

Healing Primary School

Inspection report

Unique Reference Number	117767
Local Authority	North East Lincolnshire
Inspection number	326681
Inspection date	26 March 2009
Reporting inspector	Gordon Potter

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	307
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Jim Barley
Headteacher	Mrs Helen Channing
Date of previous school inspection	1 April 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Fords Avenue Healing Grimsby DN41 7RS
Telephone number	01472 882261
Fax number	01472 885559

Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors, who evaluated the overall effectiveness of the school and investigated the following:

- the current rate of pupils' progress across school
- whether the quality of teaching and learning is strong enough to ensure that pupils make good progress through school and especially in Key Stage 2
- the impact recent initiatives have had on progress, including in writing, across school.

Evidence was collected from discussions with pupils, members of staff and governors, observations of teaching and learning, views of parents, and a scrutiny of pupils' work and school documentation including the school's self-evaluation. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessment, as given in its self-evaluation form, were not justified, and these have been included where appropriate in this report.

Description of the school

This large primary school serves an area where socio-economic circumstances are well above what is expected nationally. Eligibility for free school meals is well below average. The large majority of pupils are from White British backgrounds. The proportion of children with learning difficulties and/or disabilities is well below average as is the proportion with a statement of special educational need. Children enter the Reception classes in the Early Years Foundation Stage in the autumn term. The school has the Healthy Schools Award and the Green Flag Eco-Schools 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 and improving school where pupils show outstanding personal development and where their views are valued. They make good progress because the new headteacher has placed their achievement at the heart of the school's mission. Pupils are very positive about their school and are very well cared for. As one parent says, 'my child is always happy to go to school. She is enthused by the variety of learning experiences and feels involved and is able to make suggestions for change.' The new headteacher has swiftly analysed what needs to be done to make the school even better. New initiatives have had an impact by improving teaching and learning, increasing the rate at which pupils make progress, and deepening their understanding of how to improve their work.

The knowledge and skills with which children enter the Early Years Foundation Stage are broadly typical for their age. They are currently making good progress in the Reception class and are on line to enter Year 1 with above average standards. This is an improvement on recent years when standards were not as high. Standards at the end of Key Stage 1 have been consistently above average in recent years, representing good progress from their starting point as they left Reception. Results of national tests show standards at the end of Year 6 are typically above average. Most pupils sustain their good progress in Key Stage 2 and reach above average standards. However, more able pupils could do better; too few pupils achieve results at Level 5, especially in writing. The strategies, adopted to improve writing, including more opportunities to write at length in a variety of styles, are beginning to impact on pupils' skills, although they have not yet had time to impact on test results. Evidence seen during the inspection shows that, as a result of these changes, pupils of all abilities are now making good progress across school in all subjects and pupils currently in Year 6 are well placed to reach higher standards and achieve their challenging targets. Pupils with learning difficulties and/or disabilities are well supported and make good progress.

From an early age, pupils know how to eat healthily and they speak enthusiastically about the many opportunities to take exercise. They appreciate the opportunities to learn a musical instrument and the many sporting and arts clubs available to them and they achieve highly in these areas. They enjoy the many activities which support their learning, such as trips to Eden Camp and the William Wilberforce Museum. Positive relationships and outstanding behaviour and attitudes contribute to pupils' great enjoyment of learning and their increasingly good progress in lessons. Pupils' spiritual, moral and social awareness is outstanding and is highly developed. Pupils care for one another and say that they feel safe and secure in the school community. They have a good knowledge of other faiths and cultures and good understanding of the multi-ethnic nature of modern Britain reflecting the school's good contribution to community cohesion. Pupils' outstanding enjoyment of school is shown in their good levels of attendance.

Teaching and learning are good. Lessons are generally well planned with a good range of activities. Good use is made of 'talk partners' and group work so that pupils can learn together and use their highly developed speaking skills to share ideas which they can incorporate in their writing. Allied to good development of skills in information and communication technology (ICT), this prepares them extremely well for their future education. Lessons generally have clear learning objectives and teachers use questions well to check what pupils have learned. Teaching assistants are very effective. They support pupils with learning difficulties and/or disabilities and those who are identified as needing intervention to overcome any problems. Occasionally,

the pace of lessons and the challenge is less evident especially when tasks are not matched to the full range of pupils' needs, especially the more able pupils. In some classes, too much time is spent on routine exercises when pupils could be developing their evident talent for writing.

The good curriculum provides a strong emphasis on the development of basic skills in literacy and numeracy and in speaking and listening. There is a clear desire to base the curriculum on pupils' interests and this contributes to their enjoyment and improving achievement. This approach is increasingly complemented with a more skill-based, thematic and creative curriculum. This allows pupils' learning to benefit from the links between subjects and to develop their writing in all subject areas.

Care, guidance and support are good. The school works closely with outside agencies to meet the needs of individual pupils and all adults in school provide high levels of care. The needs of pupils with learning difficulties and/or disabilities are quickly identified and appropriate strategies adopted to ensure that they thrive in school. Pupils' safety is given the highest priority and all procedures related to maintaining pupils' safeguarding and child protection meet current requirements. New procedures for setting targets for pupils and tracking improvement in their work have had an impact on pupils' progress but they have not yet had time to impact on standards. Teachers' marking helps pupils to understand what they need to do to improve their work although it is inconsistent across school.

Leadership and management are good. The excellent, strongly focused leadership of the new headteacher has quickly established key priorities for school improvement based on an excellent evaluation of the school. The school's evaluation of achievement as satisfactory was accurate until recently when the impact of changes began to come to fruition. This reflects the very effective use of school self-evaluation and the school's ensuing response to identified concerns. With vital support from the deputy and other senior leaders the headteacher has ensured that the setting of challenging targets based on rigorous monitoring of pupils' progress has led to better teaching across school. Consequently, there has been an increase in the rate of pupils' progress. There is a clear focus on equality of opportunity. Governors offer outstanding levels of support and challenge to the school and have had a significant impact on the improvements to pupils' achievement. Based on the improvements already made, the school has a good capacity to improve.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The knowledge and skills with which children enter the Early Years Foundation Stage are broadly typical for their age. They make good progress in the Reception class and enter Key Stage 1 with skills which are increasing and are now above average. This is because good induction and welfare arrangements help children to settle and thrive in the warm and supportive environment. Relationships are excellent and engender confidence and a love of learning. Good leadership and excellent teamwork provide a vibrant and interesting learning environment in which teaching is good. This is because the systems and procedures in place are securely based on the knowledge of how young children learn and develop. Observations and assessments are used effectively to support and extend children's learning and identify areas for improvement. Well planned activities, indoors and out, are based on children's own interests and help children to learn new things easily and confidently and there is an excellent balance between activities where children discover things for themselves and those where they work with an adult. New arrangements for teaching sounds and letters are having a very positive impact on raising achievement yet further in early literacy. Standards of behaviour and independence are outstanding. There is a

strong and successful emphasis on the development of independence in selecting and carrying out activities. The partnership with parents, pre-school providers and other agencies is a real strength. This makes induction into school smooth and easy and ensures continuity and progression in children's learning and development.

What the school should do to improve further

- Raise standards for the most able pupils.
- Ensure that work is better matched to the full range of pupils' abilities.

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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 capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of 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

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	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	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	1
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

20 March 2009

Dear Pupils

Inspection of Healing Primary School, North East Lincolnshire, DN41 7RS

On behalf of the team, thank you so much for making us welcome when we inspected your school. Healing Primary School is a good school. The staff care for you very well. They help you to enjoy your learning because they try to make your lessons fun and effective, and they arrange many exciting activities for you to do. They encourage you to know what you need to learn in each lesson.

We think that you, the pupils, are an outstanding credit to the school. We were pleased to see that you work very hard and do your best. We think that you behave extremely well and you look after one another and others less fortunate than yourselves admirably. You are very polite and helpful and we enjoyed talking to you about your school. You told us that you look forward to coming to school because you enjoy your lessons because your teachers try to base them on what interests you. You said you appreciated the activities the school provides for you, such as visits and sporting events. Your parents and carers like the school very much, especially the way in which your teachers care for you and help you to enjoy your learning.

The way your school is led and managed is good. Leaders and staff know the school well and their work is making the school become increasingly effective for you. We have asked your teachers to do two things to make your school even better.

- Raise the number of you who reach above average standards.
- Ensure that the work you do in lessons is matched to your abilities.

You can help by continuing to do your very best – as I am sure you will – and by attending regularly.

Thank you for all your help and I wish you every success in all you do in the future.

Yours faithfully

Gordon Potter

Lead inspector