

# Heatherley Primary School

## Inspection report

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<b>Unique Reference Number</b>	122734
<b>Local Authority</b>	Nottinghamshire
<b>Inspection number</b>	314380
<b>Inspection dates</b>	9–10 June 2008
<b>Reporting inspector</b>	Lynne Blakelock

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	216
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Miss Sarah Platt
<b>Headteacher</b>	Mrs Dianne Speed
<b>Date of previous school inspection</b>	15 September 2003
<b>School address</b>	Heatherley Drive Forest Town Mansfield Nottinghamshire NG19 0PY
<b>Telephone number</b>	01623420244
<b>Fax number</b>	01623420244

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This smaller than average school is located on the outskirts of the town, in a developing residential area. Children start here with levels of knowledge and skills that are in line with national expectations. A lower than average percentage have learning difficulties and/or disabilities, a statement of special educational need or are eligible for free school meals. Almost all pupils are of White British backgrounds and speak English as their first language. A higher percentage of pupils than nationally joins or leaves the school at other than expected times. The school achieved the Healthy School Gold standard in 2006. It has recently been awarded the Football Association Chartermark and the Basic Skills Quality Mark.

## 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. The judgement matches the school's evaluation. The promotion of pupils' personal development is a good feature of its work from the Foundation Stage onwards. This ensures that pupils build up important inter-personal skills for the future. The headteacher's clear direction for the school and implementation of appropriate initiatives have led to satisfactory progress since the last inspection. Subject leaders are developing their roles although they are not focused sufficiently on common priorities in managing their subjects. Governors are soundly placed to help move the school forward because they know its strengths and weaknesses and are increasingly involved.

Pupils and parents express their happiness with the school. A popular sentiment is that 'it feels like a big family.' The starting point for this is the good pastoral care. Good procedures ensure that the school provides a supportive, safe and healthy environment in which to learn and grow. In this climate, pupils enjoy school, behave well and are considerate. Teachers expect that pupils will be involved and take responsibility for themselves and others. This has resulted in, for instance, the establishment of the admirable 'job squad' in Year 6. Activities such as this strengthen pupils' social understanding and moral development and ensure their satisfactory preparation for the next stage of their education. This is reinforced by a very relevant programme of personal, social and health education (PSHE) as part of a satisfactory curriculum that offers sound provision to pupils of all abilities. Learning through themes is increasing and adding relevance to pupils' literacy, numeracy, and information and communication technology (ICT) skills. However, the curriculum does not offer pupils as many opportunities it could for independent learning. There has been insufficient focus on building up pupil's skills but the school has made a sound start in its plans to offer them a more creative and skills-based curriculum.

Pupils achieve average standards by the end of Year 6. They make satisfactory progress, although it is quicker during Key Stage 1, where teaching is consistently good. This is because, in this key stage, teachers plan work that fully challenges all pupils. Overall, teaching and learning are satisfactory because of inconsistencies in teaching quality at Key Stage 2, particularly in matching work closely to pupils' levels. Recent instability in staffing has also slowed the progress of these pupils. Now, however, teachers' good classroom management, increasing use of ICT and well thought-out deployment of teaching assistants are all contributing to improving the quality of teaching and learning and raising standards. Although good tracking systems are in place, and pupils know their targets, these have not had sufficient time to make full impact. Marking of pupils' work always informs pupils of their achievements, although it does not regularly tell them what they need to do to make further progress.

## Effectiveness of the Foundation Stage

### Grade: 2

Parents praise the carefully planned arrangements to prepare children for school that demonstrate the good leadership and management of the Foundation Stage. Staff ensure that children settle to learning happily and quickly. Prompt and ongoing assessments of the levels at which children are working provide staff with an accurate understanding of their needs. Children are delighted with school because activities offer great variety and fun. There is a buzz to learning, both indoors and outdoors. Children's good personal development is evident in their sensible behaviour and their sensitivity towards each other's feelings. Teaching is

effective because there is a good balance of teacher-led learning, interspersed with opportunities to work alone or together in a secure environment. Tasks are chosen very carefully to enable children to make good progress. Consequently, most children achieve the goals expected of them.

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

- Improve progress at Key Stage 2 by ensuring a greater consistency in the quality of teaching, particularly in matching pupils' work closely to the levels at which they are working.
- Provide specific and common foci for subject leaders, to help them to move their subjects forward as quickly as possible.
- Drive forward the plans to remodel the curriculum into one based on skills to add more relevance and enjoyment to learning.
- Make sure that marking regularly provides pupils with the information they need to move forward in their learning.

A small proportion of schools whose overall effectiveness is judged to be satisfactory but who have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Standards are average at the end of Year 6. In recent years, they have been above average by the end of Year 2 in reading, writing and mathematics. Writing results have been exceptional. Results of national tests at the end of Year 6, which had been above average the previous two years, fell sharply in 2007 to below average, and demonstrated inadequate progress. The school had acted to redress this, recognising inconsistencies in the quality of teaching and the monitoring of pupils' progress, but the initiatives did not have a rapid enough impact on standards. However, pupils are now making satisfactory progress, with a higher proportion than last year set to achieve higher levels. Standards in science, an issue at the last inspection, have risen.

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

### **Grade: 2**

Pupils are thoughtful, mature and eager to learn. They are extremely proud of their school and enjoy being there. They take their responsibilities for helping in its development very seriously, as illustrated by the creation of the sensory garden. This is also a good example of their involvement with the local community. Pupils feel safe and say there is no bullying. They adopt healthy lifestyles. The vast majority of pupils behave well in lessons and at playtimes. Restlessness only occurs in lessons where they are insufficiently challenged by the work set. Pupils' spiritual, moral, social and cultural development is good. Growing confidence is a strong feature in their personal development, as well as playing a key role in their learning. Pupils are able to reflect on their own actions and on the actions of others. For instance, some of the Year 2 accounts of the impact of logging on the rainforests are unusually perceptive and sensitive for children of this age. Attendance is average but suffers from families taking holidays in term time.

## Quality of provision

### Teaching and learning

#### Grade: 3

Lessons are consistently good, and sometimes outstanding, at Key Stage 1. At Key Stage 2, most teaching is satisfactory and improving. Corridors and classrooms are a riot of colour, displaying pupils' work and their targets in imaginative ways. Good relationships between teachers and pupils encourage pupils to work hard, with activities based on generally good planning. Computer-based learning acts as a good motivational tool. However, at Key Stage 2, activities do not regularly match closely enough the levels at which pupils are working, particularly for the more able. Teachers do not always leave enough time for pupils to learn for themselves.

### Curriculum and other activities

#### Grade: 3

Shortcomings from the last inspection have been remedied, especially in science. Provision in English and mathematics tends to be more effective and stimulating at Key Stage 1. Recently, there has been significant strengthening of the provision for ICT, art and design, music, physical education and PSHE. This, together with the increase in educational visits and the greater range of activities provided by the school and by outside clubs and organizations, has added to pupils' enjoyment of learning. The benefits of this are particularly strong in sport. The provision for pupils who find learning difficult, and have other particular needs, is good.

### Care, guidance and support

#### Grade: 3

The school deserves its reputation as a caring school because staff are genuinely committed to the welfare of all. Pupils who join the school part way through the year are given help to settle in. Sound systems are in place for the safeguarding of pupils, including child protection and risk assessments. Pupils they know that adults will listen to them and take action if necessary. Effective links with outside agencies strengthen the school's systems and ensure that those experiencing learning or emotional difficulties receive quick and effective support. The provision of academic guidance is satisfactory, following a thorough review of the school's assessment, monitoring and tracking systems. Already there are signs of their positive impact but it is still too soon to evaluate the full effectiveness of these developments. Teaching assistants give sound support to pupils who find learning hard.

## Leadership and management

#### Grade: 3

The headteacher has an accurate understanding of the performance of the school and this has been translated into appropriate priorities for improvement. Despite instability in staffing, the headteacher has ensured that the decline in standards in 2007 has been reversed so that pupils' progress through the school is now satisfactory. New strategies, led effectively by the assessment coordinator, are resulting in quickening progress in Year 5. Subject leaders are building up their monitoring roles soundly. Professional development is helping to improve the quality of teaching and learning. The efforts of staff and governors, who are committed, well informed of the

school's progress and increasingly involved, contribute to the school's satisfactory capacity to improve.

**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](http://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
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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?	3
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	3

### Achievement and standards

How well do learners achieve?	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	3

### 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	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?	3
How well are learners cared for, guided and supported?	3

<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>	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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	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

11 June 2008

Dear Pupils

Inspection of Heatherley Primary School, Mansfield, NG19 0PY

Thank you for making Mr Williams and me very welcome when we visited your school recently. We enjoyed watching you learn and play during our two days with you. Thank you, also, for sharing your thoughts with us about your school.

We could see that you are happy at school from the time you start here. You feel safe and well cared for by teachers and you enjoy lessons, especially those in which you can learn for yourselves. We have asked Mrs Speed to reorganise the way you learn so that you can learn more skills in lessons. Already, more of your work is through themes, which you like, because they let you learn important literacy, numeracy and ICT skills through topics. You told us how much you enjoy your playground and field. We were impressed with both the sensory garden and the way you look out for each other when playing. Mrs Speed and the staff give all year groups opportunities to help out in school. The 'job squad' in Year 6 provides you with lots of tasks to suit your interests and help you to develop new skills. You value being selected because you have to show you have the right qualities to do the job.

You are reaching average standards by the end of Year 6. You make quicker progress in the Foundation Stage and Key Stage 1 because teaching is always good. We have asked your teachers to make sure that, at Key Stage 2, the tasks you are given are at just the right level to help you make as much progress as you can. The teachers are also going to make sure that when they mark your books, they tell you what you need to do to make more progress. Hardworking subject leaders will concentrate on making the same improvements at any one time, to help you make progress more quickly.

I send you our best wishes for the future and hope you will all help the teachers to make these improvements to your school.

Yours sincerely

Mrs Lynne Blakelock

Lead inspector