

Heathfield Primary School

Inspection report

Unique Reference Number	105172
Local Authority	Bolton
Inspection number	355718
Inspection dates	16–17 March 2011
Reporting inspector	Adrian Guy HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	203
Appropriate authority	The governing body
Chair	Mrs Vicky Roberts
Headteacher	Mrs Dianne Spencer
Date of previous school inspection	11 March 2008
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors observed 17 lessons and nine teachers. They saw teaching in each of the seven classes in the school. This included joint observations with the headteacher. They held meetings with school staff, members of the governing body, the local authority representative and groups of pupils. They observed the school's work and scrutinised a number of documents such as those relating to safeguarding pupils; the teachers' assessments of pupils' attainment and their progress; the school improvement plan and documents identified by the school to justify its self-evaluation. Inspectors also took into consideration the 93 questionnaires returned by parents and also those returned by pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether, given their starting points, all pupils are supported and challenged sufficiently in their learning so that they are able to make consistently good progress and attain the highest standards of which they are capable.
- Whether the school's provision ensures equality of opportunity and enables pupils, especially those who the school has identified as vulnerable, to make good progress.
- Whether, through self-evaluation, leaders, managers and governors have an accurate grasp of the school's strengths and weaknesses and can demonstrate a capacity for sustained improvement.
- Whether provision in the Early Years Foundation Stage meets the needs of all children and enables them to make good progress.

Information about the school

Heathfield Primary School is slightly smaller than average. The proportion of pupils known to be eligible for free school meals is just over half the national average. The proportion of pupils from a minority ethnic background is much higher than average, as is the proportion of pupils who speak English as an additional language. The percentage of pupils with a statement of special educational needs is lower than the national average as is the proportion of pupils with special educational needs and/or disabilities.

Since the last inspection there have been significant changes in staff. The school has appointed a new headteacher, a new deputy headteacher and four newly qualified teachers, one of whom is covering for a teacher on maternity leave. The school has a number of awards including Active School Award, International School Award and Basic Skills Quality Mark. It also runs a before- and after-school club.

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

Heathfield provides a satisfactory quality of education. Some aspects of the school's work are good, including pupils' personal development and well-being, and the care, guidance and support for pupils. Parents and carers have a positive view of the school and one typical comment stated: 'My son enjoys going to school and is full of enthusiasm when he comes home.'

Although some pupils make good progress, for example, children in the Early Years Foundation Stage and pupils in Year 6, the majority, including those who are less able or have special educational needs and/or disabilities make satisfactory progress. The provision in the Early Years Foundation Stage gives children a positive start in their schooling and helps them progress well from starting points just below those typical for their age. Consequently, by the time they leave Reception their outcomes are broadly average. In 2010, 80% of the pupils leaving the school in Year 6 gained the expected level for their age in both English and mathematics. Validated data show that standards at the end of Key Stage 2 remain broadly average, though there is a general trend of improvement.

The school takes good care of pupils and enables them to progress well in aspects of their personal development. Successful partnerships with a range of outside agencies promote pupils' health and well-being and result in pupils knowing what they need to do to be healthy. Pupils contribute well to their local community through charitable activities and take advantage of opportunities to get involved in the life of the school beyond the classroom. Pupils say they feel safe and they behave well in school. They are polite, considerate and get on together very well indeed. Where there are incidents of unacceptable behaviour, pupils are very confident that these are dealt with effectively by staff. The school works successfully with parents, carers and the local authority to promote pupils' attendance. As a result, there is an improving trend in pupils' attendance which is now above average.

Overall, the quality of teaching is satisfactory. There are examples of good practice where teachers use information and communication technology (ICT) to provide well-focused activities that are exciting and motivating. However, in less successful lessons, teachers do not use assessment information effectively to ensure the work pupils are asked to do is sufficiently matched to their needs.

Senior leaders have worked hard to bring about improvements in attainment since the last inspection and appropriate school development plans are in place. Systems for tracking pupils' progress against national expectations show improvements in the attainment of classes, although there is an uneven picture across the school. However, these systems are not sufficiently developed to monitor the progress of groups, particularly the more able and those the school has identified as vulnerable. Consequently, the school does not

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have a clear picture of the impact of its actions. Although self-evaluation is satisfactory overall, leaders and managers at all levels do not focus sufficiently on evaluating the effectiveness of the school's work and identifying weaknesses to be addressed. For example, senior leaders do not have a clear view of the overall effectiveness and coverage of the curriculum, and subject leaders' evaluations are not clear about the effectiveness of plans to improve.

The school has a number of new governors including a new and enthusiastic Chair of the Governing Body. They are supportive and are keen to develop their roles to ensure there is appropriate scrutiny and challenge of the school's work. However, their understanding of the strengths and weaknesses of the school are not fully developed or informed by systematic scrutiny of the school. For example, together with school leaders, they are aware that systems to take account of the views of pupils and parents are not regularly used to inform decision making. Arrangements for safeguarding and partnerships with other agencies are good. Evidence of improving attainment and attendance underpin a satisfactory capacity to raise standards further.

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.

What does the school need to do to improve further?

- Improve the quality of pupils' learning and progress by:
 - – increasing the proportion of good teaching, ensuring that all teachers make effective use of assessment information so that pupils' work is carefully matched to their needs
 - – monitoring pupils' progress, especially the progress of identified groups, to ensure that the proportion of pupils making good progress increases.
- Ensure rigorous and secure school self-evaluation by:
 - – developing the skills of leaders at all levels to accurately appraise the impact and effectiveness of the work of the school
 - – regularly taking into account the views of parents and pupils
 - – making sure governors develop the skills and systems to scrutinise and challenge the school's performance in all areas.

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

Pupils are well motivated and have good attitudes to learning. They respond positively when they are engaged and well taught. These qualities, together with their good behaviour and their cooperative abilities, contribute well to their learning.

When they first enter the school, children's skills and knowledge are just below those typical for their age and they progress well. However, this rate is not consistently maintained as they move through the school. A minority of pupils do continue to make good progress but most, particularly those with special educational needs and/or disabilities, make satisfactory progress as shown by the school's own information and inspectors' observations in lessons. The school has had particular success in engaging

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pupils in writing through innovative use of blogging. Here, results have improved but attainment in other areas, for example in mathematics, has remained broadly average.

Pupils participate enthusiastically in school and community life. They take their fund-raising roles seriously and members of the school council have strong views about what they want to improve. In learning about healthy living they know about the dangers of alcohol and drugs. The way pupils cooperate and relate to each other both in and out of lessons is a strength of the school. The basic skills that will help pupils in the future are developed satisfactorily and are supported by their positive attitudes, behaviour and above average attendance. Pupils achieve well in their personal and social development. Their moral and social development is evident in the concern they show for others and their involvement in charitable activities. However, their spirituality and understanding of cultures and diversity beyond their school community is less systematically developed.

These are the grades for pupils' outcomes

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

¹ 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?

Although the proportion of good teaching has increased since the last inspection, the quality of teaching and learning remains satisfactory overall. In the more effective lessons good relationships between teachers and pupils result in a purposeful atmosphere where pupils are engaged and progress well. Where teaching is less effective pupils make less progress. This is often as a result of too much 'teacher talk' or time spent on answering questions which do not provide enough challenge or give pupils enough opportunity to

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explain and extend their thinking. The use of assessment information to support learning varies across the school. Where it is effective, pupils are given work which has been carefully matched to their abilities and they receive helpful feedback and opportunities to improve further. However, where it is weaker, work is not always matched accurately to pupils' needs and marking does not clearly indicate where pupils have succeeded and how they can do even better. As a result, its overall impact on pupils' progress is satisfactory.

The curriculum satisfactorily meets all national requirements. It is adequately planned to ensure that all aspects are covered through thematic topics such as 'the Tudors' and 'dinosaurs' as well as via distinct subjects. ICT is used effectively as a tool for learning. For example, in a Year 6 lesson, pupils refined the language used in their blogging activities to help them understand how it could be used in more formal writing. Pupils enjoy learning Spanish and using ICT but their enthusiasm, learning and progress in other subjects such as religious education and music is more limited. A suitable range of extra-curricular activities is enhanced by a well-organised before- and after-school club.

The school takes good care of pupils and supports them well especially those who are potentially vulnerable. It is active in securing help from outside agencies to meet their needs. The school has had particular success in improving pupils' attendance and is developing ways to support the increasing number of pupils who join the school during Key Stage 2. Pupils are confident that the adults care about them and will help them if they have any worries.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher and senior leaders show a strong commitment to improving pupils' well-being and achievement and provide satisfactory leadership. The school runs smoothly on a day-to-day basis and a safe and caring learning atmosphere, in line with the school's ethos, has been created. Safeguarding arrangements are good, particularly with regard to child protection. Site security, risk assessments and health and safety procedures are all appropriate and staff are well trained and vigilant.

Self-evaluation of the school's effectiveness is not sufficiently robust to enable leaders at all levels to have a fully developed grasp of the school's strengths and weaknesses. For example, although the school has a system for monitoring the overall progress of classes, leaders do not have a secure grasp of the proportion of pupils making good progress or the progress of specific groups. Recent appointments to the governing body are aware of the need to hold the school to account for improving pupils' learning and progress, and

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evaluating the school's effectiveness. The school has satisfactory policies and procedures in relation to equality and discrimination.

Parents and carers are kept informed about what their children are learning in school, although they receive less detailed information about the extent of their children's progress. Leaders and managers work successfully in partnership with a range of agencies to support pupils, develop links with other schools, offer extra-curricular clubs and tuition, and ensure effective transition.

The school is a harmonious and cohesive community and its inclusive ethos means that pupils are treated equally and respect each other. Although they have a good understanding of the immediate community, opportunities for deepening pupils' understanding of wider diversity to enable them to challenge stereotypes are less systematically developed.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children in the Early Years Foundation Stage are helped to settle well into school and they make good progress as a result of effective provision so that, by the time they leave the Reception Year, their levels of achievement are broadly average. A variety of activities are provided both indoors and outside to promote children's learning. The access to outdoor play has improved since the last inspection. These, together with good teaching enable children to develop skills and understanding in all areas of the curriculum, although there are fewer opportunities for recording their mathematical development than other areas of the curriculum. Assessment information is used effectively to plan the next steps in children's learning; however, opportunities to share this information with parents and carers are not fully developed. The Early Years Foundation Stage is well led. The leader

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has introduced transition arrangements which have had a positive impact in helping children to settle in quickly and has established effective links with parents.

These are the grades for the Early Years Foundation Stage

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

Views of parents and carers

The proportion of questionnaires received from parents and carers was higher than average. Inspectors also spoke to some parents and carers and considered their responses along with those expressed in the questionnaires. The very large majority of parents and carers are supportive of the school. They agree that their children enjoy school, are kept safe and are encouraged to stay healthy. A very small minority disagree that the school deals effectively with unacceptable behaviour and there were a very small number of concerns raised about bullying. Inspectors examined these concerns carefully. They found that pupils are well supervised, both in lessons and at break times; any incidents of misbehaviour are dealt with quickly and appropriately, and adults encourage pupils to develop good relationships with others.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Heathfield 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 93 completed questionnaires by the end of the on-site inspection. In total, there are 203 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	54	58	35	38	2	2	2	2
The school keeps my child safe	46	49	40	43	4	4	2	2
My school informs me about my child's progress	30	32	55	59	6	6	2	2
My child is making enough progress at this school	30	32	60	65	3	3	0	0
The teaching is good at this school	42	45	48	52	2	2	0	0
The school helps me to support my child's learning	34	37	53	57	5	5	0	0
The school helps my child to have a healthy lifestyle	34	37	53	57	6	6	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)	22	24	59	63	2	2	2	2
The school meets my child's particular needs	26	28	59	63	5	5	2	2
The school deals effectively with unacceptable behaviour	27	29	48	52	5	5	8	9
The school takes account of my suggestions and concerns	22	24	60	65	2	2	4	4
The school is led and managed effectively	31	33	55	59	0	0	4	4
Overall, I am happy with my child's experience at this school	46	49	40	43	2	2	3	3

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



18 March 2011

Dear Pupils

Inspection of Heathfield Primary School, Bolton, BL3 3TP

Thank you for welcoming the inspection team to your school recently. You may remember us coming to check how well you are all learning. We learned a lot from watching your lessons, talking to you about your work and life at school and looking at your work.

Your school provides you with a satisfactory education. The adults take good care of you. Your well-being is really important to them. They help you to grow up sensibly and they give you lots of interesting activities, particularly to help you develop personally and socially. We were pleased to see that you behave and get along together very well indeed.

We could see that many things are improving at your school. For instance, more of you have come to school more regularly than you did last year. Congratulations, too, on your success with blogging and the improvements in your writing.

These are the things we have agreed with your headteacher and the governors that school should improve next:

- make sure you all make good progress
- make sure that teachers, your headteacher and the governors check carefully that your school improves in the way they want it to.

I know that you already have some good ideas about how to improve your school. Remember, you can all play your part by continuing to work hard and attending school regularly. All the inspectors wish you the very best for the future.

Yours sincerely

Adrian Guy

Her Majesty's Inspector

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