

# Heathlands Primary School

Andrews Close, Springwater Road, Bournemouth, BH11 8HB

**Inspection dates** 7–8 November 2012

<b>Overall effectiveness</b>	Previous inspection:	<b>Satisfactory</b>	<b>3</b>
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Teaching is not yet consistently good across the school to ensure that all pupils make good progress. There are inconsistencies in the quality of teaching between classes.
- Inconsistencies in the level of challenge, work matched to pupils' abilities and marking prevent pupils' achievement from being stronger.
- Low-achieving readers in Key Stage 1 do not naturally or spontaneously apply the skills and knowledge they have learnt about linking sounds and letters (phonics) to their reading and writing.

### The school has the following strengths

- It is an improving school. Greater staffing stability has enabled the development of skilled, rigorous and knowledgeable leaders and managers, including governors, who have brought improvement to many areas of the school's life, including the quality of teaching. They have a very clear and consistent focus on making the school better and are good at checking the effect on pupils' progress of any changes introduced. They equally recognise there is still work to be done.
- Behaviour is good as a consequence of robust and effective actions taken by leaders and other staff. Pupils feel safe in school.
- Effective in-school support enables the personal, social and emotional needs of the pupils to be met extremely well. Alongside this, a wide range of partnerships has been developed which further support the academic and personal needs of pupils.

## Information about this inspection

- Inspectors observed nine lessons and visited three learning sessions in the Early Years Foundation Stage.
- They heard low-achieving pupils read in Years 1 and 2.
- The team took account of the opinions of 17 parents who posted their views on the Parent View website. Responses to the most recent school parent questionnaire were examined.
- Discussions took place with school staff, governors, parents and carers, pupils and a representative of the local authority.
- Inspectors observed the school's work and looked at data relating to pupils' attainment and progress. The school's development plan, curriculum plans, governing body documentation and school policies and procedures, particularly those relating to health and safety and safeguarding of pupils, were scrutinised.

## Inspection team

Michael Pye, Lead inspector

Additional Inspector

Janet Simms

Additional Inspector

# Full report

## Information about this school

- The school is of average size.
- The majority of pupils come from a White British background. The next largest minority ethnic group is of pupils from any other White background.
- The number of pupils supported by pupil premium funding and known to be entitled to free school meals is well above average.
- The proportion of disabled pupils and those with special educational needs supported at school action is above average. For those at school action plus or with a statement of special educational needs the numbers are well above average.
- The school meets the government's current floor standards. These set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school has had a period of high staff turnover. This has now been stabilised.
- The school does not use any alternative provision.

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

- Raise pupils' attainment and accelerate their progress through removing the inconsistencies in teaching, by ensuring that all teachers:
  - use assessment data to plan appropriately challenging work for all pupils
  - plan a range of activities which meet the different learning needs of pupils
  - make clear in marking, particularly in mathematics, the level of pupils' work and how they can improve
  - ensure that there is a good pace to all lessons.
- Strengthen Key Stage 1 pupils' understanding, particularly lower achieving pupils, of how to apply their knowledge of linking sounds and letters (phonics) to their reading and writing.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Achievement requires improvement because some pupil groups have not, over time, achieved as well as other groups; for example, boys and non-free-school-meal pupils in mathematics. Some more able pupils did not do as well as expected. The school is addressing this and good, focused, accelerating progress programmes have been introduced. Tracking data indicate that these programmes are successful and that gaps are closing.
- Children enter the Early Years Foundation Stage with skills and knowledge at below expected levels; aspects of literacy have traditionally been well below. Recent years have seen a trend of improvement. As a result, the children make good progress and leave Reception with skills and knowledge at slightly above expected levels.
- Pupils get good, regular opportunities to read. The phonics screening for younger pupils showed pupils to be in line with national levels. Reading attainment levels remained below average in 2012 at the end of Year 2. The current Year 2 are the first year to have benefited from very good phonics teaching in earlier years. Low-ability readers know how to separate letter sounds and the need to blend them together to make the word, but they often have to be encouraged to apply these skills when reading and writing.
- In 2012, by the end of Year 6, attainment was below average overall but a school focus on mathematics was successful as attainment rose to broadly average.
- Improvement to the quality of teaching has had a positive impact on pupils' achievement. In 2012 the school recorded their best ever assessments at the end of Year 2 in respect of the numbers of pupils meeting the average expected level. In Year 6, pupils known to be entitled to free school meals, over half the school, made good progress. Data such as these, together with the swiftly improving progress visible in pupils' books across the school, indicate that the school is on an upward trajectory of improvement.
- School action pupils, by the end of Year 6 in 2012, made better progress than nationally expected. School action plus pupils did better than expected in English but not as well in mathematics. In lessons observed there is no difference between the progress of these pupils and those few from minority ethnic groups and their peers; the consequence of some good small-group and individual support by learning support assistants.

### The quality of teaching

### requires improvement

- The inconsistencies in teaching and learning result in the slowing of some pupils' progress and give a clear indication as to why teaching is not good. However, monitoring records, lesson observations, pupils' books and data analysis show that the quality of teaching is improving pupils' progress.
- In particular, not all teachers use test and assessment data to plan appropriately challenging work for pupils of different abilities. A few teachers spend too much time talking and the pace of lessons drops.
- Inconsistencies exist, in particular in mathematics, regarding informing pupils of their level and how to improve their work. There is however some good marking practice that should act as the benchmark for all teachers to aspire to.
- Not all teachers are adept at presenting a good mix of learning activities that meet pupils' different learning needs. Where teaching is good pupils are well motivated and make good progress, for example in an English lesson based on them using descriptive writing to illustrate a boat voyage. They discussed ideas in pairs, worked in groups and showed awe at seeing a video about a ship in high seas – a good contribution to the spiritual development of pupils.
- Reception children benefit well from challenging tasks and respond well to the use of phonic resources such as flashcards and magnetic boards.

- Teachers' subject knowledge is secure. Good, focused questioning takes place, as seen in an English lesson for older pupils based around letter writing. The teacher consistently asked the pupils to further explore their learning and challenged them to use a richer vocabulary.
- Positive relationships reflect teachers' consistent approach to pupil management. In the Turn-round group, levels of encouragement and respect are high and this leads to a positive learning environment where pupils are able to concentrate on their work.

### **The behaviour and safety of pupils are good**

- Leaders have driven very positive improvements in pupils' behaviour. A good range of strategies has been introduced, and includes close monitoring and record keeping of events relating to behaviour. The school has an extremely wide range of programmes and activities in place to support those pupils who find school life difficult.
- Teachers consistently apply the behaviour policy and pupils know the expectations. They have good attitudes to learning, and any incidence of low-level, off-task behaviour, such as restlessness, is linked to the quality of teaching.
- Pupils say they feel safe and enjoy school. This is shown by the improving attendance rate – now solidly average – and low lateness levels. Parents and carers who completed the school or Parent View surveys are positive that children are safe. Pupils know about what is meant by bullying and say that any issues are well addressed by the school.
- A very positive development is the well embedded Rights and Responsibility ethos and approach of the school. Pupils, inside and out of school are increasingly using the language of respect. They show respect in lessons, listening carefully to adults and other pupils. In addition, they have a good understanding of what is a risk to themselves or to others.
- Pupils like school and enjoy the opportunity to exercise responsibility, such as being head boy or girl and school councillors. This makes a good contribution to pupils' moral and social development.

### **The leadership and management are good**

- A stable staff has given the headteacher and other leaders a good opportunity to develop the quality of teaching and of leaders. This has been successful, with an increasing proportion of teaching now good. There is a very well-shared commitment to improvement.
- A strength is how leadership responsibilities have been shared and skills developed. Leaders have a very secure awareness of the need to judge actions on whether they improve pupils' progress. Leaders talk of 'impact' and have pupils' progress data and analysis to back up their views.
- The effective and closely focused nurture group has developed from leaders' detailed analysis of pupils' personal barriers to learning. The social, personal and behavioural needs of pupils, particularly those with specific difficulties, are supported by an exceptional range of support strategies. Consequently pupils attend school and enjoy learning. Close monitoring by a senior leader is consistently linked to pupils' progress, and shows the positive effect of pupil premium expenditure.
- The highly effective Turnaround group, developed from a pilot conducted by the headteacher, results in a calm atmosphere around the school. Another benefit is in the involvement in school life of pupils who once would have been excluded. This contributes effectively to equality of opportunity. Discrimination, in any form, is not tolerated at the school.
- Improvements to behaviour, the quality of teaching and attainment and progress measures, including in the Early Years Foundation Stage, bear witness to the quality of leadership which demonstrates a good capacity to sustain improvement.
- The headteacher has shared out responsibility for checking pupils' progress information. The

school has a good range of information which allows it to track pupils' progress and raise teacher accountability. This is used to guide effective pupil progress meetings and develop and accurately focus the numerous accelerated learning programmes.

- All leaders have a role in checking how well the school is doing, including the quality of teaching, and contribute to accurate self-evaluation and development planning. Rigorous performance management and professional development arrangements for staff are closely linked to the school, pupil and personal needs. While some aspects of teaching are still inconsistent, the improving attainment and progress levels demonstrate that coaching and detailed feedback to teachers about learning in their lessons are increasing the proportion of good teaching across the school.
  - An international curriculum for primary schools has been introduced and reinforces well the pupils' literacy and other communication skills. The school is aware of the need to closely track subjects like geography to ensure that subject skills are increasingly challenging for older pupils.
  - Exceptionally good partnerships exist. Business partnerships have aided literacy as well as information and communication technology resources. Links with other schools and an academy benefit pupils, including those pupils in challenging circumstances, well. For example the gifted and talented visit a local independent secondary school for additional activities that include science and modern foreign languages. Local authority support in the past has been effective in improving the quality of teaching and is now light touch. Links with parents and carers are well developed through workshops and family learning opportunities. Such links undoubtedly help to remove the often serious barriers to learning that some pupils face.
  - **The governance of the school:**
    - Governors monitor the school well. Detailed reports from, and meetings with, the headteacher and senior and other leaders help them build an accurate view of the school's strengths and areas for improvement. Similarly they visit the school, talking to pupils and adults. Governors use their knowledge to effectively challenge the school over a variety of issues, including teaching. Governors talk accurately about where the best teaching is found in the school and the levels of pupils' achievement. This includes reference to the pupil premium and how those pupils, such as those entitled to free school meals, progress. Performance management is well established and closely linked to teachers' success in the classroom: governors ensure that there is no rewarding of teachers who are not meeting their pupil progress targets. Governors attend appropriate training courses to update their knowledge and skills. Statutory responsibilities are met, especially regarding safeguarding and child protection issues.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	130945
<b>Local authority</b>	Bournemouth
<b>Inspection number</b>	408395

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

<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>	223
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Cheeseman
<b>Headteacher</b>	Sarah Dunn
<b>Date of previous school inspection</b>	8–9 December 2010
<b>Telephone number</b>	01202 574452
<b>Fax number</b>	01202 591839
<b>Email address</b>	heathlands@bournemouth.gov.uk

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