

# Heath Primary School

## Inspection report

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<b>Unique Reference Number</b>	112564
<b>Local Authority</b>	DERBYSHIRE LA
<b>Inspection number</b>	310924
<b>Inspection dates</b>	11–12 December 2007
<b>Reporting inspector</b>	Susan Aldridge

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	231
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Michael Tye
<b>Headteacher</b>	Mrs Kim Neville
<b>Date of previous school inspection</b>	16 June 2003
<b>School address</b>	Slack Lane Heath Chesterfield Derbyshire S44 5RH
<b>Telephone number</b>	01246 850277
<b>Fax number</b>	01246 856802

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is an average sized school. It serves an area of particularly high deprivation. Children enter the Nursery with knowledge and skills below those usually found. Nearly a third of pupils are eligible for free school meals. Almost all the pupils are of White British heritage. There is a much higher proportion of pupils with learning difficulties and/or disabilities than average; over half in some years. Most children attend the Nursery, which is a satellite to a Children's Centre, before joining the school. The school is a focus school for information and communication technology (ICT) in the East Midlands region for the Specialist Schools Trust. It is involved in the Excellence in Cities Project and Derbyshire's Behaviour Improvement Project. It has received several awards to recognise its work. These include the ICT Mark, Basic Skills Quality Mark, ABC Anti-bullying Excellence Award, Activemark, Artsmark, Investors in People and the BT Award for communication technology.

## 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. It provides a good quality of education because it is well led, managed and governed. The headteacher sets the tone for an exceptionally caring school that supports pupils extremely well. Constructive partnerships with a wide range of agencies and other professionals strengthen well the support provided by the school. It also shares aspects of its good practice with others. Parents are delighted with the school, and full of praise for the caring staff, the way that pupils are treated as individuals and the progress that they make.

Children get off to a flying start in the Foundation Stage, because the provision here is good. By Year 6, pupils reach standards that are average showing that they make good progress in their time at the school. Pupils make excellent progress in ICT and standards are above those expected, because the provision for this has improved greatly since the last inspection. However, the school recognises that standards in mathematics are lower than those in English, and that pupils' skills in calculation are weak. It is already taking suitable action to rectify this. Careful tracking of pupils' progress identifies any who are falling behind and these pupils are well supported in catching up. Guidance to help pupils improve is satisfactory and care, guidance and support are good overall.

The school is justifiably proud of the pupils, whose personal development is good. They really enjoy school and are proud to belong to it. They particularly like the wide range of activities provided outside lessons that enable them to participate in sports, widen their interests and socialise with friends. The good curriculum is tailored well to pupils' individual needs. There are good opportunities for them to learn about healthy lifestyles and keeping themselves safe. Pupils with emotional and behavioural difficulties are catered for well, so that they improve their behaviour and become better adjusted. Behaviour is good. Pupils willingly contribute to school life and to the wider community, taking their responsibilities seriously. Because pupils develop their basic skills well, particularly in ICT, learn how to work together and acquire skills in enterprise, they are well prepared for secondary school and future employment. The school is increasingly successful in raising pupils' aspirations for future working life.

Wide-ranging evaluations of the school's effectiveness and actions taken subsequently have secured good improvement since the last inspection. There is good capacity to improve further. All staff with responsibilities play their part in checking provision, so the school is well able to identify areas of strength and aspects that need to be developed further. However, the monitoring of teaching is not always successful in pinpointing exactly what needs to be done to improve practice. Lesson observations focus too much on what teachers do and not enough on the progress that pupils make. Nonetheless, teaching is good, and teachers and assistants are well supported in improving their skills. Teaching assistants play a key role in taking small groups of pupils who need more individual attention, and this is particularly successful in accelerating progress.

## Effectiveness of the Foundation Stage

### Grade: 2

Children thrive in the Foundation Stage, which is well led and managed. Good liaison with parents helps to ensure that they settle quickly in the Nursery. Classes provide a vibrant and stimulating environment, and the purpose-built Nursery accommodation is particularly good. The outdoor area is used well to extend learning opportunities. Teaching is good in the Nursery

and Reception classes. It is animated and enthusiastic, which holds children's interest well. They are carefully assessed and planning takes good account of their individual needs. Staff quickly identify children who need extra support, and provide this. Staff work well as a team and ensure that children have a good range of experiences. Planning ensures a good mix of activities led by staff and those from which children can choose. New technology is used most effectively, such as the use of a web-cam to enable them to 'talk to Santa'. By the time children leave Reception their knowledge and skills are similar to those expected. The school recognises the need to analyse assessment information in all areas to measure and compare the gains that pupils make.

### **What the school should do to improve further**

- Raise standards in mathematics, particularly pupils' skills in calculation.
- Strengthen the monitoring of teaching and learning by focusing on the progress that pupils make in lessons.

## **Achievement and standards**

### **Grade: 2**

All pupils achieve well. Standards in ICT are above average, because the school has developed well the teaching, resources and range of learning experiences that it provides. The subject has a high profile in the school and teachers and pupils are very confident users of new technology. Pupils' good progress in English and mathematics is associated with highly effective support that is given to any pupils who fall behind or are experiencing personal difficulties. There has been a small rise in standards since the last inspection. Although there was a dip in standards last summer, standards have risen again and pupils are on track to reach the school's targets.

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

### **Grade: 2**

The emphasis on positive attitudes, high expectations and self-belief enable pupils to become confident, responsible and very thoughtful young people by the time they leave the school. Their spiritual, moral, social and cultural development is good. They behave sensibly and safely and consistently try their hardest. Pupils enjoyment of school is not fully reflected in the school's attendance levels, which are satisfactory but reduced by a small minority. Pupils have a clear understanding of how to keep safe, what is needed to maintain a healthy lifestyle, and know the value of exercise. They take full advantage of the opportunities provided through the school council to help improve the quality of their own community and environment, and greatly value the opportunities to contribute to local celebrations and projects. They leave school well equipped for secondary school and future employment.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are consistently good in the Foundation Stage and Years 1 and 2. In Years 3 to 6 teaching is more variable but good overall. Staff have positive relationships with pupils and manage them well, making their expectations of work and behaviour clear. Pupils respond well and show good attitudes to learning. Thorough, accurate assessment is used well to plan tasks that are matched to pupils' abilities. Teachers use ICT well, in particular to

encourage independent learning. Because teachers explain the purpose of the lesson clearly, pupils know what they are learning. Occasionally, the progress that pupils make in lessons is limited because teachers leave too little time for them to complete tasks. Skilled teaching assistants give the right amount of help in lessons.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum has many strengths. There is a suitable emphasis on English and mathematics and the school is already implementing the new arrangements for teaching these. However, it recognises that it needs to look more closely at what is provided in mathematics. Time allocated to the humanities has been improved, boosting pupils' cultural awareness. Experiences increasingly excite pupils' interest and enable them to be more actively involved in their learning. The quality and scope of activities to enrich the curriculum are particularly impressive, ranging from learning Spanish to enjoying the benefits of a wealth of educational visits, as well as participation in local community projects and after school clubs. The provision for pupils with learning difficulties, and those needing emotional support, is most effective. Several parents wrote appreciatively about the good additional activities for pupils identified as gifted and talented.

## **Care, guidance and support**

### **Grade: 2**

There is a strong and successful emphasis on promoting the social and emotional development of pupils. Pastoral care is highly effective. Pupils feel safe and secure. They say that adults listen to them and any concerns are taken seriously. Pupils with learning difficulties and disabilities are well supported, including effective partnerships with a wide range of external support agencies. The school works successfully to strengthen the involvement of parents in its life and work. Parents are taking an increasingly active role in supporting their children's learning at home. Arrangements for child protection, health and safety and the safeguarding of pupils are implemented well. Systems for tracking pupils' academic progress are well developed and effectively used to identify those in need of support. Marking is satisfactory because it is not yet consistently good across the school. Although pupils have targets for their learning, they do not all know what these are.

## **Leadership and management**

### **Grade: 2**

The headteacher has worked effectively to develop a common vision that is shared and recognised by all, including the pupils. She is well supported by her senior management team and middle managers. Any weaknesses are quickly identified and swift action is taken to rectify these. Lesson observation is used satisfactorily as a means of improving teaching and learning. There is a strong emphasis on making up for any disadvantage experienced by many pupils as well as a continuous effort to drive up standards. Challenging targets are set to raise achievement. The deputy headteacher ensures that staff are well supported in developing their skills. Governors are most supportive. They know the school well and keep its work under review through visits, meetings and workshops.

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## Annex A

## 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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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

<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.



## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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	2
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 December 2007

Dear Pupils

Inspection of Heath Primary School, Heath, Chesterfield, S44 5RH

Thank you for making us welcome in your school and especially to those of you who talked to us about school life. We enjoyed our visit.

We agree that your school is a good one. Your parents are very pleased with it too. You are all making good progress in your work, and you are especially good at ICT. You develop well as young people. We were pleased to hear that you enjoy coming to school and especially enjoy all the visits, clubs and extra activities. It is good to know that you all feel safe at school. We were very impressed with how well the school cares for all of you. There is plenty of help for those that need it and your parents appreciate this too. Most of you make healthy choices at school, including eating well and having plenty of exercise. You behave sensibly and well, which helps to make the school a safe place. Another thing that impressed us was how well you take on responsibilities and help in school and the community. Because you are getting better and better in literacy and numeracy, have good ICT skills and are able to get on well with others you are well prepared for secondary school and getting jobs in the future.

Mrs Neville, the staff and governors are all doing a good job. We have agreed with them that there are two main things that will help to improve the school even more. They are going to help you to get even better at mathematics, especially calculating. Also, when they come to watch your lessons they will be looking closely at how well you are all learning. You can help by being punctual, attending well, remembering your targets and keeping up the good work that you do.

We wish you all the very best in the future.

Mrs S Aldridge

Lead inspector