



Heathlands Primary School

Inspection Report

Unique Reference Number 130945
Local Authority Bournemouth
Inspection number 293672
Inspection dates 10–11 October 2006
Reporting inspector Diane Wilkinson

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

Type of school	Primary	School address	Andrews Close
School category	Community		Springwater Road, West Howe
Age range of pupils	3–11		Bournemouth BH11 8HB
Gender of pupils	Mixed	Telephone number	01202 574452
Number on roll (school)	282	Fax number	01202 591839
Appropriate authority	The governing body	Chair	Dave Cheeseman
		Headteacher	Sarah Dunn
Date of previous school inspection	25 June 2001		

Age group 3–11	Inspection dates 10–11 October 2006	Inspection number 293672
--------------------------	---	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Heathlands is a one and a half form entry primary school which also has a nursery class. Most pupils live in the surrounding area which socio-economic factors indicate is significantly disadvantaged. The proportion of pupils with learning difficulties and disabilities is well above average. The number of pupils who speak English as an additional language is very small. Attainment on entry is well below that usually found. Until this term the school had been without a permanent headteacher for more than two years and there has been a significant turnover of staff. The school holds the Healthy Schools award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Heathlands provides a satisfactory standard of education. The school has been through a difficult time recently with the lack of a permanent headteacher and a very high turnover of teaching staff in Years 3 to 6. Weaknesses were not being addressed, pupils' progress was unsatisfactory and standards were too low. Since January this year, the school has been part of the local authority's intensifying support programme which, together with the effective leadership and management of the temporary executive headteacher, has meant weaknesses have been accurately identified and tackled. Improvement has been rapid. The quality of teaching is now satisfactory and sometimes better, particularly in Reception and in Years 5 and 6. However, sometimes pupils lose their concentration and they are not given enough advice on how to improve. Provision in the Foundation Stage is good and children achieve well although standards on entry to Year 1 are below average. Achievement in the rest of the school is satisfactory although standards at the end of Years 2 and 6 are well below average owing to previously slow progress. Pupils' personal development is satisfactory. Nursery and reception children make very good progress in this aspect. Despite a significant number of pupils having emotional and behavioural needs, most behave satisfactorily. Care, support and guidance are satisfactory. The school has effective links with many support agencies and pupils are well cared for. They feel safe and secure in school. Pupils like their teachers, most enjoy school and attendance levels are rising. Since the arrival of the new headteacher this term, the rate of improvement has been maintained. In her short time in the school, her analysis of its strengths and weaknesses and her drive for improvement have been impressive. She is an inspirational leader who is building a team of staff and governors committed to doing their best for pupils. Leadership and management are satisfactory and developments this year have ensured satisfactory improvement since the last inspection. There is a clear understanding of what still needs to be done and the school is securely placed to improve further. Inadequacies in the curriculum have been a significant barrier to pupils' progress. It was not adapted to meet pupils' specific needs and many struggled with work that was too hard. Higher attaining pupils were not sufficiently challenged and rarely reached the higher levels in national tests. Some improvement has taken place. The majority of pupils are making satisfactory progress and the number of pupils who reached the higher levels in 2006 rose significantly. Nevertheless, important weaknesses remain. The curriculum is not relevant to pupils' experiences or interests and, in too many lessons, activities do not engage and enthuse pupils. There are insufficient opportunities for pupils to develop their literacy, numeracy or independent learning skills and not all pupils are provided with appropriate resources for individual work.

Although the school's overall effectiveness is satisfactory, its performance in this one respect is inadequate. Before its next Section 5 inspection, Ofsted inspectors may visit the school to monitor the progress that it has made in remedying this weakness. The school would receive two to five day's notice of such a visit.

What the school should do to improve further

- Improve the curriculum so that it fully meets the needs and interests of pupils, engages them in learning and provides more opportunities to use their literacy, numeracy and independent learning skills.
- Improve teaching by ensuring that all lessons keep pupils actively involved and concentrating.
- Ensure that teachers make better use of assessment to help pupils recognise how they can improve.

Achievement and standards

Grade: 3

The achievement of most pupils, including those with learning difficulties and disabilities or who speak English as an additional language, is satisfactory. Standards on entry to the Nursery are well below expectations, particularly in literacy and numeracy, with many children having speech and language difficulties. Children make good progress and do better in Reception than in the Nursery. Standards on entry to Year 1 are below expectations. Although children make very good progress in their personal development, key skills in literacy and numeracy are well below the levels expected. Pupils in Years 1 to 6 are making satisfactory progress. In the past, progress was too slow and, consequently, standards at the end of Years 2 and 6 remain well below average. The school did not reach its realistic targets for the Year 6 national tests although the proportion of pupils reaching the higher level rose significantly this year. Fewer pupils reached the expected level in English than in mathematics and science, largely because of curriculum weaknesses.

Personal development and well-being

Grade: 3

Spiritual, moral, social and cultural development is satisfactory. Many children enter school with poor social skills. The pastoral support team successfully helps all pupils develop these skills through discussions, play and opportunities to help them relate to others. Pupils feel happy and safe in school and know adults will listen to their concerns. They specifically singled out their teachers as one of the reasons why they enjoyed coming to school. The school exceeded its attendance targets last year although attendance remains below average owing to a few poor attenders.

Pupils' contribution to the school and the wider community is satisfactory. For example, they make suggestions for healthy lunches. They recognise how to keep safe and are very aware of the importance of exercise and healthy eating. Pupils develop some skills for future life, such as working collaboratively, but their independent learning skills and knowledge of British cultural diversity are limited.

Quality of provision

Teaching and learning

Grade: 3

Good teaching in Reception helps children to do well. Children are actively involved and well focused at all times and they work hard. Teaching in the Nursery is satisfactory. In Years 1 to 6, teaching is satisfactory and sometimes outstanding. It is at its best in Years 5 and 6 where teachers enthuse and motivate pupils so that they want to do well. In other lessons, activities do not inspire pupils to do better and they work compliantly rather than enthusiastically. Sometimes pupils' attention wanders when they have to wait for help or when teachers spend too long talking. Teaching assistants support pupils well, particularly those who have learning difficulties and disabilities. Assessment is not yet used in all classes to set targets and help pupils improve.

Curriculum and other activities

Grade: 4

The Foundation Stage curriculum is satisfactory although the nursery environment is not stimulating enough to capture children's imagination and encourage them to explore new things. In Years 1 to 6, planning satisfactorily supports pupils' personal development. Recent opportunities for joint planning have given more coherence to pupils' experiences although the effects of this are not yet evident. Lessons provide suitable work for pupils of different ability, and specific group work supports the progress of both higher and lower attainers. The curriculum takes too little account of pupils' own experiences and interests so that activities rarely enthuse them. Some find learning difficult and easily become bored. This is particularly evident in English. Although most pupils read fluently by Year 6, few enjoy reading or easily understand the meaning. Little thought has been given to ways of linking important skills in speaking and listening and reading and writing skills, such as acting out situations to stimulate pupils' ideas about characters and events. Consequently, pupils' creativity and use of language is limited.

Care, guidance and support

Grade: 3

The pastoral team has created a safe environment where pupils can discuss their concerns. This helps resolve any issues speedily and effectively, resulting in satisfactory behaviour. Pupils feel that they are given a lot of praise and like the reward system. Guidance on health and safety matters ensures pupils feel secure and one-to-one support and good links with other agencies enhance progress. Assessment and marking clearly identify what pupils have achieved but do not always indicate how to improve, so academic guidance does not support progress well enough.

Leadership and management

Grade: 3

The headteacher's leadership is good. She has made a significant impact on the school since her arrival and has built on the good work started by the temporary executive headteacher. Staff and governors share clear aspirations for the school's future and a firm commitment to improvement. This has been demonstrated by better monitoring of teaching, learning, behaviour and attendance. The school's accurate self-evaluation is leading to rapid improvements. Senior staff know how well pupils are doing and adapt provision to help pupils' progress. Monitoring by governors is satisfactory and improving. Most subject leaders are new and are not yet monitoring teaching and learning. One of the emerging improvements has been the establishment of links aimed at supporting provision for pupils. There is now a productive partnership with parents and, during the inspection, parents, staff and governors worked together, setting up various activities for pupils so that parents could attend a 'progress' evening.

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.

Inspection judgements

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

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	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

How well do learners achieve?	3
The standards ¹ reached by learners	4
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	3

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	4
How well are learners cared for, guided and supported?	3

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?	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 and being so friendly and helpful. I particularly want to thank the school council who gave up their lunchtime to talk to us. You feel your school is improving and we agree with you. We think that it is giving you a satisfactory education and that you are now making the progress you should. However, your headteacher, staff and governors know that there are things which still need to be done, particularly in improving the programmes of work for literacy and numeracy, and they are working hard to try and give you a better education. You think your new headteacher is good and we agree with you. She has lots of exciting ideas to help make your school even better. You like your teachers and enjoy learning when it is fun. We think that teachers can make lessons more interesting and have asked them to plan activities which help you concentrate all the time and encourage you to do your very best. Teachers help you to understand what you are learning, but not all of them help you to recognise how to improve. We have asked them to make sure they all do this. You can do better by thinking very carefully about your targets and trying to reach them. Adults take good care of you and there are lots of people around to help you if you are worried or upset. They are good at helping you to behave and get on with other children. Most of you behave well although some of you do mess about in lessons. You can improve this by always listening politely to your teacher and other children. You have good ideas for how to improve your school, such as providing healthy meals and games for playtimes. Most of you come to school regularly, but a small number of you do not come often enough and miss important lessons. You can help by always attending when you should. Thank you again for all your help and good luck for the future.