

Heathmere Primary School

Inspection report

Unique Reference Number	101029
Local Authority	Wandsworth
Inspection number	335648
Inspection dates	11–12 May 2010
Reporting inspector	Barbara Atcheson

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	278
Appropriate authority	The governing body
Chair	Susan McKinney
Headteacher	Pramilla Fouracre
Date of previous school inspection	14 November 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 20 lessons and observed all of the 14 teachers. Inspectors also held meetings with governors, staff and groups of pupils. They observed the school's work and looked at school policies, governors' minutes, planning documents, pupils' work and questionnaires returned from pupils, staff and 58 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the achievement of more able pupils
- the achievement of pupils who have been at the school all the way through
- the impact of the school's initiatives to improve reading and writing
- the effectiveness of leaders in bringing about consistency in good teaching and learning.

Information about the school

This is a larger than average primary school. Over half of the pupils are entitled to free school meals. Just over two thirds of the pupils are from a wide variety of minority ethnic groups. More than a third of the pupils are at an early stage of learning English. Almost half of the pupils have special education needs and/or disabilities. Their needs mainly relate to speech, language and communication difficulties, behavioural, emotional and social difficulties or autism. A higher than average proportion of pupils join or leave the school other than at the usual times. Children enter the Early Years Foundation Stage into a Nursery and a Reception class. There is a ☐drop in☐ breakfast club which is managed by the governors. There have been several recent changes in the leadership team.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Heathmere provides a satisfactory standard of education for its pupils. The strength of the school lies in the commitment of the headteacher, staff and governors to provide an outstanding level of care, guidance and support. This ensures that there is a warm, welcoming, stimulating environment where pupils feel safe, secure and ready to learn. For many pupils, just coming to school and settling to work is a difficulty. Over 100 pupils and their families have benefited from the counselling service that the school partly finances. There is always someone there to listen and someone who cares. The individual needs of many pupils are so great that they have to be addressed before learning can begin. The school's relentless effort to help pupils through these hardships enables all pupils to make satisfactory progress from a low base. The majority of pupils who have been at the school longest make good progress. Nevertheless, attainment, although improving, remains low and pupils at the end of Year 6, some of whom are very new to the school and the country, do not reach average levels of attainment.

Many of the pupils have the potential to display challenging behaviour but this is not realised because of the successful way that all staff help their pupils through each day. As a result, behaviour throughout the school is good. Staff model positive attitudes and politeness at all times and this has helped the school to become a harmonious, cohesive community. Pupils settle quickly to their work and say that they enjoy their learning. Staff and governors share the head teacher's passion for improvement and are united in a determined drive to accelerate progress and raise attainment. Successful actions, such as the school's work to improve reading and the achievement of boys, have been taken to address deficiencies, and are based on a clear and accurate review of the school's performance. This has ensured continuing improvements in pupils' progress and enjoyment of learning. It confirms the school's satisfactory capacity to continue improving.

Where teaching is good, pupils enjoy their learning and build successfully on what they already know and can do. This is not consistent across the school. Changes in the leadership team have meant that the impact of initiatives has not always been monitored closely enough and in some areas accountability has slipped. There are lessons where expectations are not high enough and teachers do not use assessment effectively to ensure that learning is tailor-made for their pupils. In some classes, carefully marked work helps pupils to know what they need to do to improve, whilst in other classes work can go unmarked and pupils' progress is slowed. Despite the school's robust procedures for improving attendance, it does not always receive full cooperation with these from a few parents. Consequently, absence from school remains

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a significant barrier to learning for a small minority of pupils.

What does the school need to do to improve further?

- By April 2011, accelerate pupils' progress and raise their attainment by ensuring:
 - all teachers have high expectations of what pupils can achieve
 - leaders at all levels monitor the impact of initiatives and ensure accountability at all levels.
- By April 2011, improve teaching so that it is consistently good by ensuring:
 - all teachers use assessment accurately on a day-to-day basis to plan effectively for the full range of pupils' abilities
 - with immediate effect, ensure that all teachers mark work consistently and regularly so that pupils know and understand what they have to do to improve.
- By April 2011, improve pupils' rates of attendance further by:
 - continuing to work with all those responsible for ensuring that pupils attend more regularly.

Outcomes for individuals and groups of pupils

3

Attainment in English, mathematics and science has been significantly below average for the last three years. Pupils who have been at the school longest make the most progress and the majority of these pupils do reach average levels of attainment at the end of Year 6 and a few reach the higher Level 5 in reading, writing and mathematics. Newcomers, who are often learning English for the first time and may also have complex special needs and/or disabilities, make least progress. This is despite the school's good induction procedures; there has often not been enough time to fully assess newcomers' needs and implement accurately targeted support that will close the learning gap.

Pupils enjoy lessons where their learning is well structured. For example, in a Year 2 guided reading lesson, the teacher's well-framed questions enabled pupils to talk knowledgeably about their favourite character and elaborate on the reasons why they had chosen that character. Year 5 pupils who were comparing different types of narrative clarified their thinking by talking to their 'talk partners'. They knew that 'shifting shadows' was an example of alliteration, because their learning was secure. However, in a Year 4 class pupils' learning slowed because they did not have a clear understanding of the properties of a polygon and were unable to progress their work further. Pupils with special educational needs and/or disabilities receive carefully targeted support and this enables them to make satisfactory progress. Their learning is tailor-made to their specific needs and teaching assistants are skilled in structuring the small steps that help them to build on what they have learnt before.

The positive ethos that results from the excellent care that pupils receive enables them to develop good personal qualities. They work and play harmoniously and most come to

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school regularly because of the hard work of the headteacher and her staff. They say that they want to come to school because they don't want to let their class down . However, there is a hard core of pupils whose persistent absence affects their progress. Pupils say there is very little bullying and know that there will always be someone who will listen to them. They are knowledgeable about how to stay safe and have a good understanding of how to lead a healthy lifestyle. They enjoy a healthy choice at lunchtime and fruit for their break. They are proud to be members of the school council and of the part they played in making improvements to the toilet facilities.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Good relationships, enthusiastic teachers and exciting lessons, based on pupils' interests, ensure that pupils enjoy their learning. For example, even though it was right at the very end of the morning, pupils in Year 3 were eager to contribute to a fast-paced lively literacy lesson. The teacher's high expectations and the expert way in which she used her own good knowledge and understanding meant that pupils' learning was secure. Effective use of assessment meant that all pupils did their best and made good

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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progress. Where assessment is not used effectively and teachers have low expectations, pupils are not challenged and say the work is easy, whilst for others the work is too hard and pupils have no strategies to help them. For example, a boy in Year 1 had written $8-6=0$. He was not proficient at counting his fingers accurately and had no number line or resources to help him. In the same lesson, a group of less able pupils had been given such a large amount of work to accomplish independently that one pupil just stopped working, saying he was fed up.

A skills-based curriculum which has good links between subjects makes learning interesting for pupils. However, although careful adjustments to the curriculum have been made for the individual requirements of pupils with special educational needs and/or disabilities, this is less evident for more able pupils who do not always reach the higher levels that they are expected to reach. Vulnerable pupils make satisfactory and sometimes good progress because of the excellent well-targeted support they and their families receive. The huge emotional problems some of these pupils face are not apparent in school because of the high degree of success of an enormous number of well-targeted actions. A new pupil start sheet in their home language, together with a carefully planned induction and some essential words, helps those new to the country and the language to settle more quickly. The school also provides a quiet place for Year 6 pupils to study in the holidays, one-to-one tuition and booster groups. A drop-in breakfast club means that pupils are settled and ready for the day ahead and is extended for all Year 6 pupils to ensure that they are well prepared to sit their national tests.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher provides a strong lead in creating a climate for improvement. Senior leaders and staff work hard and share her vision and enthusiasm. Together with the governors, they have a realistic view of the school's strengths and areas for development. They realise that there is much work to do and the urgency with which they must set about their tasks. The new leadership team are clear about their roles and responsibilities and are keen to put plans into action. Provision to secure equal opportunities and tackle discrimination is satisfactory. The school's accurate tracking system highlights any underperformance. Consequently, the school recognises that progress is not consistently good across the school and that too few of the more able

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pupils have been reaching the higher Level 5 by the end of Year 6.

Governors are actively working to improve their understanding so that they can play a more strategic role in the work of the school. Procedures for safeguarding are good and ensure that all pupils feel safe and that their emotional and social needs are met. Checks on the suitability of adults to work with children are thorough and child protection arrangements are secure and updated regularly. There is a satisfactory strategy in place to promote community cohesion. The school’s analysis shows that, although plans are in hand, there is still more to do to enhance pupils’ understanding of cultural diversity within the United Kingdom.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children start school with low levels of knowledge, skills and understanding. Although they make satisfactory progress overall, the majority enter Year 1 well below the expected level. Children settle quickly into the welcoming atmosphere because personal development is good, relationships are strong and they are safe and well cared for. Staff foster positive attitudes to learning and, as a result, children behave well, are confident and learning to sustain their concentration. Although the school recognises that the outside area is an area for development, it gives children plenty of space to enjoy activities such as playing hide and seek as a way of reinforcing positional language of ‘under’, ‘behind’, ‘in’ and ‘through’. Quiet sessions in small groups nurture a love of books. Children listen, transfixed, and interact to predict what will happen next or make the appropriate animal noise. There is a good balance of activities where

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children can make choices and those led by an adult. More able children are not always sufficiently challenged in the Reception class. The Early Years Foundation Stage leader has a clear vision and inspection evidence shows the important changes, such as planning from children’s interests and an increased focus on stimulating boys’ learning, have had a positive impact on raising attainment and improving the rate of progress, particularly in the Nursery.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The rate of return of parent questionnaires was low. From those the inspection team received, most parents and carers have positive views of the school. Evidence from the inspection supports parents’ views that children enjoy school, and that care for their health and safety is good. The largest group to show any concern indicated that they did not feel that the school met with their child’s particular needs, but no comments were made. Evidence from the inspection shows that the school tries exceptionally hard to meet the needs of its pupils and their families to ensure that pupils benefit from all the school has to offer.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Heathmere Primary School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 58 completed questionnaires by the end of the on-site inspection. In total, there are 278 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	25	44	28	49	3	5	1	2
The school keeps my child safe	21	36	32	55	3	5	2	3
The school informs me about my child's progress	23	40	28	48	7	12	0	0
My child is making enough progress at this school	13	23	35	61	7	12	2	4
The teaching is good at this school	15	26	38	66	4	7	1	2
The school helps me to support my child's learning	15	26	32	56	10	18	0	0
The school helps my child to have a healthy lifestyle	15	26	39	68	3	5	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	8	15	40	76	4	8	1	2
The school meets my child's particular needs	10	18	35	63	11	20	0	0
The school deals effectively with unacceptable behaviour	9	16	41	71	6	10	2	3
The school takes account of my suggestions and concerns	12	22	31	57	9	17	2	4
The school is led and managed effectively	9	16	41	71	5	8	3	5
Overall, I am happy with my child's experience at this school	14	26	34	61	6	11	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



13 May 2010

Dear Pupils

Inspection of Heathmere Primary School, Roehampton SW15 4LJ

Thank you for being so friendly when we came to your school. We enjoyed visiting your lessons and talking to you. You really helped us. Your school gives you a satisfactory standard of education and there are quite a lot of things your school does well.

You told us that you enjoy school and that you feel safe. We found that everybody in school looks after you very well, especially those of you who have difficulties from time to time. We were impressed with your understanding of healthy lifestyles and knowledge of how to keep fit. We could see that you behave well, get on well with each other and help the school to run smoothly.

Your headteacher and staff know that there is still work to be done to make the school even better. We have suggested three things that we think will help.

- We have asked your teachers to ensure that you always do your best and we have asked senior leaders to check that this is happening.
- We have asked your teachers to make sure that they give you the right level of work to help you do the very best you can. We have also asked them to make sure that when they mark your books, they give you clear help on how you can improve.
- We have asked your teachers and senior leaders to make sure that you all come to school regularly.

We hope that you will all continue to enjoy coming to school and try your hardest so that you are successful in the future.

Yours sincerely

Barbara Atcheson

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