

# Headlands Primary School

## Inspection report

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<b>Unique Reference Number</b>	121913
<b>Local Authority</b>	Northamptonshire
<b>Inspection number</b>	340041
<b>Inspection dates</b>	18–19 January 2010
<b>Reporting inspector</b>	Nina Bee

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>	Foundation
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	449
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Leslie Easton
<b>Headteacher</b>	Andrew Lakatos
<b>Date of previous school inspection</b>	1 November 2006
<b>School address</b>	Bushland Road Northampton Northamptonshire
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## Introduction

This inspection was carried out by four additional inspectors. They visited 22 lessons and 17 teachers, observing learning for about a third of the school days. Two assemblies were visited. Meetings were held with staff, governors, groups of pupils, the manager of the Children's Centre and a member of the local authority. The inspectors observed the school's work and looked at policies, internal and external monitoring evidence, academic performance data, teachers' planning and safeguarding documentation. 163 parental questionnaires were analysed along with 215 from pupils and 50 from staff.

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

- how effectively the school is working on improving the rate of progress, particularly in KS2, and whether underachievement has been eliminated.
- whether any teaching is inadequate and where, in the school, is teaching better than satisfactory.
- how effectively pupils' progress and the quality of teaching are monitored.

## Information about the school

Headlands is larger than most primary schools. Approximately three quarters of pupils come from White British families. The remainder come from a wide range of other ethnic groups. The proportion of pupils whose first language is not English is above average. The number of pupils who are identified as having special educational needs and/or disabilities is average. A Designated Special Provision Base for pupils with severe and significant learning and communication difficulties including autism is situated on the site. The Early Years Foundation Stage consists of two Nursery and two Reception classes. The Children's Centre, which provides support for pupils and their families in the school as well as for neighbouring schools, is managed by the governing body. Childcare provision which consists of Acorns Nursery and before and after school provision, also on site, is managed by an external provider and receives a separate inspection.

**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

Headlands is an inclusive school where all pupils are made to feel welcome and provision is satisfactory. The school's strengths are in the good level of care, support and guidance provided for pupils and the emphasis it places on ensuring they make good progress in their personal development. Pupils show a good awareness and understanding of the need to eat healthily and take regular exercise. Pupils say they feel safe in school and have great confidence in their teachers' ability to look after them. They talk sensibly about potential dangers they may come across, such as when using their bikes, when swimming and when using the internet. They make a good contribution to the school and wider community. Pupils generally get on well with each other and show respect to the adults who help them learn. Behaviour is good. Cultural development is satisfactory. Pupils show a limited awareness of the many different cultures and beliefs represented in today's society.

The curriculum has been under review and much groundwork has been done to make it more creative. For example, a good range of out-of-school activities is offered to support the arts and sporting activities. The provision for information and communication technology (ICT) is satisfactory but pupils have too few opportunities to use and develop their computer skills when they work in other subjects.

Children get off to a good start in the Nursery and Reception classes because they are taught well. Teaching is not as consistent as pupils move through Years 1 to 6 and is satisfactory overall. Assessment information is not always used accurately to match activities to pupils' abilities and needs and when the match is weaker learning slows. A number of pupils in Year 6 have not done as well as they should because of previous underachievement in Years 3 and 4. This has now been eliminated. Staff have worked together successfully to raise attainment. Attainment in Year 2 and Year 6 is broadly average. Achievement is satisfactory overall.

Senior staff and the effective governing body have a realistic understanding of the school's strengths and weaknesses and priorities for development. The monitoring of teaching and learning has been very thorough and as a result there is no inadequate teaching, with evidence of some good and outstanding practice. Opportunities to share good practice across the school to promote good teaching are not fully exploited. Issues from the previous inspection have been successfully addressed. Good provision in Nursery and Reception has been maintained since the previous inspection, as has the good quality of care. Parents are engaged well in their children's learning, and the support of professionals outside the school is used well. These successes, along with sound self-evaluation, indicate that the school has satisfactory capacity to improve further.

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

- Ensure the good and outstanding practice in teaching is promoted throughout the school by:
  - giving staff more opportunities to share and build on good and outstanding practice, focusing on the impact of teaching on pupils' learning.
  - always matching activities to pupils' differing abilities and needs.
- Improve the opportunities pupils are given to use ICT to support other subjects across the curriculum.
- Develop pupils' knowledge and understanding of the cultural diversity and the different religions in modern Britain.
- About 40% of schools whose effectiveness is judged to be 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 enjoy coming to school and their relationships with adults are good. As a result, pupils appreciate the support they receive and are keen to learn. Achievement is satisfactory overall. Individual needs are soundly identified and so pupils with special educational needs and/or disabilities within the main school make similar gains to their classmates. Pupils in the Designated Specialist Provision achieve well in their base and when they are integrated into the main school. Activities are well planned to meet their individual needs and abilities, including those resulting from communication difficulties, and they are sensitively and effectively supported. The pupils who are at the early stages of learning English as an additional language make satisfactory progress as they develop English language skills.

In the majority of lessons, pupils work at a level that is suitable for all their abilities and differing needs. They are committed and do not waste a minute. They understand what is expected of them by the end of the lesson. Where these expectations are not so clear, or are not well matched to their interests and abilities, pupils show a lack of urgency. Even so, behaviour is good throughout lessons. A very small minority of pupils let the side down when they are unsupervised, for example, as they walk around the school corridors.

Pupils are enthusiastic about the extra sporting activities that are offered to them and speak knowledgeably about what happens to their bodies during exercise and if they do not eat a sensible diet. The school council has a good impact both in school and in the local community; for example it has recently instigated the use of recycling bins in nearby local businesses. Pupils are proud of the way they raise money for local and national charities.

*These are the grades for pupils' outcomes*

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<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>2</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>2</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?**

Lessons are generally soundly planned and suitably engage the pupils. The best teachers make effective use of questioning strategies. Initial answers are probed and pupils' thinking is consolidated and extended. The interactive white board is used expertly to support and develop learning. Tasks are challenging and teachers' expectations are high, so there is expertise in the school to support those teachers who are not matching tasks to ability so well. Teaching assistants generally contribute soundly to the learning that goes on in classrooms and give satisfactory support when they work with individuals outside the classroom. Pupils' target books show what they are aiming for in reading, writing and maths. These are high profile in all lessons and pupils have good opportunities to reflect and review their targets. Despite these only recently being introduced, pupils are enthusiastic about them and say how helpful they are.

The curriculum is enhanced by a good number of interesting activities and the many visitors who are invited into school. These factors strongly contribute to pupils' personal development and their health and safety. Pupils' satisfactory computer skills are largely developed during their regular visits to the ICT suite.

There is a strong focus on pastoral care and adults are well informed of pupils' individual needs. The school has developed strong links with other professionals, particularly to enhance pupils' personal, social and health education and to support pupils with specific

<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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needs. The Children's Centre has a good impact on many vulnerable pupils through its help for them as well as their families. Pupils who lack confidence and self-esteem are effectively supported by the Learning Mentor.

*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>2</b>

## How effective are leadership and management?

The headteacher and the senior staff have developed a clear staffing structure, are ambitious for the school and committed to accelerating the rate of pupils' progress. There is an appropriate focus on raising pupils' attainment in the detailed school improvement plan. Senior leaders and managers have taken responsibility for English, mathematics and science and involved all staff in target setting, assessing and reviewing progress. The local authority has given the leadership regular and good quality advice and support and strong systems are now in place both to monitor teaching and track pupils' progress. These have been responsible for significant improvements to teaching, but it is too early to see the full impact on pupils' progress, whether for individuals or for groups. The management of equality of opportunity is satisfactory. Governors are enthusiastic and well informed. Consequently, they are able to support and challenge the school when necessary. They have audited provision and are aware of how well the school promotes community cohesion, but the strategy to improve it is not yet fully implemented. At the time of the inspection, safeguarding procedures were good.

*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	2
<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>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>

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<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Parents say that their children quickly settle into the Nursery and Reception classes and thoroughly enjoy all that is on offer. Children make good progress in relation to their starting points, although their levels of attainment are below expectations for their age, especially in communication, language and literacy, problem solving, reasoning and number and personal and social skills. Teaching is good. The well-resourced outside 'classrooms' are used effectively to promote learning in all areas. Adults develop good relationships with the children and know them well. As a result, activities are well planned to meet their individual needs. For example, children in the Nursery were well supported as they chose materials and used glue safely to stick and make patterns. Learning is good and the children are happy. During their snack time, children excitedly ate the currant buns they decided to make after singing the song 'Five currant buns in the bakers shop'. Older children, in Reception, played well together as they built interesting structures with big bricks. Another group worked enthusiastically with their teacher as they used dice and their knowledge of basic numbers to develop their addition skills whilst using plastic elephants, giraffes and tigers. Children's progress is tracked systematically and if progress slows down, additional support is given. Children have good opportunities to develop basic writing and number skills. They quickly become confident at making marks on paper and then developing an idea of writing letters and numbers. Occasionally, higher attaining children are not given enough clear adult guidance to improve their understanding of basic sentence construction. Children are extremely well looked after and cared for in a safe and secure environment. The Early Years Foundation Stage is effectively led and managed. The relatively new leader has quickly identified the strengths and areas for development. For example, the way information is collected when children start is now more comprehensive and gives adults a clearer picture of the levels the children are on. Sessions run smoothly because all adults work extremely well together as a team, they know the children well and they have a good understanding of how young children learn.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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



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## Views of parents and carers

Almost all parents are supportive of the work of the school. All of them who returned questionnaires or spoke to an inspector felt confident in saying that the school kept their children safe. A very small minority of parents did not agree that the school deals with unacceptable behaviour effectively. Inspectors found that the school has clear systems on how to manage difficult behaviour and teachers have high expectations of pupils' standards of behaviour when in lessons and outside. No disruptive behaviour was seen in lessons. A very small minority of parents feel their views and concerns are not listened to. Inspection evidence shows that parents' views are asked for and considered. Overall, parents are overwhelmingly in agreement that they are satisfied with the experience their children get at this school.

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

Ofsted invited all the registered parents and carers of pupils registered at Headlands 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 163 completed questionnaires by the end of the on-site inspection. In total, there are 449 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	109	67	51	31	3	2	0	0
The school keeps my child safe	110	67	52	32	1	1	0	0
The school informs me about my child's progress	82	50	79	48	0	0	1	1
My child is making enough progress at this school	80	49	78	48	4	2	0	0
The teaching is good at this school	88	54	73	45	0	0	0	0
The school helps me to support my child's learning	97	60	63	39	0	0	0	0
The school helps my child to have a healthy lifestyle	90	55	68	42	2	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)	72	44	72	44	3	2	0	0
The school meets my child's particular needs	80	49	76	47	3	2	1	1
The school deals effectively with unacceptable behaviour	79	48	73	45	8	5	2	1
The school takes account of my suggestions and concerns	64	39	86	53	9	6	0	0
The school is led and managed effectively	93	57	64	39	4	2	0	0
Overall, I am happy with my child's experience at this school	108	66	52	32	2	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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 pupils' 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.**



19 January 2010

Dear Pupils

Inspection of Headlands Primary School, Northampton, NN3 2NS

Thank you for being so polite and friendly when we came to visit your school. Special thanks for those of you who had meetings with us and explained all the interesting things you do and what you think of the school. You were all very helpful and we impressed to see how thoughtful and sensible you were.

These are the main things we found out about your school.

Your school is giving you a satisfactory education.

The children in Nursery and Reception get off to a good start.

In Years 1 to 6, teaching is satisfactory but at times good or outstanding.

You are lucky to have such a good range of activities and out of school clubs that are organised to make learning interesting and fun.

The school links effectively with other people and invites many exciting visitors in to talk and work with you.

You told us the way you are looked after and cared for is good.

You have a good understanding of how to stay healthy and safe, and you contribute well to the school, too.

You behave well in lessons, but occasionally some people can be a bit silly in the corridors.

We have asked the school to do a few things to improve the education you receive.

Make sure the activities you are given are not too easy or hard so that you all learn well. Help the teachers by giving them time to look at the best teaching in the school.

Make sure you use the computers more in all subject areas.

Improve your knowledge and understanding of all the different backgrounds and beliefs of people who live in our country.

You too can help by always working hard and making sure you are always sensible when you are moving round the school.

Best wishes

Nina Bee

Lead inspector

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