

# Heathfields Infant School

## Inspection report

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<b>Unique Reference Number</b>	124158
<b>Local Authority</b>	Staffordshire
<b>Inspection number</b>	340503
<b>Inspection dates</b>	9–10 June 2010
<b>Reporting inspector</b>	Derek Aitken

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>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	163
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Michelle Trappett
<b>Headteacher</b>	Mrs Amanda Wilson
<b>Date of previous school inspection</b>	6 March 2007
<b>School address</b>	Saxon Close Wilnecote Tamworth
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## Introduction

This inspection was carried out by three additional inspectors. Seven teachers were observed, teaching 11 lessons. Meetings were held with governors, staff and groups of pupils. Discussions were also held with representatives from the local authority and informally in the playground, with parents and carers. The inspectors observed the school's work, and looked at documents, including policies and procedures relating to the safeguarding of pupils, self-evaluation records and assessment data. The inspectors analysed 49 questionnaires from parents and carers and 20 from staff.

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

- pupils' attainment and progress in mathematics
- how well more-able pupils are challenged to learn
- how well assessment is used to accelerate pupils' progress
- the effectiveness of actions taken by leaders to raise standards.

## Information about the school

Heathfields is an average-sized infant school. The proportion of pupils with special educational needs and/or disabilities is broadly average, but this varies from year to year. The vast majority of pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals has increased and is now average. Early Years Foundation Stage children are taught in two Reception classes. The majority of children join Reception from Gorsy Bank, the on-site pre-school setting. Gorsy Bank is privately managed and subject to a separate inspection. The school operates a daily breakfast club for 30 pupils.

**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?**

**4**

**The school's capacity for sustained improvement**

**3**

### Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in fully meeting requirements for pupils' health and safety and the statutory requirements for safeguarding. In all other respects, the quality of education is satisfactory. Outcomes for pupils are satisfactory overall. Several aspects of their personal development are good. Pupils report feeling very safe in school and almost all parents responding to the Ofsted questionnaire agree that the school keeps their child safe.

Children get off to a satisfactory start in Reception but their starting points are usually a little below those typically expected when they enter Year 1. Pupils go on to reach broadly average standards by the end of Year 2. Recent discontinuity in staffing has affected pupils' progress but this negative impact has been reduced by some excellent teaching in Year 2. While teaching is satisfactory overall, there is some variation in quality, which restricts pupils' progress, and best practice is not fully shared. The curriculum promotes most aspects of pupils' personal development well. Some shortfalls, however, in formal planning and monitoring reduce its capacity to help raise attainment and improve the achievement of all groups of pupils, for example, by ensuring key skills are effectively reinforced in other subjects. The school works well with families who face challenging circumstances to ensure their children settle well in school and are receptive for learning.

Pupils' achievement in all subjects has remained consistent over several years and this remains broadly the case, in spite of the recent turnover of staff. Recent changes to the leadership team are having an increasingly beneficial impact on improving pupils' progress. Some weaknesses in strategic planning inhibit leaders' ability to acquire a sharp overview of what is needed to accelerate school improvement. This reduces opportunities for key staff to be fully involved in monitoring and evaluating the work of the school. Nonetheless, useful work has been done recently to assess pupils' achievement more closely, although this has not had sufficient time to impact on their progress. Overall, the school demonstrates a satisfactory capacity to improve.

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

- Take the necessary actions and implement rigorous systems for health and safety and safeguarding to ensure statutory requirements are met.

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- Raise attainment and accelerate pupils' progress by:
  - sharing best practice in teaching to eliminate inconsistencies with regard to the pace of lessons and the challenge provided to pupils
  - developing and monitoring curriculum planning to ensure key skills are reinforced in other subjects and the needs of different groups of pupils are met.
- Enhance the effectiveness of leadership and management by:
  - sharpening school development planning and monitoring systems to enable all leaders to acquire a clearer overview of what they need to do to move the school forward at a faster pace
  - ensuring leaders at all levels are more deeply involved in monitoring and evaluating the impact of actions taken to improve attainment and progress.

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

Pupils' achievement is satisfactory. Children's skills when they join Reception vary, but overall they are below those expected for their age in aspects of literacy and numeracy. Lessons seen during the inspection confirmed a picture of satisfactory progress in Key Stage 1 as pupils reach average standards in reading, writing and mathematics. However, there is some variation in the rate of pupils' progress across the two years and between the classes in Year 2, due to inconsistencies in the quality of teaching. Consequently, a few pupils of average and above-average ability do not achieve as well as they should. Pupils with special educational needs and/or disabilities, who require extra individual support to develop their reading skills, make good progress in lessons. Pupils enjoy school and are keen to learn. In a lively Year 2 mathematics lesson, pupils developed a good understanding of the properties of number because the teacher had high expectations and challenged pupils to justify their answers. On other occasions, pupils made less progress in mathematics when teachers' questioning was less precise, resulting in some vague answers from learners.

Pupils' attitudes and behaviour are good. Pupils treat each other considerately and politely and chat easily together about shared interests and families. They relate exceptionally well to the staff and say that adults are always ready to listen to their concerns. They enjoy taking part in the wide range of extra-curricular activities, especially sport, and say 'fruit and vegetables are preferable to junk food'. Planned opportunities for pupils to contribute widely to the school community are satisfactory but not fully developed. Pupils' spiritual, moral, social and cultural development is good. It is promoted well by the welcoming ethos of the school and recent planned actions to enhance pupils' multi-cultural awareness. Pupils' average attainment and average attendance prepares them satisfactorily for the next stage of their learning.

*These are the grades for pupils' outcomes*

<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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<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>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>2</b>

**How effective is the provision?**

Teachers establish very constructive relationships with pupils, and these have a good impact on behaviour and attitudes to learning. When teaching is at its best, work is closely matched to pupils' needs and teaching assistants are well briefed to enable them to support pupils very effectively. The pace of learning in other lessons is less brisk and these good elements are less in evidence. In some lessons, oral feedback is used well to provide useful guidance to pupils, but sometimes this good practice is not applied. Marking is satisfactory. It is improving in literacy work as a result of an increased focus on using it more purposefully to move pupils on in their learning.

Enrichment activities make an important contribution to pupils' enjoyment of school. Pupils participate keenly in the wide range of sporting activities, some of which are led by trained specialists. The curriculum ensures pupils know how to stay safe and enhances their personal development well. By contrast, some weaknesses in planning of work reduce the school's capacity to use the extensive data it holds on pupils' performance to reinforce key skills, boost achievement or tackle underachievement. For example, although the progress of pupils with special educational needs and/or disabilities is recorded and some support programmes are in place for literacy, their effectiveness is not monitored systematically. There is also no planned provision for gifted and talented pupils.

The emotional and social needs of pupils whose circumstances may make them vulnerable are met well by all staff. No opportunity is lost to engage pupils in conversation and cultivate good habits of behaviour. Consequently, pupils feel nurtured and happy at school. The school works successfully with families to meet diverse needs

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and break down barriers to learning. The exceptionally well organised breakfast club provides stimulating activities for pupils and gets their day off to an excellent start. However, the significant weaknesses with regard to health and safety and safeguarding mean that overall, care, guidance and support are inadequate.

*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>4</b>

**How effective are leadership and management?**

The effectiveness of the headteacher's work with an increasing caseload of vulnerable families is reflected in successful personal and social outcomes for individual pupils. She keeps detailed records of pupils' performance and conducts regular lesson observations which clearly identify strengths and areas for development in teachers' work. She has a good knowledge of the main strengths and weaknesses in pupils' attainment and progress. However, insufficient time has been devoted to formal planning and monitoring of some aspects of the curriculum. This results in some lack of clarity in determining strategic priorities and undermines the effectiveness of initiatives taken to raise attainment. The recent significant turnover in staffing and variability in the quality of leadership amongst middle and senior leaders have also slowed the pace of change. A new Chair of the Governing Body is starting to improve the effectiveness of governance, but the governing body have not ensured that all leaders fulfil the school's statutory duty for safeguarding pupils. The school promotes equality of opportunity satisfactorily, but its good work in some pastoral aspects is not yet reflected in similar outcomes for pupils' academic performance. The promotion of community cohesion is no better than satisfactory because, although the school carries out much effective work with the local community, it does not monitor the impact of its actions to plan purposefully for future developments.

*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>4</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<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>4</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

Children make satisfactory gains in their learning in Reception. They settle well because staff are diligent in promoting good behaviour and establish warm relationships with them. A redoubled focus on developing pupils' speaking skills is having a good impact. Children quickly develop the confidence to share their thoughts with staff, are keen to contribute orally and listen to each other well. They show some independence in selecting activities, for example, in making bug maps. Teaching is never less than satisfactory and sometimes good, for example, in focused reading sessions which are expertly conducted to develop children's skills and sustain their interest in learning. Other sessions, for example, to help children combine letters and sounds, are just a little too short to enable children to reinforce and practise new learning fully. Children treat each other considerately, act safely and readily take responsibility for their own health by using their water bottles when required, as well as drinking milk. The poor quality of the playground inhibits opportunities for children to develop their learning outdoors. The Reception leader is steadily building up her expertise and has recently put in place some useful initiatives to develop provision further. Provision, leadership and management and the overall effectiveness of the setting are inadequate, because statutory welfare requirements are not fully met.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>4</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	4
The effectiveness of leadership and management of the Early Years Foundation Stage	4

## Views of parents and carers

The statistical responses reflect the strong level of support from parents and carers for the work of the school. Some written comments were received. These largely contained



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less positive views. Five responses expressed serious concerns regarding children's safety in school, while a few others referred to variations in the quality of teaching and pupils' progress. Inspectors' findings endorse these views.

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

Ofsted invited all the registered parents and carers of pupils registered at Heathfields Infant 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 49 completed questionnaires by the end of the on-site inspection. In total, there are 163 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	67	15	31	0	0	0	0
The school keeps my child safe	32	65	15	31	2	4	0	0
The school informs me about my child's progress	21	43	25	51	3	6	0	0
My child is making enough progress at this school	24	49	23	47	2	4	0	0
The teaching is good at this school	28	57	20	41	1	2	0	0
The school helps me to support my child's learning	22	45	25	51	2	4	0	0
The school helps my child to have a healthy lifestyle	28	57	21	43	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)	28	57	20	41	1	2	0	0
The school meets my child's particular needs	18	37	27	55	2	4	0	0
The school deals effectively with unacceptable behaviour	18	37	27	55	1	2	0	0
The school takes account of my suggestions and concerns	19	39	29	59	1	2	0	0
The school is led and managed effectively	24	49	23	47	2	4	0	0
Overall, I am happy with my child's experience at this school	28	57	19	39	2	4	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

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](http://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"><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.**



11 June 2010

Dear Pupils

Inspection of Heathfields Infant School, Tamworth, B77 5LU

I would like to thank you for your help to the team when we inspected your school. I would like to share with you what we found out.

Much of the work of your school is satisfactory and there are some good things about it:

- you get on really well with the staff who, as you say, are always ready to lend a helping hand
- you get on well with each other, behave well and are good listeners in class
- you know how to stay safe and keep healthy.

The school has been given a 'notice to improve' because it does not take enough action to make sure you are always safe in school.

To improve your standards which are average and your progress which is satisfactory, I have asked the staff to:

- make sure all the teaching is at least good, so that all of you learn at a faster pace
- improve the planning for your learning so you all get good chances to do your best
- plan well for the future so that school leaders can see clearly how they can improve your learning quickly
- make sure all school leaders have a full part to play in checking up on the work of the school.

An inspector will visit your school again to see how well it is improving. You can all help your school by making sure you continue to work hard and by continuing to be well behaved.

Yours sincerely

Derek Aitken

Lead inspector

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