learning. Parents praise the caring and sensitive support their children receive.

## **Leadership and management**

### **Grade: 3**

The headteacher's caring and reflective leadership provides a high level of support to all adults and pupils. There is a common sense of purpose and the school runs smoothly

on a day-to-day basis. Self-evaluation is satisfactory and based on some monitoring and analysis. It identifies many of the school's strengths and weaknesses although evaluating the impact of actions on pupils' achievement is not sufficiently rigorous. There are too few frequent checks on progress and key points for improvement are not always followed up with sufficient urgency. The special educational needs and the designated special provision coordinators monitor the progress of pupils with learning difficulties and disabilities on a regular and frequent basis. This makes sure the pupils receive appropriate support throughout the school year and make good progress. The senior management team is developing its role well and is making a positive contribution to improving the quality of education. Governance is satisfactory. The governors enjoy good relationships with staff and are continuing to develop their role in holding the school to account for the standards achieved by the pupils. This school provides satisfactory value for money.





## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	2

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

Thank you for welcoming us to your school. We have really enjoyed talking with you and visiting your lessons. You are all very friendly, cheerful and polite and have made sure that for the two days we have been with you we have felt a part of your school. Thank you for sharing your work with us. We could see that you try hard to do your best and help each other. Well done! We think your school council does a very good job and works hard to improve things for you, like making the playground a more interesting and fun place to be.

You told us how much you appreciate your school, particularly the opportunities to join after school clubs and take part in other interesting activities, such as swimming, drama, sports, music, singing and visits to places of interest.

We had a good time talking to your teachers and it was good to see how well they and you get on together. Your teachers, the headteacher and all the other adults in school work hard to make sure that you enjoy your work and have lots of interesting things to do.

We have asked Mr Lakatos and the teachers to continue with all the good things that are happening in your school, to make sure that those of you in lower Key Stage 2 are given even better opportunities to achieve well, that all lessons are challenging and interesting and that there are regular checks to see that this is happening.

We shall take away many good memories about your school and have really enjoyed the time we have spent with you. Thank you again for being so helpful and friendly.