

# Heath Fields Primary School

## Inspection report

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<b>Unique Reference Number</b>	112679
<b>Local Authority</b>	Derbyshire
<b>Inspection number</b>	337987
<b>Inspection dates</b>	2–3 March 2010
<b>Reporting inspector</b>	Doris Bell

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 of pupils on the school roll</b>	213
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Gordon Thornhill
<b>Headteacher</b>	Claire Ives
<b>Date of previous school inspection</b>	12 September 2007
<b>School address</b>	Field Avenue Hatton Derby
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## Introduction

This inspection was carried out by 3 additional inspectors. They spent over half of their time looking at learning and observed 13 lessons and saw 10 teachers teach. They held discussions with parents, groups of pupils, governors, staff and a local authority representative. They observed the school's work, and looked at a wide range of school documentation including the analysis of pupils' progress, and school improvement planning. They also inspected safeguarding procedures and analysed the responses from the pupil and staff questionnaires, and the responses from the 81 parents' questionnaires.

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

- pupils' current progress to determine whether it is improving, particularly for more able pupils
- how well the temporary leadership team is managing the impact on pupils' learning of the many recent staff changes
- whether the school is doing enough to improve language and literacy skills in the Early Years Foundation Stage, and reading throughout the school

## Information about the school

This average-size school has had an acting headteacher and leadership team since January 2010, and a number of temporary staff. The proportion of pupils eligible for free school meals is average. The proportion with special educational needs and/or disabilities is below average as is the proportion of pupils from minority ethnic groups. However, a significant minority of pupils come from traveller families and the proportion of pupils who join or leave the school other than at the usual times is above average. The school has recently received a Healthy Schools Award and a Green Flag Eco award. 'Creative Days', a privately run nursery, shares the school site.

**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

The acting headteacher is successfully keeping the school on an even keel during a period of uncertainty as it awaits the appointment of a new headteacher. In the relatively short time she has been in post she has accurately identified what needs to be done to improve standards and to accelerate the progress pupils make. The checks made on teaching and learning clearly identify where improvement is needed and support is provided for relevant members of staff. Targets for pupils in Year 6 have been raised to make them more challenging, although expectations of more able pupils are not always high enough in lessons in other year groups. The acting headteacher is well supported by her senior leadership team and by staff who have a clear understanding of their role in improving standards and provision. Taking all of this into account, the school has a satisfactory capacity to improve further.

Children join the school with skills that are broadly in line with those expected for their age. They make satisfactory progress in the Early Years Foundation Stage, and develop sound early reading, writing and number skills. Although children have regular access to the outdoor area, insufficient use is made of it to promote all aspects of their learning. Progress is satisfactory overall in other year groups but the rate of progress varies between classes because teaching does not always have high enough expectations of pupils' learning. This particularly affects more able pupils.

The curriculum satisfactorily meets pupils' needs and aspirations, and pupils thoroughly enjoy the themed days and weeks like the one taking place during the inspection, where they participated in African workshops. However, opportunities are missed to enable them to develop their basic skills of literacy and numeracy in different subjects.

Teachers' marking and their use of assessment information, particularly in lessons, are inconsistent, especially in helping more able pupils to make the faster progress of which they are capable. Pupils with special education needs and/or disabilities make satisfactory progress. Pupils from traveller families, aided by the school's good partnership with the traveller service, make good progress when they are in school. The school is not providing as well for those pupils it has identified as gifted and talented.

Attendance is broadly average and pupils feel safe and well cared for. They have a good understanding of how to keep themselves safe, fit and healthy. The arrangements for safeguarding meet best practice recommendations and the school cares well for its most vulnerable pupils. Pupils' behaviour is satisfactory.

## What does the school need to do to improve further?

- Raise the quality of teaching and learning to good throughout the school by:

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- using assessment information more effectively to plan work that meets the needs of all pupils, and particularly the more able
  - improving teachers' marking so that it always shows pupils how to improve, and giving pupils time to respond to marking
  - giving pupils more opportunities to use their reading, writing and numeracy skills in different subjects.
  - Increase opportunities for children to learn through play by improving the use of outdoor provision in the Early Years Foundation Stage
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

Pupils' handwriting and presentation, spelling and their use of grammar and punctuation remain weak because they do not do enough reading and writing to improve them. Pupils do not have enough opportunity to increase their vocabulary and their understanding of different styles of writing through reading. Progress accelerates in Years 5 and 6. For example, pupils in Year 5 thoroughly enjoyed the role play that supported their understanding of persuasive texts and formal letter writing. In Year 6, as pupils compared settings in texts from different times and places, they increased their understanding of how language is used and developed to create mystery and suspense.

Similar variations in progress are evident in mathematics. Here, pupils' progress slows when time is wasted in organising their work instead of on their mathematical learning. Throughout the school, pupils with special educational needs and/or disabilities and pupils from traveller families, make at least satisfactory progress. More able pupils, however, do not always make the faster progress of which they are capable.

Pupils have a good understanding of why it is important to eat healthily, take regular exercise and care for the environment. The recently received 'Healthy Schools' and 'Eco' awards bear testimony to this. Pupils feel safe in school and they and their parents agree that the school keeps them safe. Pupils' behaviour ranged from exemplary to unsatisfactory during the inspection. They quickly take advantage of the situation when lessons lack pace, and valuable learning time is lost as a result. Although pupils do not often have time for reflection, they appreciated the yoga classes taking place during the inspection, describing how they helped to foster a feeling of calmness and well-being.

Pupils make a satisfactory contribution to the school and wider community, but the opportunities for them to do this, including through the school council, are relatively limited. They have a good understanding of different faiths, ethnicities and cultures, gained through a well-developed understanding of the school's own diverse population, its links with other schools in this country, and its developing links with schools abroad. This, their satisfactory attendance, average attainment and satisfactory progress means pupils leave the school adequately prepared for their future.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

## How effective is the provision?

Pupils thoroughly enjoyed the different activities that enriched their learning and personal development, including their understanding of global cultural diversity during the International Arts Week workshops that were taking place during the inspection. The curriculum includes several such opportunities and a good range of visits, visitors and extra-curricular activities support the promotion of health, safety and multicultural awareness well. Planned themes bring different subjects together but opportunities for pupils to use their literacy and numeracy skills are too limited

Learning objectives and success criteria are shared with pupils so that they understand what is expected of them. Assessment information is used satisfactorily to meet the needs of different ability groups although the higher level work planned does not always challenge more able pupils enough to ensure they reach their potential. Where teaching is inadequate, subject knowledge is often insecure, pupils' behaviour is not well managed, and the pace is too slow. In contrast, where teaching is good, lessons are well planned, introductions are lively and pupils are immediately engaged by their learning. Here, effective questioning and a range of activities, including role play,

<sup>1</sup> 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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opportunities for discussion and to work independently, appeal to pupils' different learning styles, build on existing learning and ensure good progress.

Pupils are regularly informed about their progress and they are often encouraged to learn from each other, for example, by sharing, discussing and evaluating each other's work in lessons. Teachers' marking usually gives pupils guidance on how to improve but sometimes it is not linked sufficiently closely to pupils' targets. This limits its impact on pupils' learning.

The school's good links with the traveller support service have successfully improved the attendance and progress of traveller children. This, and the effective support given to the most vulnerable pupils, underpins the pastoral care that ensures the health, safety and well-being of all pupils. The procedures for managing pupils' behaviour ensure that pupils work and play in a safe, supportive learning environment. The school works hard to help different sections of its community to respect each others' ways of life.

Procedures for dealing with unacceptable behaviour are robust. The care, guidance and support given to more able, and gifted and talented pupils are not strong enough, resulting in these pupils not always making the faster progress of which they are capable.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

The acting headteacher is satisfactorily driving improvement and embedding ambition in new, temporary and existing staff to keep pupils' learning moving forward. The school's most recent self evaluation is accurate. Monitoring and evaluation procedures, although carried out regularly, do not focus sharply enough on areas of identified weakness, or on checking that all teachers respond to advice and guidance given. Well managed systems track pupils' progress and the information gained from them is beginning to be used more effectively enough to set increasingly challenging targets for all pupils.

Safeguarding procedures are good. Lines of responsibility and actions to be taken should any concerns arise, are clearly defined. The school promotes community cohesion well. It has a good understanding of its own context and the need to integrate its different communities. Its links with schools in different parts of this country, its emerging links with schools abroad and events such as the international arts week, contribute effectively to pupils' good understanding of different social contexts, as well as different faiths, ethnicities and cultures.

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*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Children are happy and settled and they make satisfactory progress. They know how to keep themselves safe because good attention is paid to their health, safety and well-being. Behaviour is good. Children relate well to adults and to each other, they are keenly interested in their activities and are becoming increasingly independent. There is a reasonable balance between adult-led activities and those that children select for themselves. Staff regularly assess children's learning and use the information to move it on. Provision, leadership and management are satisfactory and new staff are settling into their roles well.

Children develop satisfactory early reading and writing skills, and learn to glean information from text and pictures as they read. However, staff sometimes miss opportunities to reinforce their understanding of phonics, to help them work out how to read unfamiliar words. They learn about different cultures, for example, through stories, the arts workshops and exploring patterns on African instruments. This is the result of good planning. Children use computers confidently and develop satisfactory number skills, for example, as they work out how many are present and absent.

Raised beds for growing plants contribute effectively to children's knowledge and understanding of the world. However, the outdoor area is not used well enough to enable children to learn as well outdoors as in the classroom.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
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

Most parents who responded to the questionnaire are happy with the school and what it does for their children, using words like 'approachable', 'friendly' and 'supportive' when describing it. A very small minority of parents expressed concerns about behaviour and the way the school handles it. Inspectors found that behaviour is satisfactory and often good, that the school has good procedures for dealing with any untoward behaviour, and pupils feel comfortable approaching staff to help them if they have any concerns whatever in this area. The school works hard to integrate its different communities by helping them to understand each other.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Heath Fields 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 81 completed questionnaires by the end of the on-site inspection. In total, there are 213 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	41	51	38	47	2	2	0	0
The school keeps my child safe	39	48	42	52	0	0	0	0
The school informs me about my child's progress	29	36	45	56	5	6	0	0
My child is making enough progress at this school	34	42	41	51	3	4	0	0
The teaching is good at this school	38	48	37	46	0	0	0	0
The school helps me to support my child's learning	31	39	41	51	2	3	0	0
The school helps my child to have a healthy lifestyle	37	46	43	53	1	1	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)	24	30	47	58	3	4	0	0
The school meets my child's particular needs	30	37	48	59	0	0	0	0
The school deals effectively with unacceptable behaviour	24	30	42	52	9	11	2	2
The school takes account of my suggestions and concerns	18	23	56	70	3	4	0	0
The school is led and managed effectively	28	35	47	58	1	1	0	0
Overall, I am happy with my child's experience at this school	36	45	42	53	1	1	0	0

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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



Thursday 4 March 2010

Dear Pupils

Inspection of Heath Fields Primary School, Derby, DE65 5EQ

Thank you for the warm welcome you gave us and for talking to us about your work. You clearly have a good understanding of how to keep yourselves safe, fit and healthy and very much enjoy the activities that help you to do this. You also have a good understanding of each other's different backgrounds and cultures and those of different people around the world. You certainly enjoyed the African arts workshops taking place during our visit. Your behaviour is satisfactory overall; we noted that it improves a lot when activities hold your interest.

Younger children get off to a sound start in Reception, but the outdoor learning area is not used well enough to enable them to learn as well outdoors as in the classroom. Most of you make satisfactory progress in your learning by Year 6 but we think that those of you capable of reaching higher standards could do even better. We have asked the headteacher and governors to do a number of things to improve this situation. They are:

- to make all teaching good by improving the way teachers mark your work and use what they know about how well you are doing to plan work that helps all of you, make the best possible progress
- to ensure that those who lead and manage the school understand and make best use of all assessment information so that you are all given work that challenges you
- to improve the outdoor area for children in Reception so that they can learn as well outdoors as in the classroom.

You can help by heeding what your teachers say when they tell you how to improve your work, and by behaving well and working hard at all times. We wish you well for the future.

Yours sincerely

Doris Bell

Lead inspector

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