

# Heathlands Primary School

## Inspection report

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<b>Unique Reference Number</b>	133268
<b>Local Authority</b>	NOTTINGHAMSHIRE LA
<b>Inspection number</b>	316052
<b>Inspection dates</b>	12–13 December 2007
<b>Reporting inspector</b>	Wendy Harrison

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	175
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Sally Borrill
<b>Headteacher</b>	Mr Mark Aske
<b>Date of previous school inspection</b>	18 November 2002
<b>School address</b>	Ransom Road Rainworth Mansfield Nottinghamshire NG21 0DJ
<b>Telephone number</b>	01623 401402
<b>Fax number</b>	01623 401402

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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 a smaller than average primary school which opened in 2001. It is now established in the community and numbers are steadily rising. The intake is predominantly of White British heritage. The proportion of pupils identified as having learning difficulties and/or disabilities is below the national average, as is the percentage of pupils eligible for a free school meal. A breakfast club and a range of out of hours clubs contribute to the school's extended provision. The school has the Gold Healthy Schools Award and the Active Mark Gold 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 Primary School is a happy and caring school which provides a satisfactory quality of education and gives sound value for money. Pupils appreciate the opportunities the attractive and spacious accommodation provides and are justifiably proud of their school.

Pupils' achievement is satisfactory. Children make good progress in the Foundation Stage, and pupils make satisfactory progress in Years 1 to 6. Results in the 2007 national tests at the end of Key Stage 1 were average and were slightly above average at the end of Key stage 2. The school has rightly identified writing standards across the school as an area requiring improvement.

Pupils' personal development is good. In their lessons and through a range of sports clubs they reach a good awareness of how to live healthy and safe lives. Learning experiences and opportunities for personal development are enhanced by good opportunities to contribute to the school community, such as through the school council, and to the wider community. The combination of positive attitudes and good behaviour assists learning. Teaching is satisfactory with some good aspects in Years 1 to 6 and is good in the Foundation Stage. Pupils settle to work quickly and classrooms are stimulating. The level of challenge provided by teachers for pupils in lessons is not consistently high enough to raise achievement further and there are too few checks on pupils' progress. Throughout the school, teaching is supported by a good and increasingly creative curriculum, which engages pupils and involves them in a wide range of enrichment activities.

Extended provision includes a breakfast club and a range of after school activities. This is appreciated by parents who have overwhelmingly positive views of the school and by pupils who enjoy the varied experiences the school offers. Despite this, attendance is low and systems to check absence have not led to improvement. Pupils feel secure and well cared for. In some areas of the curriculum, such as literacy, pupils are becoming involved in the assessment of their learning and can talk about their targets.

Leadership and management are satisfactory. Governors carry out their duties conscientiously and are actively involved in the life of the school. Leaders and managers know that standards and progress are not as high as they could be, but there is a lack of clarity about pupils' current rate of progress as they move from one year to the next.

## Effectiveness of the Foundation Stage

### Grade: 2

Children's attainment on entry to the Nursery is typically lower than that expected of three-years-olds. Children make good progress in the Nursery and Reception classes. Staff place a high emphasis on developing children's personal, social, emotional and communication skills and children do particularly well in these areas. Relationships are very good and staff provide a very warm and caring environment where children feel safe and settle quickly. Routines are well established. Both the indoor and outdoor areas are very well equipped, safe and secure. There are good links with parents who are appreciative of the good start their children receive. Teaching, learning and assessment procedures are good. The curriculum is well planned so that children enjoy a wide range of stimulating activities. They work and play well together. Leadership and management are good and there is a consistently good record of raising children's

achievement and making improvements. The school is refining its tracking systems, which measure the progress children make.

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

- Raise standards, especially in writing, so that pupils achieve as well as they can.
- Provide pupils with a higher level of challenge in all classes and monitor the progress of pupils more rigorously.
- Improve pupils' attendance rates by implementing thorough and rigorous systems for following up absences.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next Section 5 report.

## **Achievement and standards**

### **Grade: 3**

Achievement and standards are satisfactory. Differences in cohorts of pupils have led to fluctuations in standards, especially in Key Stage 2. Standards presently are broadly average. Pupils make good progress in the Foundation Stage and enter Key Stage 1 with standards that are in line with national expectations. From then the rate of progress is slower but remains satisfactory through to the end of Year 6. Writing across the school is an area where pupils perform less well than expected. Pupils' targets across the school are not based on secure enough analyses of data to ensure that all achieve as well as they should. Pupils who find learning difficult and higher attaining pupils make satisfactory progress.

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

### **Grade: 2**

Pupils' personal development including their spiritual, moral, social and cultural development is good. Pupils have a good understanding of how to keep themselves safe, fit and healthy as illustrated by the achievement of a Healthy Schools Gold Award and an Active Mark Gold Award for physical activity. Pupils are well behaved and display positive attitudes to learning. There is good liaison with local schools and this helps pupils to make a smooth transition between schools. Pupils make a good contribution to the community. Attendance is considerably below average and has been for the last three years. There are good opportunities for pupils to take on responsibilities and contribute to the school and wider community, which they enjoy. The pupils' basic skills in subjects and range of social skills provide a satisfactory basis for their future well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teachers create stimulating classrooms, which promote good behaviour. Pupils settle to work quickly and without fuss. In a Year 1 class, pupils showed their enjoyment of learning by responding enthusiastically to some strong teaching about descriptive language, and went on to write their own poems and share them with the class. The level of challenge provided across Key Stages 1 and 2, including for those who find learning difficult, is inconsistent and does not lead to more than satisfactory progress. Teaching assistants are well deployed and provide

satisfactory support for pupils. Regular use of interactive whiteboards brings topics to life and helps maintain pupils' concentration. Pupils have some involvement in assessing their own learning and recognising what they need to do to improve, but this is not consistent or widespread. Summaries at the end of lessons do not always move pupils forward with their learning because they are not given the opportunity to explain what they have learnt or where they need help to overcome difficulties.

## **Curriculum and other activities**

### **Grade: 2**

Throughout the school, the curriculum is carefully planned to motivate all pupils. Displays are of a high standard and pupils are proud to see their work on show. It is clear they have enjoyed projects, such as about the Solar System, where good links have been made to other subjects such as design and technology, literacy and information and communication technology (ICT). A comprehensive programme of visits and visiting specialists inspires children and makes learning come alive. As a result, pupils look forward to their lessons and learn in a rich and stimulating environment. Initiatives to improve numeracy and literacy have yet to have an impact in helping pupils to make better than average progress. Pupils enjoy a good range of activities outside lessons including sport and music, some of which are taken by outside specialists. The good programme of personal, social and health education helps children learn how to stay safe and healthy and to care for others.

## **Care, guidance and support**

### **Grade: 3**

The school is very well maintained. Safeguarding procedures, including child protection arrangements and risk assessments are in place, though day-to-day systems for recording attendance, lateness and behaviour lack rigour. Staff are committed to ensuring all pupils, including those with learning difficulties and/or disabilities are happy in school and that they enjoy their learning. Pupils and their parents are confident they can talk to an adult if they have any concerns. The quality of marking is generally good and targets are shared with pupils so that they receive guidance about how they might improve their work. The system of 'thumbs up' to show how well pupils have understood ideas does not provide enough information about what pupils have not understood. Teachers do not always know how they can give them the support they need.

## **Leadership and management**

### **Grade: 3**

Leaders and managers have worked hard to create a positive learning environment and promote the personal development and well-being of learners. Every space of the indoor and outdoor accommodation is used effectively to encourage learning, play and relaxation and the school is well resourced. There is a common sense of purpose among staff but the approach towards raising standards lacks consistency. The tracking systems devised by senior leaders to monitor pupils' progress contain detailed information and are in the process of being refined as, to date, they have not been rigorous enough to bring about the improvement that will lead to good or better achievement. The school's self-evaluation processes are satisfactory. They have led to improvements in some areas, such as the development of a curriculum in tune with pupils' needs. In view of the progress to date in raising achievement, the school's capacity to improve

is satisfactory. Governors are proactive and provide a good balance of support and challenge. There are effective links with parents and outside agencies which support the school's work. Parents find the headteacher and staff approachable and quick to respond to problems.

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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?	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?	3
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	4
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?	2
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	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

14 December 2007

Dear Pupils

Inspection of Heathlands Primary School, Rainworth NG21 0DJ

Thank you for welcoming us to your school and telling us all about it. Your views were very useful and helped us to get to know the school. We agree with you that you have a lovely building to work in and outside there are exciting areas where you can play and relax.

These are some of the things your school does well.

- You know a lot about living healthy lifestyles and you enjoy joining in all the sporting activities and clubs.
- You told us that you feel safe and happy at school.
- The subjects you learn about are made more interesting through events like Arts Week and Healthy Schools Week.
- There are good opportunities for you to take on responsibilities and contribute to the school and wider community.
- The younger children make a good start to their education because of the good teaching.
- You are keen to learn and behave well.

Some things need to improve.

- You need to improve your writing in all subjects.
- Teachers need to give you work that challenges you more often so that you can show them what you are capable of doing.
- Your headteacher and other teachers need to be sure you are making progress in lessons and learning as much as you can.
- We also want the school to do everything it can to make sure you do not miss school, because attendance is low at the moment.

Thank you again for all your help. Our best wishes for the future.

Yours sincerely

Wendy Harrison

Lead inspector