



Heymann Primary School

Inspection Report

Unique Reference Number 122602
Local Authority NOTTINGHAMSHIRE
Inspection number 292457
Inspection dates 12–13 February 2007
Reporting inspector David Matthews

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

Type of school	Primary	School address	Waddington Drive
School category	Community		Wilford Hill, West Bridgford
Age range of pupils	4–11		Nottingham, Nottinghamshire NG2 7GX
Gender of pupils	Mixed	Telephone number	01159145035
Number on roll (school)	345	Fax number	01159145040
Appropriate authority	The governing body	Chair	Mrs Krista Livsey
		Headteacher	Ms Lynda Noble
Date of previous school inspection	8 October 2001		

Age group 4–11	Inspection dates 12–13 February 2007	Inspection number 292457
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Heymann Primary School is a larger than average primary school. About two thirds of all pupils are White British, while about a third are from a range of ethnic minority backgrounds. A small number are at the early stage of learning English. A smaller than average proportion is identified as having learning difficulties and/or disabilities. A very small proportion of pupils are entitled to free school meals. Children start school with a wide range of knowledge, skills and understanding that are average overall. The head teacher has been in post for about eighteen months. The school has gained Investors in People Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school. Recent significant staff changes include the appointment of a headteacher in September 2005 and, subsequently, of an assistant headteacher. The head teacher provides strong leadership and has successfully fostered an energetic sense of purpose amongst staff. Consequently they work as a cohesive team with a shared commitment to providing pupils with a good education. Parents are overwhelmingly supportive of the school which provides good value for money.

All pupils, including those from different ethnic backgrounds, and those with learning difficulties and disabilities make good progress and achieve well because teaching is good, particularly in Key Stage 2. Teaching is satisfactory in Reception where children make satisfactory progress. Standards are above average by Year 6, particularly in mathematics and science. Standards in mathematics and science have risen in recent years but those in English have declined, though they are still above average. This, particularly boys' achievement in writing, has been identified by the school as a key area for improvement. Some pupils do not have a clear understanding of what they need to do next to improve their learning. The school is introducing a programme of more focused targets for pupils to help raise standards further.

Leadership and management are good. The headteacher is a strong driving force in maintaining the good standards that pupils achieve. The school has begun to develop the role of subject co-ordinators and governors to ensure that they have a greater impact on the quality of education that pupils receive. Curriculum co-ordinators and governors are currently not sufficiently involved in monitoring and improving the school's performance. While a new and potentially robust framework for monitoring and improvement is already in place, it has not yet completed a management cycle or become embedded in the school's work. The headteacher is rightly focusing staff training on this aspect of management in order to make the school's potential to improve better than its current satisfactory level.

The school successfully enables pupils to make good progress in their personal development and it ensures that their pastoral care is strong. It gives pupils a good awareness of the importance of safety and of choosing a healthy lifestyle. It ensures that pupils make a good contribution to the school and the wider community and provides them with strong skills for their future lives. Pupils enjoy school because the curriculum is vibrant.

What the school should do to improve further

- Raise standards in English, particularly in boys' writing, by providing specific targets for pupils' next steps in learning, and increasing the emphasis on the teaching of phonics in Reception and Years 1 and 2.
- Develop the role of curriculum leaders and governors in monitoring and improving the school's performance so that any weaknesses are tackled more quickly.

Achievement and standards

Grade: 2

Standards are above average by the end of Year 6, and particularly high in mathematics. In recent years standards have improved in mathematics and science. Although standards are still above average in English, they lag behind those in mathematics and science, particularly amongst boys and notably in relation to the proportion of pupils reaching Level 5. Evidence shows that the school is now reversing the decline in English standards. Pupils from minority ethnic backgrounds, those with learning difficulties and/or disabilities, and those for whom English is an additional language, make good progress. Children in the reception classes make satisfactory progress overall. Most reach the goals expected in the areas of learning by the end of Reception. Pupils' standards by the end of Year 2 are broadly average, and slightly higher in mathematics. Overall, achievement by Year 6 is good. Pupils' progress and achievement is best in science and mathematics where a good proportion of pupils reach the higher level 5.

Personal development and well-being

Grade: 2

Personal development is good. Staff have high expectations of behaviour and promote positive relationships and enjoyment of learning. Therefore most pupils behave well and relate well to adults and to each other. They are kind and thoughtful youngsters who enjoy working together, playing together and helping each other. Pupils are proud to be playground buddies or monitors. Self-confidence and independence are developed well by the time they leave the school. Pupils express their views well and feel that teachers listen to them. The school council enjoy debating and influencing important matters. An emphasis on physical activity and work for the Healthy Schools Award has ensured that pupils enjoy making healthy lifestyle choices. They are well aware of how to keep safe. Spiritual, moral, social and cultural development is good because opportunities for learning are promoted well in all aspects of the school's work. The combination of well-developed personal, social and emotional skills with good basic skills equips pupils well for the next stage of their education and life. Attendance is good and remains a priority.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Relationships throughout the school are very good and staff know pupils well. This, combined with the stimulating contexts for lessons, helps to ensure that pupils enjoy their learning. Most teaching is good, such as the teaching of mathematics and science in which more able pupils do particularly well. A strong feature in lessons for year 3 to 6 classes is the challenging questioning. This encouraged thoughtful ideas in a Year 5 class discussion where the use of possessive

pronouns was explored to enliven pupils' creative writing. Recent training designed to help ensure that lessons and the marking of pupils' work are more sharply focused on clear learning objectives is proving successful in improving teaching quality. While pupils are learning to review their work in relation to these objectives, the use of specific longer term targets to guide pupils' next steps, particularly in English, is at an early stage of development.

Teaching is most consistently good in Years 3 to 6. Here, assessments are used very well to plan lessons and ensure that pupils are appropriately challenged. In Reception and Years 1 and 2 teaching quality is more variable. Some pupils do not settle quickly or sustain concentration in class discussions, despite their teachers' efforts, so that progress is slowed. In addition, not enough emphasis is given to the teaching of phonics to help develop pupils' literacy skills. Good support is provided in class for those pupils who find learning difficult. A range of effective and well-established strategies are employed to support those who are at an early stage of learning English and they progress very well as a consequence.

Curriculum and other activities

Grade: 2

The curriculum is stimulating and very effectively brought to life through good use of the local and wider community. However, provision for Reception children is only satisfactory, particularly the outdoor resources to support children's physical development. The many visits and visitors broaden pupils' horizons and provide them with memorable first-hand insights into other cultural traditions. The curriculum is also adapted well for the range of pupils' abilities and backgrounds, particularly those who have learning difficulties or disabilities. A range of strategies, such as setting pupils literacy, numeracy and small group focused work ensure that progress among different groups is good. The emphasis placed on helping pupils to acquire problem-solving and investigative skills, such as in mathematics and science, is a strength, although literacy skills are not as well developed. There is good provision for information and communication technology. Older pupils in particular learn to work collaboratively as well as individually and they also develop confidence and independence through residential trips that they enjoy. Consequently, they are prepared well for their future lives. There is a good range of clubs and other activities, including the opportunity for pupils to acquire conversational French. Personal, social and health education effectively enables pupils to understand how to live healthy and safe lives.

Care, guidance and support

Grade: 2

The school takes good care of its pupils. A supportive and effective system of pastoral welfare contributes well to pupils' enjoyment of learning and their general personal development and well-being. Good support is given to pupils prior to entry to the school and for moving on to their next schools. The school has good links with other professionals and services which further promote the care and welfare of pupils. Those who find their learning more difficult are supported well by able teaching assistants.

Academic guidance has been strengthened. More rigorous procedures for checking how well pupils are doing have been introduced. These arrangements, including regular reviews to ensure that pupils do not underachieve, are beginning to have an impact on standards. However, not all pupils are clear about the next steps in their learning or how to achieve or evaluate their progress towards them. Curriculum targets for pupils' next stages in learning are currently being introduced to give pupils an understanding of what they need to learn next. Procedures for child protection and safeguarding pupils are sound and administrative procedures for recording these are improved.

Leadership and management

Grade: 2

Leadership and management are good and effectively promote pupils' good personal development, well-being and standards of care. The headteacher provides very good leadership and direction. She has effectively generated a common sense of purpose among staff, whose morale is high as a result. A strong focus on standards is reversing a decline in English. The headteacher has introduced thorough analyses of pupils' performance that are now involving English and mathematics co-ordinators. The headteachers' evaluation of the school's performance is accurate, giving a clear picture of the school's strengths and weaknesses. She consults staff, pupils and parents in the process of self-review. Teaching is monitored mainly by the headteacher although other staff are beginning to be involved. She has identified the need to involve curriculum leaders and governors more fully in monitoring and improving the school's performance. To this end a more systematic and potentially robust programme of monitoring and review has been introduced but it is not yet fully embedded in the school's management. Consequently weaknesses have not been addressed as quickly as they might. Governors are supportive and are developing their role as critical friends.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
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

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	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	2

The quality of provision

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	2
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	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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

13 February 2007

Dear pupils

Heymann Primary School, Waddington Drive, Wilford Hill, Nottingham, Nottinghamshire, NG2 7GX

We were very pleased to meet you when we inspected your school recently. Thank you for making us welcome and for helping us to find out so much about your school. We enjoyed talking to you and hearing about all of the interesting things that happen at Heymann Primary School.

Your parents are pleased with your school. It is right that they are because your school is a good school, where you work hard in your lessons and make good progress. Your teachers are very keen to help you to do your best and they look after you well. Your headteacher has a very clear idea of how to make your learning even better. She has introduced many new ways to help this to happen. Teachers who are responsible for different subjects have started to use these ideas to get an even clearer view of your progress in different subjects and how to make it better still. Teachers make learning interesting so that you enjoy your school. The numerous school visits that you make add much to your enjoyment and learning. Teachers give you chances to solve problems in mathematics and to investigate in science that help you to do particularly well in these subjects. You work together well during these activities and the team work you develop prepares you well for your life in the future. You do not do quite as well in English as you do in mathematics and science.

You behave well. You are kind and thoughtful towards others and you are developing the skills that will enable you to play a full role in the world of work. You are well aware of how to keep safe and you enjoy making healthy lifestyle choices.

There are ways in which your school can be even better.

- You are not doing as well in English as you are in mathematics and science, particularly the boys, and we have asked the teachers to give you a good understanding of what you need to do to get better by setting you clear targets for the next steps in learning.
- We have asked the teachers and governors to develop the way they check your learning so that they can act more quickly when your progress is not as good as it might be, and so make it better.

Best wishes for the future.

D. Matthews

Lead inspector