

Heathlands Primary School

Ransom Road, Rainworth, Mansfield, NG21 0DJ

Inspection dates 29–30 January 2014

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

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well, whatever their ability, especially in reading and writing.
- Children in Nursery and Reception get off to a good start because they are well taught.
- Teaching is good. Teachers make learning fun, hold pupils' interest, and enable them to do well.
- Teaching assistants provide just the right level of help because they are well directed.
- Extra funding is spent skilfully to support eligible pupils. Consequently, these pupils are catching up quickly with their classmates.
- Pupils behave well, enjoy lessons and attend regularly.
- Pupils feel very safe in school. Most parents and carers who offered a view agree, and recommend the school to other parents. All confirm that their child is happy at the school.
- The school has improved in all aspects since its previous inspection, and is continuing to improve, because governors and senior leaders keep a very thorough check on teaching and learning and have taken stringent action to tackle weaknesses.
- All staff with responsibilities are effective leaders and managers.

It is not yet an outstanding school because

- Although improving, standards in English grammar and mathematics lag a bit behind reading and writing.
- Teachers do not routinely teach the correct terms to help pupils understand English grammar.
- Marking in mathematics is not as helpful as it is in English, and pupils do not get as much practise in using their skills in other subjects or in 'real life' situations.
- In Nursery and Reception, teachers do not design the outdoor activities as well as they do those indoors.

Information about this inspection

- The inspectors observed 17 lessons, some jointly with the headteacher.
- The inspectors made a thorough scrutiny of the work in pupils' books to obtain a view of current achievement and progress since the previous inspection and currently. They spoke to pupils about their work, what they think about behaviour and what to do if they felt they are bullied.
- The inspectors listened to pupils read and checked the school's records of reading progress.
- The inspectors took account of the 30 responses from parents to the on-line questionnaire (Parent View), the views of parents expressed in a telephone call to the inspection provider and the views in correspondence received from parents. The inspectors also considered the views of parents they spoke to at the start and end of the school day and in a formal interview.
- The inspectors considered the views expressed in 22 responses to the staff questionnaire.
- Discussions were held with governors, including the Chair, a representative from the local authority, the local national leader of education (NLE) headteacher from the Teaching School Alliance, and the school's senior leaders and teachers with responsibility for subjects.
- The inspectors looked at a number of documents, including the school's self-evaluation, the improvement plan, records of the school's checks on the quality of teaching and the school's tracking of pupils' progress. They also scrutinised the safeguarding documents and the school's records of behaviour and bullying incidents.

Inspection team

Ruth McFarlane, Lead inspector

Additional Inspector

Cathryn Richards

Additional Inspector

Full report

Information about this school

- The school is slightly smaller than average, for a primary.
- There are fewer disabled pupils and those who have special educational needs than average, including those supported on school action, and those supported by school action plus or with a statement of special educational needs.
- The proportion of pupils supported through the pupil premium is smaller than average. The pupil premium is extra funding given to the school for pupils who are known to be eligible for free school meals, who are looked after by the local authority or are children with a parent in the armed services.
- The school is a member of the Candleby Lane Teaching Alliance, which exists to provide training and support for teachers. The school is also a member of the Joseph Whittaker family of schools.
- The headteacher provides training for other school leaders in the local area. The school itself is also receiving leadership support from a headteacher who is an NLE from the Teaching School Alliance.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Before- and after-school care is operated on the site, run by other providers, and not a part of this inspection.

What does the school need to do to improve further?

- Raise achievement and the quality of teaching further by:
 - improving the quality of marking in mathematics so that it is as helpful as in English
 - helping pupils to use and improve their mathematical skills in everyday situations and a wider range of subjects
 - in Nursery and Reception, making sure activities in the outside area help to reinforce the work teachers lead in the classroom.
- Ensure that pupils throughout the school develop greater familiarity and understanding of English grammar.

Inspection judgements

The achievement of pupils is good

- Pupils make much faster progress than they did at the time of the previous inspection. All benefit from improved teaching and achieve well, including the most able. Pupils are confident, well-motivated learners and their enthusiastic involvement in all their learning has helped to raise standards.
- Attainment in Year 6 rose dramatically in 2013 to average overall. Though the pupils entered Key Stage 2 with higher standards than the previous year, they made better progress because action was taken quickly that has successfully eliminated teaching weaknesses. The acceleration in progress has continued in the work of current pupils, confirming pupils' overall good achievement. There is no evidence now of the weaker performance of girls noted in the 2013 data, and work has started on ensuring progress in English grammar, which lagged behind, accelerates.
- When children first join the Nursery or Reception classes, they arrive with skills that are below those typical of their age. The majority reach a good level of development by the time they enter Year 1. They continue to learn rapidly in Key Stage 1 and progress is good throughout the school.
- Most of the disabled pupils and those who had special educational needs in the 2013 Year 6 made better progress than their classmates. Throughout the school, pupils with special needs benefit from prompt diagnosis of their difficulties and careful attention to their requirements in class.
- Pupils for whom the school receives the pupil premium are helped to learn through carefully devised individual and small group work, including for those who are more able. The impact is significant. They make as good and sometimes better progress as their classmates – for example, these Year 6 pupils did particularly well in writing in 2013. From their attainment being about two years behind their classmates in 2012, the gap narrowed to only a term behind in 2013, in reading, writing and mathematics. Progress continues to be good in current work.
- In class pupils read eagerly, thirsty to learn new things. Older pupils read widely and speak very enthusiastically about their favourite books and authors. Writing shows the benefit of the whole school focus it has enjoyed. However, understanding of English grammar is not as well developed. Consequently, fewer pupils than in the other subjects met the expected standard in the new spelling, grammar and punctuation test last year.
- The 2013 results show that progress in mathematics was better than in 2012, but progress was not as good as in reading and writing. One reason for this is that numeracy skills are not so often revisited and practised in other contexts in order to accelerate progress and mathematical understanding.
- Pupils receive a well-thought-out programme of physical education lessons. The additional funding for sports has been well spent on specialist tuition alongside the school's usual staff to enable the legacy to continue once the funding has ceased. This provision makes a good contribution to their physical wellbeing.

The quality of teaching is good

- Teaching is often exciting and meaningful. Throughout the day, a myriad of small groups of pupils are buzzing with interest and enthusiastic learning, in the classroom and corridors, because teachers make learning fun and teaching assistants are very well directed.
- Teachers modify the work according to pupils' interests and different abilities. As a result, there is a good level of challenge for the most able, who often work to an individualised programme, and they make good progress.
- Relationships are warm and helpful. Pupils know that any misunderstanding will be dealt with quickly. Disabled pupils and those who have special educational needs are fully included in all that is offered. This helps them achieve well.
- In the Nursery and Reception classes, adults provide absorbing activities that promote children's confidence as learners. Children are encouraged to share and cooperate with their classmates. The good teaching sessions in the classroom, however, are not exploited to the full outside. For instance, during the inspection, the teachers' work, on phonics (the sounds letters make) was reinforced by the good activities that children could choose inside. Activities outside had no link so where a child chose to spend their time outside they missed out on the reinforcement.
- Literacy skills are developed well through practise in other topics. Though mathematics skills are not as well practised, pupils do enjoy the mathematics they do as part of a regular book club session. This is organised by Years 3 and 4 pupils, who run a 'bank' for others to save up for books they have chosen. The 'managers' keep careful accounts.
- Teachers provide pupils with well-chosen individual targets for reading, writing and mathematics. These are used very well and enable pupils to know just what they need to do to improve. In English, teachers' written marking is detailed, with helpful guidance. The marking in mathematics is not as helpful.
- Phonics teaching is regular and methodical, and good links are made between reading and writing. There is no sign of the below-average performance noted in the phonics check in 2013. However, teachers do not explicitly teach pupils to use the right terms and to understand parts of speech or grammatical constructions. This is why pupils did not do well in related tests last year.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Break-times are lively and enjoyable, and lunchtime is a civilised occasion. Pupils of all ages respond quickly to instructions from staff and are keen to live up to high expectations of behaviour.
- In responses to the online questionnaire, parents all agreed that their child is happy in school. However, a small minority of the parents who expressed a view before the inspection felt that the school does not make sure its pupils are well behaved and that it does not deal well with bullying. A very thorough investigation checking records, observing pupils' behaviour and discussing views with more parents, pupils and staff, showed that good behaviour is the norm. Inspectors judge that any rare instances of challenging behaviour are quickly dealt with and well managed.

- The school's work to keep pupils safe and secure is good. Most pupils have a good understanding of how to stay safe in a variety of situations. Pupils use the word 'STOP' to remind them that bullying is actions by others that happen 'Several times on purpose' and that if this occurs they should 'Start telling other people'. They are confident that any incidents are dealt with swiftly.
- Pupils' good behaviour and positive attitudes have been instrumental in securing their improved learning. Pupils of all ages usually work hard, concentrate fully and endeavour to do their best.
- Pupils treat all staff and each other with respect. Older pupils enjoy looking after the younger ones. As a consequence of pupils' enjoyment and sense of being safe, attendance levels have recently risen to above average.

The leadership and management are good

- The determined commitment from leaders and staff has helped the school to recover from a period of slower progress and has secured a rapid and sustained improvement in teaching and good achievement for pupils.
- The staff work as a cohesive and effective team who know that only better teaching leads to pupils' better achievement. Stringent action and training has successfully eliminated weak teaching and learning.
- A wealth of information is gathered about the progress of each pupil and the quality of teaching and learning. This information is used systematically to hold teachers to account. Very strong links are made between the appraisal of teachers and their progression on the pay scale.
- Staff analyse their own effectiveness frankly, and they work with leaders to improve. Subject leaders are highly effective. They act promptly to support pupils, using first class data from accurate, regular assessments.
- The school works effectively with its family of schools and an NLE headteacher to enable staff to share good practice and observe each other at work.
- Accurate priorities are set and progress frequently measured, to secure even more improvement. The local authority has provided astute support to guide the school leaders in a 'getting to good' programme. The headteacher is so effective in achieving improvements that she is regularly asked to share her expertise with other school leaders in the local area.
- Pupils enjoy school and learn well because they are given a range of interesting activities through flexible arrangements of small group work. This works well academically, but also in promoting strong spiritual, moral, social and cultural development. Spending of the sports funding is wise. Thorough checks are made on the impact to ensure good value for money.
- **The governance of the school:**
 - Governors provide effective support and challenge for the school. They receive regular reviews of the quality of teaching and have established comprehensive systems to find out about the school's work for themselves.
 - Governors have a detailed knowledge of the data produced about pupils' progress and what this says about the school's performance. They use this information skilfully to set challenging

targets for the headteacher. Governors ensure that teachers' appraisals are thorough and that teachers are rewarded appropriately for their performance. They have supported the headteacher well in stringent action taken in cases where teaching has failed to improve.

- Governors' excellent checks on the use and impact of the pupil premium funding have enabled those pupils to raise their attainment.
- Governors ensure that arrangements to keep pupils safe meet current requirements.

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

Unique reference number	133268
Local authority	Nottinghamshire
Inspection number	431613

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	203
Appropriate authority	The governing body
Chair	Sally Borrill
Headteacher	Caron Wagstaff
Date of previous school inspection	27 September 2012
Telephone number	01623 401402
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