

Heathfield House School

Independent School

Inspection Report

DCSF Registration Number	313/6074
Unique Reference Number	134668
URN for registered childcare	295089
Inspection number	333857
Inspection dates	19 May 2009
Reporting inspector	Mark Lindfield HMI

This inspection of the school was carried out under section 162A of the Education Act 2002 (as amended by schedule 8 of the Education Act 2005). The inspection of childcare was conducted under Section 49(2) of the Childcare Act 2006.

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Purpose and scope of the inspection

This inspection was carried out by Ofsted under section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, in order to advise the Secretary of State for Children, Schools and Families about the school's suitability for continued registration as an independent school.

This was a light touch inspection (LTI) which focused principally on the quality of education provided by the school; its provision for the pupils' spiritual, moral, social and cultural development; the arrangements for safeguarding pupils and the improvements the school has made since its last inspection.

Information about the school

Heathfield House School was founded in 2004 as an independent primary school by the present proprietors. It is housed in a large church hall which is currently being refurbished and redecorated. The school is situated in a residential area of Turnham Green. There are 87 pupils on roll aged four to eleven with 21 pupils attending the Reception class within the Early Years Foundation Stage. There are no pupils with a statement of special educational needs and none that require support because English is an additional language. The school was previously inspected in October 2005.

There is nursery provision on the school site run under a different and distinct management structure to the school, which was not included in this inspection.

The school aims to 'provide a stimulating, well-balanced and varied education, helping each child to develop his or her full potential intellectually, socially and physically'.

Evaluation of the school

Heathfield House School provides a good quality of education for its pupils, with some outstanding features. Children in the school's Early Years Foundation Stage also receive good quality provision. Pupils feel well cared for and the majority of parents express their support for the work of the school. The school successfully meets its core aim to provide a stimulating, well balanced and varied education. The curriculum is good and enhanced by specialist teaching and by after school clubs and activities. Provision for pupils' welfare, health and safety is outstanding. As at the time of the last inspection, the school meets all regulations.

Quality of education

Curriculum provision is good and follows the guidance of the Early Learning Goals and the National Curriculum. At Key Stage 1, literacy and numeracy are taught

separately, with a topic approach adopted for the remaining subjects. In Key Stage 2 all subjects are taught separately. Music, French, Science, Art and Physical Education, are provided by specialist teachers throughout Key Stage 2. The curriculum is further enriched by a range of clubs, activities and visits. Pupils make good use of information and communication technology (ICT) to support their learning, producing presentations on art deco and interrogating excel spreadsheets.

The quality of teaching and assessment is good overall with some outstanding lessons. The leadership and management of the school have well-established procedures for monitoring the quality of teaching which is leading to improvements. Pupils of all ages and abilities respond well to the opportunities provided through the curriculum. Teachers are well qualified for the subjects and age ranges of pupils that they teach and specialist teachers strengthen and broaden the curriculum and add to pupils' enjoyment. Teachers plan their lessons well, providing activities that meet the learning needs of pupils and as a result the majority of pupils make good progress. In the best English and mathematics lessons, well-pitched tasks ensure that learning proceeds at a good pace for all abilities but this is not consistent in planning for all subjects. Relationships between teachers and their pupils are good and teachers know their pupils well. Teaching assistants provide strong support and this contributes to the good and often outstanding progress pupils make in reading.

The headteacher has a clear understanding of the strengths of the school through the well organised systems for tracking pupils' progress in all subjects.

Spiritual, moral, social and cultural development of the pupils

Spiritual, moral, social and cultural education is good. Pupils' enjoyment of school, especially the friendships that they make and the relationships they develop with adults, is noticeable and noteworthy. The words of one pupil, 'I love coming to school' are reflected in very good levels of attendance. Pupils are friendly, welcoming and eager to talk about themselves and their school. They are polite and considerate towards each other and are willing to help out with small tasks and responsibilities. Pupils' behaviour is good during lessons and the rare playground altercations are dealt with fairly and appropriately by staff. There is an absence of racism and pupils show good levels of respect for cultural differences. They have a good understanding of healthy lifestyles with many arriving cheerfully astride a bicycle or propelling a scooter.

Safeguarding pupils' welfare, health and safety

The quality of the provision for pupils' welfare, health and safety is outstanding. Staff have a clear understanding of their responsibilities and are appropriately trained in child protection. All policies and procedures relating to safeguarding children are in place. Robust procedures are in place for completing risk assessments and these are regularly reviewed. Appropriate procedures are established with regard to accidents that may occur. The school fulfils its duty with respect to the Disability Discrimination Act and has an annual allocation within a three year plan for making further

adjustments. Carefully prepared procedures are in place for dealing with fire and other emergencies should they occur. Checks made on new staff are very thorough and appropriately recorded.

Effectiveness of the Early Years Foundation Stage

Children enter the school with above average abilities and by the time they enter Year 1 many are working beyond the Early Learning Goals. They make good progress because capable teaching and a carefully planned curriculum result in good achievement, especially in literacy skills. Progress in some areas of learning, such as physical development and knowledge and understanding of the world, is limited by restrictions in the outdoor learning area. Standards in reading and writing are particularly high due to the intensive support which children receive and their enthusiasm for books. They work hard and respond well to the care and attention shown by all staff. Children behave well at all times and are polite and welcoming. They are taught to share and co-operate and they respond well sometimes showing an unusually mature empathy for each other.

Pupils with additional learning needs are identified early with good support from the special needs coordinator. Adults develop excellent relationships with pupils and provide first rate role models for young learners. Learning is successful in more formal literacy and numeracy lessons but children have too few opportunities to explore and learn for themselves, especially outdoors. Access is restricted to a natural environment such as somewhere for pupils to dig and grow things. The headteacher and Reception class teacher provide good leadership and together they have identified the shortcomings of the outdoor learning area and have clear plans to address this in the current refurbishments.

Compliance with regulatory requirements

The school meets all of the Education (Independent School Standards) (England) Regulations 2003 as amended January 2005.

What the school could do to improve further

While not required by the regulations, the school might wish to consider the following points for development.

- Ensure that the good planning and teaching that provides challenging learning activities for the more able in English and mathematics extends to all subjects.

Early Years Foundation Stage

- Develop the outdoor learning area so it supports all areas of learning and encourages children to initiate their own play and learning activities.

Inspection Judgement Recording Form

outstanding	good	satisfactory	inadequate
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The quality of education

Overall quality of education		√		
How well the curriculum and other activities meet the range of needs and interests of pupils		√		
How effective teaching and assessment are in meeting the full range of pupils' needs		√		
How well pupils make progress in their learning		√		

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development		√		
The behaviour of pupils		√		

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils	√			
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The quality of the Early Years Foundation Stage provision

How effectively are children in the Early Years Foundation Stage helped to learn and develop?		√		
How well do children achieve in the Early Years Foundation Stage relative to their starting points and capabilities?		√		
How good are the personal development and well-being of children in the Early Years Foundation Stage?		√		
What is the quality of welfare, health and safety of children in the Early Years Foundation Stage?	√			
How effectively is the provision in the Early Years Foundation Stage led and managed?		√		
What is the overall effectiveness of the Early Years Foundation Stage including, where relevant, the quality of childcare?		√		

School details

Name of school	Heathfield House School		
DCSF number	313/6074		
Unique reference number	134668		
EY URN (for registered childcare only)	295089		
Type of school	Primary School		
Status	Independent		
Date school opened	September 2004		
Age range of pupils	4-11		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 40	Girls: 47	Total: 87
Number of pupils with a statement of special educational need	Boys: 0	Girls: 0	Total: 0
Number of pupils who are looked after	Boys: 0	Girls: 0	Total: 0
Annual fees (day pupils)	£6,300		
Address of school	Turnham Green Church Hall Heathfield Gardens Chiswick London W4 4JU		
Telephone number	0208 994 3385		
Fax number	0208 995 0255		
Email address	cgoodsman@fsmail.net		
Headteacher	Caroline Goodsman		
Proprietor	Caroline Goodsman and Pauline Williamson		
Reporting inspector	Mark Lindfield HMI		
Dates of inspection	19 May 2009		