

# Heathlands Primary School

## Inspection report

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<b>Unique Reference Number</b>	130945
<b>Local Authority</b>	Bournemouth
<b>Inspection number</b>	360168
<b>Inspection dates</b>	8–9 December 2010
<b>Reporting inspector</b>	Ian Hancock HMI

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>	215
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Cheeseman
<b>Headteacher</b>	Sarah Dunn
<b>Date of previous school inspection</b>	6 October 2009
<b>School address</b>	Andrews Close Springwater Road Bournemouth BH11 8HB
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors observed 10 teachers, visited 13 lessons and held discussions with governors, staff and groups of pupils. They observed the school's work, and looked at a wide range of documentation including the school's analysis of pupils' attainment and the progress they make, data on attendance, plans for improvement, and policies such as safeguarding. Inspectors analysed 57 questionnaires completed by parents and carers, as well as 100 questionnaires from pupils and 26 from staff.

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

Pupils' levels of attainment and rates of progress across the school.

The quality of teaching and the level of challenge in lessons.

The extent to which leaders and managers have addressed the areas for improvement arising from the previous inspection report.

## Information about the school

The school is a smaller than average primary school. It has an Early Years Foundation Stage which includes a Nursery and Reception class. The proportion of pupils known to be eligible for free school meals is well above average. The vast majority of pupils are of White British heritage and there are very few pupils who speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is above average. These include specific learning difficulties; speech, language and communication needs; and behavioural, emotional and social difficulties. The proportion of pupils with a statement of special educational needs is also above average. The school runs a breakfast club.

At its previous inspection in October 2009, the school was judged to require a notice to improve because pupils' achievement and attendance were significantly lower than could be expected. The monitoring visit in July 2010 found the school was making satisfactory progress in addressing the issues for improvement.

The school's work has recently been recognised by two regional awards for gardening and membership of a national network of cooking clubs.

**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**

**2**

## Main findings

Heathlands Primary is a satisfactory and improving school that has successfully addressed the issues raised at the last inspection. In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

The proportion of pupils who achieve average attainment is broadly in line with other schools. This has increased steadily since the last inspection as past underachievement has been reduced. Pupils have made up lost ground and their rates of progress have improved strongly. While the vast majority make satisfactory progress, an increasing number make good progress. Carefully planned support for pupils with special educational needs and/or disabilities ensures they make similar progress to their peers. Despite these improvements, there remain groups of pupils who are not achieving as well as they should. For example, in some year groups, a high proportion of pupils, particularly boys, do not reach the expected levels in writing. The school is aware of this and is already taking action. There are encouraging signs that the teaching of early literacy skills has made a marked difference to the capabilities of the youngest children.

Pupils achieve more because the quality of teaching has improved. This is mainly due to a comprehensive programme of staff training, rigorous monitoring and successful recruitment. However, improvements are not yet sufficiently established for teaching to consistently secure good learning. Consequently, the strong features present in some lessons are also weaknesses in others. Changes to the curriculum mean pupils enjoy learning and are more active in lessons. This remains a 'work in progress' because of the need to further develop opportunities for writing across other subjects and use new technologies. While pupils are more active in lessons, they are not given regular opportunities to assess their own learning and respond to teachers' comments.

The school's recent success has stemmed from the committed and industrious leadership of the headteacher, ably supported by other staff and the governing body. Actions to improve teaching and raise attainment have been pursued with energy. While ambition is high, the school maintains an honest view of itself. This leads to well-informed plans for improvement that effectively address the school's priorities. For example, focused actions to improve attendance have raised levels to be broadly in line with the national average. The school has worked with a range of partners to meet the needs of a small number of pupils who demonstrate challenging behaviour. While the number of exclusions is falling, it is higher than it should be. The increased contribution of other leaders and the growing track record of improvement demonstrate a good capacity to sustain the school's increasing success.

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

- Raise attainment in writing, especially for boys, by:
  - extending the teaching of early literacy skills beyond the Early Years Foundation Stage
  - broadening the range of writing experiences, including the use of new technologies
  - increasing pupils' involvement in assessing their own writing and that of others
  - providing regular opportunities for pupils to respond to teachers' comments on how they could improve their writing.
- Reduce the variability of lessons so that they consistently secure good learning.
- Work in partnership with the local authority to further reduce the number of exclusions.
- Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Outcomes for individuals and groups of pupils

**3**

Pupils enjoy learning because lessons are often exciting and frequently enable them to learn by doing. Boys and girls are equally active in lessons and generally achieve appropriately for their age. The achievement of other pupil groups such as those in receipt of free schools meals is broadly similar to their peers. The school has recently made changes to increase pupils' interest in writing. A noticeable example of this was seen in a Year 2 class where pupils were photographed expressing the feelings of characters from a fairy tale. Pupils subsequently drew on these memorable experiences and wrote with sustained concentration and enjoyment. However, more could be done to increase the number of pupils, especially boys, who reach the expected levels in writing. The school has identified a need to widen pupils' opportunities to apply their writing skills in other subject areas including using new technologies.

Pupils with special educational needs and/or disabilities often make good progress in lessons because of the capable and responsive support they receive from adults. Nevertheless, the school's internal records show that pupils with more acute needs do not make consistently good progress over time.

Pupils generally behave well when lessons engage their interest and adults actively promote the school's high expectations. On occasions, inconsistent adult supervision results in a small number of individuals misbehaving. This largely occurs during less structured times such as in the playground or when moving around the school.

Pupils' aspirations are growing and they are beginning to recognise the importance of education in preparing them for future employment. This can be seen in the regular attendance and secure grasp of basic skills of most pupils. Pupils talk knowledgeably of ways to improve their own health and have a good understanding of how to keep themselves safe. The majority of pupils make a suitable contribution to the school and wider community. However, the school council makes a stronger contribution. For

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example, it has established a sensory garden within the school grounds and championed respecting the rights of others through a presentation to local police officers.

*These are the grades for pupils' outcomes*

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

<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

## How effective is the provision?

The school has worked vigorously to improve teaching and ensure that pupils are appropriately challenged. High quality relationships and the importance placed on respecting the rights of individuals feature strongly in most lessons. The school's investment in training can be seen in teachers' good command of subject knowledge and the improving trend of achievement. Marking in books provides pupils with clear steps for improvement. Nevertheless, they have few opportunities to evaluate their own writing or to respond to the advice they are given. Learning is enjoyable because teachers make lessons fun and involve pupils in lively activities. An example of this was seen in a Year 5 lesson in which pupils learnt how to measure area by calculating the cost of carpeting different rooms in the teacher's house. Despite these improvements, the school recognises further work is required to iron out the inconsistencies that remain.

The school has developed an engaging curriculum that is making a stronger contribution to pupils' learning. Judicious use has been made of established teaching programmes to improve literacy levels and increase pupils' understanding of other countries and cultures. Learning experiences are enriched by a range of after-school clubs and visits to local facilities. Regular opportunities to grow and cook food have deepened pupils'

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understanding of a healthy diet. However, recent initiatives have not had sufficient time to make a marked difference to pupils' learning across all subjects and years groups.

Suitably trained and committed staff ensure that the well-being of pupils is given a high priority. Effective partnerships with other agencies have improved attendance to be broadly in line with the national average. Staff are resolute in the way they follow up agreed actions with external colleagues. The school has made good use of specialist advice and alternative provision in response to a small number of pupils who display challenging behaviour. While these actions are beginning to reduce the number of exclusions, they remain too high. The school has recently initiated contact with the local authority to build sufficient capacity to address the issue.

*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 school's improvement has arisen from a relentless focus on raising attainment and improving rates of progress. There are strong systems in place to track the performance of individuals and groups of pupils. Prompt action is taken in response to those who are not making the progress they should. Consequently, leaders and managers know pupils well and hold teachers to account for the progress pupils make. The regular and systematic monitoring of lessons provides leaders with an accurate view of strengths and weaknesses. The effectiveness of these systems can be seen in the steady improvements in teaching and learning.

The headteacher has successfully raised aspirations and instilled a shared sense of purpose so that leaders and managers at all levels play their part. Equality is promoted adequately and this is evident in the similar achievements of all pupil groups. However, there is a strong belief that normal daily teaching should meet the needs of the vast majority of pupils. Consequently, careful use has been made of interventions which take pupils out of lessons and the improvements in teaching have led to a fall in the number of pupils registered as having special educational needs and/or disabilities.

Issues relating to pupil safety and well-being are given a high priority. Record keeping is thorough and well maintained. Procedures for keeping pupils safe are robust and well supported by regular training.

The astute and committed leadership of the governing body provides effective support. Statutory responsibilities are met and members recognise their role in challenging the school and holding it to account. The school has taken appropriate steps to involve parents and carers. For example, the governing body has worked successfully with a

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'focus group' of parents to promote community cohesion. As a result, the school has a clear understanding of its context and pupils are beginning to interact with a range of communities in the immediate locality and beyond.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</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>3</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>
<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

Children's levels of development when they enter school are variable, but are generally below and at times well below those expected for their age. They settle quickly in a safe, secure and caring environment. Children develop their independence and awareness of risk from the outset. For example, those in the Nursery undertake simple 'safety checks' of outdoor equipment before each session. These activities provide an effective induction to the very spacious and well-resourced provision.

Well-planned sessions ensure that children benefit from a good range of enriching play and learning experiences. This includes developing an understanding of other cultures. The regular focused attention given to improving children's communication, language and literacy skills has made a noticeable difference to their early reading and writing. Rates of progress in other areas of learning are variable, but overall children make similar progress to those in other schools.

The leadership of the Early Years Foundation Stage has been through a period of change. The new arrangements have facilitated improvements, for example in the quality and accuracy of observations and assessments. However, the exact roles and responsibilities are not clear enough for everyone, especially with regard to ensuring that welfare requirements are met at all times.

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

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

## Views of parents and carers

The vast majority of questionnaire responses from parents and carers present a positive view of the school. Nearly all agree that their children enjoy school, as one comment indicated, 'My child is always happy to go to school and excited to share learning with me.' Other aspects with similarly high levels of agreement were the extent to which the school keeps children safe, promotes a healthy lifestyle and informs parents and carers of their children's progress. Inspectors agree with these views.

A very small number of negative comments and responses were received. These were brought the school's attention and where appropriate have been commented on in the report.

## 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 57 completed questionnaires by the end of the on-site inspection. In total, there are 215 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	35	61	20	35	1	2	1	2
The school keeps my child safe	33	58	22	39	2	4	0	0
My school informs me about my child's progress	31	54	24	42	1	2	1	2
My child is making enough progress at this school	28	49	25	44	1	2	3	5
The teaching is good at this school	29	51	23	40	4	7	1	2
The school helps me to support my child's learning	27	47	27	47	2	4	1	2
The school helps my child to have a healthy lifestyle	29	51	27	47	1	2	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)	17	30	32	56	0	0	3	5
The school meets my child's particular needs	24	42	28	49	1	2	3	5
The school deals effectively with unacceptable behaviour	23	40	28	49	3	5	3	5
The school takes account of my suggestions and concerns	21	37	29	51	5	9	0	0
The school is led and managed effectively	22	39	31	54	1	2	3	5
Overall, I am happy with my child's experience at this school	28	49	25	44	3	5	1	2

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 all 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are 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 and spring terms 2009/10 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 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.**



10 December 2010

Dear Pupils

**Inspection of Heathlands Primary School, Bournemouth BH11 8HB**

Congratulations! Your school has got better since the last inspection and no longer requires significant improvement. It is now a satisfactory school which means that some things are going well, but there are some things that could be better. Your headteacher, governors and staff have worked really hard so that more of you achieve the expected levels in English and mathematics. The number of times some of you are frequently absent from school has reduced. Everybody has worked together to develop a better understanding of different communities both within and beyond the local area.

There are some things that could make the school even better. We have asked your teachers to help even more of you, particularly the boys, reach the levels expected for your age in writing. They will do this by making all lessons as good as the best ones. We have also asked adults in the school to continue to work with others to reduce the number of times some of you are excluded from school.

You should be very proud of the part you have played in helping to improve your school. We wish you all the very best for the future.

Yours sincerely

Ian Hancock

Her Majesty's Inspector (on behalf of the inspection team)

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