

# Heathlands Primary School

## Inspection report

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<b>Unique Reference Number</b>	130945
<b>Local Authority</b>	Bournemouth
<b>Inspection number</b>	341068
<b>Inspection dates</b>	6–7 October 2009
<b>Reporting inspector</b>	Ann Henderson

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	221
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Cheeseman
<b>Headteacher</b>	Sarah Dunn
<b>Date of previous school inspection</b>	0 October 2006
<b>School address</b>	Andrews Close Springwater Road Bournemouth BH11 8HB
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons, and held meetings with governors, staff and pupils. They observed the school's work, looked at data the school had collected to monitor pupils' progress, pupils' work, minutes of meetings, strategic planning and school policies including safeguarding procedures. In addition 66 parent and carer questionnaires, 20 staff questionnaires and 108 pupil questionnaires were scrutinised by the inspection team.

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

- the impact of leaders' efforts to raise attainment
- pupils' progress and how well assessment information is used to help improve pupils' progress
- how effectively the school prevents discrimination against all groups of pupils
- the extent to which the school promotes community cohesion between different socio-economic, racial and religious groups
- the effectiveness of provision in the Early Years Foundation Stage and the impact it has on children's progress.

## Information about the school

Heathlands is a smaller than average primary school. It has an Early Years Foundation Stage which includes a Nursery and Reception class. Most pupils live in the surrounding area and the proportion of pupils who are eligible for free school meals is significantly above the national average. Most pupils are of White British heritage and few speak English as an additional language. The percentage of pupils with special educational needs and/or disabilities is well above the national average. These include specific learning difficulties, speech and language difficulties and behavioural, emotional and social difficulties. The percentage of pupils with statements of special educational needs is above the national figure.

The school has gained the Healthy Schools award, Activemark, Level 1 of the Rights Respecting Schools Award and the Financial Management Standard in Schools.

**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 relation to the attainment and progress of pupils.

When the school was last inspected, standards were exceptionally low and achievement was judged satisfactory. Since then attainment of pupils in Year 6 has remained low. The achievement of pupils from all backgrounds has continued to be significantly lower than average and is inadequate.

Inadequate achievement is a result of inadequate teaching and learning in the past. In the last year, leaders have started to address this weakness. Their actions are beginning to have a positive impact. For example, in 2009, most pupils in Year 6 made the progress expected of them. Senior leaders are now monitoring teaching accurately and steps are being taken to improve its quality through training, coaching and support. This has resulted in teaching that is satisfactory overall, although there are still some pockets of inadequate practice. The inconsistencies in the quality of teaching and learning are preventing pupils from making the progress required to close the gap and attain the levels that they should. Although most teachers plan activities that meet pupils' needs, in a small minority of lessons teachers do not plan learning activities for the full range of abilities. Added to this, low levels of attendance mean that pupils miss lessons and this leads to a lack of progression in their development of skills and knowledge. Overall, pupils are still not sufficiently prepared for their future economic well-being because their basic skills are not well enough developed. Other aspects of pupils' personal development and well-being, including behaviour, are satisfactory. The curriculum has improved since the last inspection with the introduction of the International Primary Curriculum. Pupils' levels of interest have increased and they enjoy learning more. However, some lessons are not as exciting as they could be and so do not engage pupils. Nor do they promote their independent learning.

The school has a satisfactory capacity to sustain improvement. This is shown by the impact of leaders' work to bring about improvements in teaching through their monitoring of staff, evaluating pupils' progress and holding teachers to account. Leaders carry out evaluations of the school's effectiveness and use this information to plan for further developments. Governors have a satisfactory understanding of the school's strengths and weaknesses. Leaders understand their duty to promote community cohesion. However, this is not done as part of a planned strategy based on an assessment of need. In addition, governors have not evaluated how well they are raising

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awareness amongst pupils of religious, cultural and socio-economic features of the school's neighbourhood and the wider world.

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

- Raise attainment and improve achievement and progress by:
  - ensuring consistently good quality teaching and learning and providing more stimulating and interesting activities to engage pupils and develop their independence in learning
  - matching learning activities to the individual needs of pupils.
- Improve pupils' attendance, so that by 2010 the attendance target is met by:
  - raising the awareness of parents and pupils of the importance of good attendance and the impact of this on pupils' educational achievement
  - ensuring staff promote the importance of good attendance.
- Promote community cohesion by:
  - completing an audit and analysing the school's context
  - developing a strategy to improve the contribution to the community
  - evaluating the impact of the work by the end of July 2010.

**Outcomes for individuals and groups of pupils****4**

Standards of attainment and achievement are not high enough. There is too much variation in the quality of pupils' learning. Although still very low, results for Year 6 pupils in 2009 were higher than in previous years, and their progress improved. Whilst a large majority of teaching is satisfactory, there is not enough that is good so ensuring all pupils make at least satisfactory progress. Some good learning was evident in a numeracy lesson when pupils learned quickly during an investigation into the properties of a rhombus. Here, focused questioning extended pupils' thinking and pupils were engaged fully in the task; they displayed evident enjoyment and shared their ideas enthusiastically and collaborated well. In a few lessons, pupils were unable to engage without very focused adult support and sometimes were slow to settle to their work, and therefore poor progress was made. A small minority of pupils display immature attitudes and occasionally they lack self-control. Many pupils with special educational needs and/or disabilities show little engagement in learning without close adult supervision. Pupils say they feel safe in school and most parents agree that this is the case. Pupils enjoy physical activities and participate well in the additional activities provided. They have a good awareness of how to lead a healthy lifestyle and enjoy the healthy options at lunch time. Pupils make a satisfactory contribution to the community, both in school and more widely, for example their participation in a local event to design an anti-bullying poster. The school council is willing to accept and undertake responsibilities. Attendance is low which contributes to pupils' low attainment and has a negative impact on their development of workplace skills. Pupils' spiritual, moral and

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social development is satisfactory and enhanced by the extra-curricular activities involving teamwork.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>4</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
<b>The extent to which pupils feel safe</b>	<b>3</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>4</b>
Taking into account: Pupils' attendance <sup>1</sup>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

**How effective is the provision?**

Improvements in tracking pupils' progress and the development of pupils' progress plans are having a positive impact on teachers' ability to plan lessons that meet pupils' needs. However, there is some variation in how well teachers ensure that learning is challenging and moves on at a swift pace. Although improving, there is still inconsistency in the way teachers engage pupils in their learning and in the amount of information given to pupils when they mark their work. Some pupils quickly develop confidence in lessons; the confidence of other pupils is not as high. Several lessons provided pupils with suitable challenge and made learning fun. For example, when working on the story of 'The Hodgeheg', pupils cooperated well with their partners and sustained their interest as they worked independently of their teacher. In a few classes, where teaching was less effective, pupils were not consistently engaged in the lesson and did not always listen attentively for long enough, needing to be reminded about

<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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how to behave well.

There is satisfactory support provided by teaching assistants to individuals and groups. An increased focus on reading and writing is helping pupils to develop their skills and enjoyment. The introduction of a well-structured approach to improving writing through the 'Big Write' is very recent but staff say it is already getting pupils more excited about writing.

Pupils enjoy the recently revised curriculum, which links subjects together in an interesting and meaningful way. They particularly enjoy creative aspects such as specialist sport and music lessons. However, the curriculum is weakened by the overuse of long periods of whole-class teaching in literacy and numeracy. Pupils have appropriate access to information and communication technology (ICT). There is a wide range of extra-curricular activities, ranging from dance to cooking and they provide well for pupils' interests, talents and knowledge of how to lead healthy lifestyles.

There are good induction procedures for new pupils. Pastoral care is strong and supports pupils sensitively. Specialist provision for pupils with complex needs is good. Pupils are provided with a satisfactory range of information to help them to make safe and sensible choices in their daily lives. Pupils know there is someone who will listen to them if they have a problem and any incidences of bullying are dealt with effectively.

*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 headteacher, supported by the strengthened leadership team, shows determination to improve the school. They are accurately analysing data about pupils' progress and are using this information to plan for the individual learning needs of pupils, tackle weaknesses and ensure improvements are sustained. Leaders are focused equally on all groups of learners in their drive to help all pupils to achieve equally well in the future. This is being aided by the improved assessment and self-evaluation systems.

Senior staff and core subject leaders share a clear sense of direction and have started to play their part in leading improvements. Other middle managers meet regularly with teaching staff to monitor pupils' progress and to identify those who need additional support. The quality of teaching is being monitored and where a need for improvement is identified, decisive steps are taken, nevertheless inconsistencies remain and leaders are still working to help lift the overall quality to good. They also recognise that the promotion of community cohesion is an important area for development although,

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currently, no plans are in place to improve this and this is a significant weakness.

Support from the local authority and targeted professional developments are enhancing the skills of teachers and support staff. The governing body has a satisfactory impact on school improvement and governors have identified that further steps need to be taken in order to hold the school to account and improve its effectiveness. They have ensured the budget is properly managed and they fulfil their statutory duties. However, low attainment over a prolonged period and inadequate outcomes for individuals and groups of pupils show that the school provides inadequate value for money.

The school works well with a range of agencies to support parents and pupils, particularly vulnerable groups. Health and safety policies are in place and relevant risk assessments are carried out for visits and specific events. There have been substantial improvements to the security of the school site and safeguarding arrangements that are in place.

*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>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>4</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>4</b>

## **Early Years Foundation Stage**

Achievement is sound in the Early Years Foundation Stage. Children begin Nursery with skills and knowledge that are significantly below that expected for their age.

Children make good progress in the Nursery and mostly satisfactory progress in the Reception class. Overall, the quality of teaching and learning seen during the inspection was satisfactory. Learning in the Nursery is characterised by activities that stimulate children's thinking and imagination, as seen during one session when role play was used well to bring alive the story of 'Mr Gumpy'. Children are happy to come to school



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because they feel safe and they enjoy learning. Adults work effectively with parents and carers to ensure children settle quickly and their needs are met. Relationships are positive. Children follow safety and health routines well and play and learn together enthusiastically. Accommodation is spacious and children have opportunities to develop their independence and to select from a very wide range of activities and resources which promote learning well. The outdoor play area provides good opportunities for children to learn and play outside but it is not used as frequently as it could be.

Leadership and management are satisfactory and leaders have identified areas for improvement. They are aware that current procedures for evaluating children's attainment are not yet accurate enough to enable teachers to plan for the next stage in their learning in Year 1. Assessments currently show that children reach below expected standards by the end of their Reception Year but this was not evident when inspectors looked at pupils' skills in Year 1, where inspectors found attainment to be well below what is expected.

*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**

In their responses to the questionnaires, most parents and carers were positive about the school and its impact on their children's learning and well-being. Almost all thought that their children enjoyed school and were confident that children were kept safe. A very large majority agreed that the school was led and managed effectively and a large majority expressed the view that the school took account of parents' concerns. Several parents commented on the good start their children received in the Early Years Foundation Stage. A small minority of parents regard discipline as an issue and a few are concerned about the progress their children are making. Inspectors agree that pupils are not making fast enough progress and a few pupils do not always behave well enough. A few parents feel that the school does not take account of their views and suggestions.

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

Ofsted invited all the registered parents and carers of pupils registered at Heathlands 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 66 completed questionnaires by the end of the on-site inspection. In total, there are 221 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	39	38	58	1	1	0	0
The school keeps my child safe	27	41	36	54	2	3	1	1
The school informs me about my child's progress	29	44	28	42	6	9	3	4
My child is making enough progress at this school	23	35	31	47	8	12	3	4
The teaching is good at this school	28	42	30	45	4	6	1	1
The school helps me to support my child's learning	21	31	34	51	8	12	1	1
The school helps my child to have a healthy lifestyle	19	29	44	67	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)	15	23	38	58	5	8	2	3
The school meets my child's particular needs	19	29	36	54	6	9	2	3
The school deals effectively with unacceptable behaviour	17	26	33	50	10	15	5	8
The school takes account of my suggestions and concerns	19	29	33	50	10	15	3	4
The school is led and managed effectively	21	32	34	51	5	8	3	4
Overall, I am happy with my child's experience at this school	25	32	28	42	7	11	4	6

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.**



8 October 2009

Dear Pupils

Inspection of Heathlands Primary School, Bournemouth BH11 8HB

Thank you for welcoming us, and special thanks to those of you who took the time to talk to us. We were very interested to hear your views. We found some positive aspects about your school, but there are also some areas where improvement is needed. As a result, your school will receive an additional visit from inspectors who will check on how well it is improving.

We found the following things, which we would like to share with you.

- You enjoy your learning more than you used to, particularly because of the recently revised curriculum. However, too many of you do not make enough progress and do not reach the standards that you should.
- Most of you know how to live healthy, safe lives and behave appropriately in lessons, but a few of you need more support to improve your behaviour. You commented on this in your discussions with us and in your questionnaires.
- Some teaching is good but some lessons do not meet your individual learning needs. This means that you do not all learn as well as each other.

To make sure that your school improves we have asked the headteacher, governors and staff to do the following:

- give you more good lessons so that you make faster progress and have more opportunities to find things out for yourselves in the ways that you enjoy most; importantly, making sure that you have plenty of challenging things to do that are just right for you
- plan more ways to help you to understand how others in Britain and around the world live so that you can understand and respect different communities.

For your part, you can all help by trying hard to give of your best and by attending regularly and on time.

Thank you once again, and best wishes for the future.

Yours sincerely

Ann Henderson

Lead Inspector

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