

Heatherbrook Primary School

Inspection report

Unique Reference Number	120067
Local Authority	Leicester
Inspection number	339588
Inspection dates	21–22 September 2009
Reporting inspector	Joe Peacock

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	177
Appropriate authority	The governing body
Chair	Terry Arch
Headteacher	Lee Venning
Date of previous school inspection	5 March 2007
School address	Astill Lodge Road Beaumont Leys Leicester
Telephone number	0116 2357721
Fax number	0116 2341262
Email address	office@heatherbrook.leicester.sch.uk

Age group	4–11
Inspection dates	21–22 September 2009
Inspection number	339588

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2009

Introduction

This inspection was carried out by three additional inspectors. The inspectors visited nine lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at pupils' workbooks, assessment and tracking data, teachers' planning, school improvement planning, safeguarding arrangements and 24 parental questionnaires, as well as questionnaires from staff and a sample of pupils.

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

- the achievement of pupils by Year 6
- the quality of provision in the Early Years Foundation Stage
- assessment procedures and the use staff make of assessment information
- the roles and responsibilities of senior staff and governors.

Information about the school

This smaller than average school serves a residential area on the outskirts of Leicester where most of the housing is owned by the local authority. Four out of ten pupils are from minority ethnic groups but very few are at the early stages of speaking English. The proportion of pupils entitled to free school meals is above average and the proportion with special educational needs and/or disabilities is average. The Early Years Foundation Stage is provided in a Reception class. The school runs a breakfast club every morning. A new headteacher and deputy headteacher started in September 2008.

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

Heatherbrook is a happy and very caring school which provides a satisfactory education for its pupils. The new headteacher and deputy headteacher have rigorously evaluated outcomes and the quality of provision and this has resulted in a very long list of priorities for improvement. The key priorities on their list match closely those identified during the inspection, reflecting their knowledge of the school and professionalism.

There is a strong commitment to and inclusion of pupils from ethnic backgrounds and those with special educational needs and/or disabilities and this enables these pupils to make the same satisfactory progress as other pupils.

The Early Years Foundation Stage is good in all areas of its work and children in the Reception class make good progress and achieve well. Most pupils reach average standards by the end of Year 6 and this represents satisfactory progress from their starting points in Year 1. Few make better than satisfactory progress and this is limiting the standards that they achieve. Their outcomes in other respects are satisfactory and the extent to which they feel safe and adopt healthy lifestyles are good, as they were in the previous inspection.

The school's commitment to supporting the emotional and social needs of pupils is satisfactory overall. A small but significant minority of pupils and staff expressed concerns about behaviour in the questionnaires that they returned to the inspection team. This was also a concern for a few parents. The school is taking decisive action to introduce effective strategies to eliminate challenging behaviour. The vast majority of pupils behave well in lessons and around the school. Very occasionally, teaching which fails to interest or engage pupils results in behaviour which is not conducive to learning and pupils' progress suffers. Overall, the quality of teaching and learning and the curriculum are satisfactory. The good quality of care, support and guidance and effective safeguarding procedures ensure all pupils are safe and treated equally.

The effectiveness of leadership and management, including governance is satisfactory. The school has made a good start by tackling some aspects of the areas identified for improvement since the new headteacher started. However, the impact has hardly had time to show in some areas. Where the school has focused its resources and energies, improvements are becoming apparent. Underperformance of the more able pupils is being tackled and in the 2009 national tests more of them achieved the higher standards that they were capable of.

Ongoing priorities for the school include the need to improve assessment and the use of assessment information; giving pupils challenging targets; and developing the curriculum and the roles of subject leaders. More rapid progress is needed in these

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

areas. Overall, the school has a satisfactory capacity to improve further.

What does the school need to do to improve further?

- In order to accelerate pupils' progress and raise standards, the school should:
 - ensure that the quality of teaching and learning is more consistently good
 - complete the review of the curriculum better to meet the full range of learners' needs
 - make better use of assessment information when planning lessons.
- Ensure all pupils are set challenging targets and that they know precisely what is expected of them.
- Develop the roles and responsibilities of subject leaders to enable them to contribute more effectively to school improvement.
- A small proportion of schools whose overall performance is judged satisfactory but which have areas of underperformance may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

The standards reached by pupils at ages seven and eleven, as seen in lessons and pupils' books are broadly average. This represents satisfactory progress from their starting points at the end of the Early Years Foundation Stage. However, rates of progress are variable in lessons, depending on the quality of teaching. A whole school focus on improving mathematics and the introduction of more investigative work in science last year has resulted in an improvement in standards, particularly in the proportion achieving above-average standards in Year 2 and Year 6. Improving boys' writing is a current priority as standards are not as high as they are for girls. Pupils with special educational needs and/or disabilities and ethnic minority pupils make similar progress to other pupils because of the quality of the additional support and guidance they receive in lessons. Relatively few pupils make better than satisfactory progress as they move through the school. This is partly due to the variability in the quality of teaching and because many are unsure of their learning targets.

The school's performance in national tests for 11-year-olds is to some extent affected by fairly small year groups being tested and the proportion of pupils with special educational needs and/or disabilities. Overall, the results have been significantly below average for three years, with a falling trend. Few pupils attain above-average standards. The unvalidated results for 2009 show that the trend has been reversed and standards are rising. The number achieving above-average standards now matches the national average. There is a similar picture at Year 2 with more attaining average and above-average standards than previously. This improvement is confirmed by the inspection.

In all other respects, pupils' outcomes are satisfactory and in a few they are good. Most have a good knowledge of how to live a healthy lifestyle and appreciate the importance

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

of exercise and keeping fit. Pupils say that they enjoy school and feel safe. Their parents confirm this. They know who to turn to and what to do if they are being bullied, for example. Most behave well in lessons and around school but a significant minority present challenging behaviour. On occasion, this disrupts lessons for other pupils. In lessons where teaching is effective, for example, pupils concentrate well on interesting tasks and make good progress. All willingly accept responsibility, contributing to their school community as members of the pupil council or as table managers in class. Attendance is average.

Pupils' spiritual, moral, social and cultural development is satisfactory overall. Moral and social development is a growing strength as pupils are helped to understand the consequences of their actions on others and are given increasing opportunities to work independently in groups. Visitors and lessons about other cultures are beginning to improve pupils' cultural awareness.

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	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
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
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	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

There is too much variation in the quality of teaching and this is having an adverse

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

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

effect on pupils' learning and the progress that they make. At present, teachers do not have enough opportunity to share what is best about each other's practice. Some teaching is outstanding and results in a calm atmosphere for learning. In these lessons attentive pupils are appropriately challenged and most make exceptional progress. Some teaching is satisfactory and pupils in these lessons do not always make the progress they are capable of because teachers' expectations of them are not high enough. Tasks are not matched closely enough to their individual needs. Occasionally, when the behaviour of a small minority of pupils is not managed well or when work fails to interest pupils, teaching and learning are inadequate.

Much has been achieved in a short time in developing an accurate assessment system and procedures to track carefully the progress of individual pupils. It is not yet underpinned by sufficiently accurate assessments or by the involvement of pupils assessing their own progress in lessons and towards their targets. As a result, lesson planning is not consistently personalised to the needs of different groups and individual pupils.

The curriculum is broad and balanced. Staff are aware that it needs to be further developed to promote enjoyment and creativity better; this is a current focus for improvement. Planning is not yet securely based on assessment information and as a result, learning does not always build progressively on previous learning, slowing the rate of progress for many pupils. Pupils enjoy a satisfactory range of extra-curricular activities and the enrichment provided from visits and visitors such as a Muslim parent who led an assembly.

Care, guidance and support for pupils have been maintained as strengths of the school from the previous inspection. There is a strong, caring culture and this accounts for pupils feeling happy and safe in school. More academic rigour has been introduced recently along with strengthening support and guidance and as a result, standards are rising. The targeted support for pupils who have special educational needs and/or disabilities is particularly effective and has led to an improvement in academic results and in other aspects, such as better attendance. Pupils' welfare has a high profile and is enhanced through partnership working that supports vulnerable pupils particularly well.

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	2

How effective are leadership and management?

The headteacher's drive and ambition for the school, along with an honest and accurate

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

self-evaluation have been key elements in the school's recent improvements. However, there is still much to do. A highly effective partnership has been quickly established with the deputy headteacher, who has a complementary range of skills which are helping to keep up the momentum for change and improvement. New management structures and procedures are being introduced but the roles and responsibilities of subject leaders have not yet been clearly defined. Because of this, the subject leaders are not yet contributing effectively enough to raising standards or improving the quality of teaching and learning.

Safeguarding arrangements are good. Effective steps are taken to ensure that the school is a safe and healthy environment with regular checks to minimise risks. As a result, all pupils are valued and well cared for. Appropriate policies are in place to promote equality and community cohesion. An action plan to develop the school community is in place, but those for the wider or international community are not yet being implemented. Parents are very supportive of the school and the new leadership team and all staff are keen to develop this important partnership.

Governors are fully committed to supporting the work of the school and have a wide range of expertise and skills to offer. They have recently reviewed their committee structure in order to be more informed and involved in helping to drive school improvement. At present, they rely on staff too much for information about the school rather than finding it out for themselves. Resources, including those for information and communication technology, are satisfactory. Teaching assistants are deployed effectively and do a good job supporting pupils as they learn. Good use is made of the expertise from outside agencies such as the Behaviour Intervention Team, who help staff to develop more effective policies and procedures.

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	3
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

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

Early Years Foundation Stage

From starting points which are generally below those typical for their age, especially in their personal, social and emotional development, children make good progress and achieve well. By the end of their Reception year, most are working at the expected level for this age group in all areas of learning. This is as a result of good provision. It is good largely because staff work so well as a team and the generous staffing level enables them to provide effective and skilful support for children's learning. Children settle quickly and enjoy the well-planned range of activities made available to them. Behaviour is good as they become engrossed in what they are doing. All play together well and willingly share resources. Computers enhance learning and there is a good balance between focused activities closely supported by an adult, and opportunities for choice both indoors and in the spacious, well-organised outdoor area. Children thoroughly enjoyed hooking fish with numbers, building a train track the length of the classroom and wearing hard hats as they acted as builders and shovelled sand.

Leadership and management are effective. An action plan to improve provision further and raise standards has correctly identified the need to develop more accurate assessment of starting and finishing points, ensure all activities are sufficiently challenging, and establish even closer links between indoor and outdoor learning. The inspection highlighted the need to include skills from different areas of learning in some activities and link these more closely to the chosen topic to make learning even more effective.

Relationships with the pre-school on the site are positive and productive. Staff from both settings ensure children are made to feel welcome and secure when they move into school. These strong links contribute to the good outcomes achieved by children in Reception.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Of the 24 questionnaires returned, most were positive and a very small number had additional comments such as 'staff are supportive'. All parents who replied agree that teaching is good and nearly all think their children make enough progress. Inspectors judge that there is room for improvement on both counts. All those who replied agree

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

that the school keeps their children safe and virtually all said that their children enjoy school and that it is well led and managed. Parents fully agree that they are happy with their child's experience at this school.

The new headteacher and staff are aware of the concerns raised by a small number of parents and are beginning to address them. A new behaviour improvement plan, for example, has recently been sent to all parents. During the inspection, behaviour was satisfactory overall with many pupils showing good behaviour. The new headteacher is attempting to develop a strong partnership with parents where their views can be listened to. The school provides similar levels of information about pupils' progress to other schools.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Heatherbrook 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 24 completed questionnaires by the end of the on-site inspection. In total, there are 177 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	14	58	9	38	1	4	0	0
The school keeps my child safe	10	42	14	58	0	0	0	0
The school informs me about my child's progress	9	38	12	50	3	13	0	0
My child is making enough progress at this school	10	42	13	54	1	4	0	0
The teaching is good at this school	7	29	17	71	0	0	0	0
The school helps me to support my child's learning	9	38	13	54	2	8	0	0
The school helps my child to have a healthy lifestyle	9	38	15	63	0	0	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)	9	38	15	63	0	0	0	0
The school meets my child's particular needs	6	25	17	71	1	4	0	0
The school deals effectively with unacceptable behaviour	9	38	11	46	4	17	0	0
The school takes account of my suggestions and concerns	10	42	11	46	3	13	0	0
The school is led and managed effectively	9	38	14	58	1	4	0	0
Overall, I am happy with my child's experience at this school	11	46	13	54	0	0	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"> ■ 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.



22 September 2009

Dear Pupils,

Inspection of Heatherbrook Primary School, Leicester, LE4 1BE

As you know, three inspectors visited your school recently. I am writing to thank you for being so friendly and helpful to us. We could see that you are happy at Heatherbrook Primary. Most of you worked hard in lessons but we did see a few who did not!

We think that your school provides you with a satisfactory education. Some aspects, such as the care staff take of you and the support and guidance that they give you, are good. You told us how safe this makes you feel. We were also impressed with your good knowledge about how to live a healthy lifestyle.

All the staff and governors are keen for you to get the very best education. Your new headteacher has lots of his own ideas to make things even better for you and we have agreed with him on all of them.

The most important is improving the standards you achieve in English, mathematics and science. Some of the ways we think that your teachers can help you to make faster progress are:

- to make sure that they always plan exciting and interesting lessons for you.
- to check how well you are doing very carefully and then set you work which makes you have to concentrate and think hard.
- to set you challenging targets. We know some of you have your own targets and we would like you to check on the progress you make on these yourselves. We know this will give you a clearer idea of what you need to do in each subject.

Finally we would like other teachers to visit your class when you are working so that they can help spot anything that can be improved.

We are sure that you will help by listening carefully and always trying your best.

Good luck. It was a pleasure to meet you all.

Joe Peacock

Lead Inspector.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.