

Heaton Primary School

Haworth Road, Bradford, West Yorkshire, BD9 6LL

Inspection dates

12–13 March 2014

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

Summary of key findings for parents and pupils

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

- In recent years, pupils' attainment in English and mathematics has varied too much and has not risen at a fast enough pace.
- Some of the most able pupils do not achieve as well as they should.
- In Key Stage 2, the proportion of pupils making good progress from their individual starting points is not consistently high enough in English and mathematics.
- The quality of teaching in Key Stage 2 varies too much. Some requires improvement and not enough is outstanding. Teaching does not always use information about pupils' progress and abilities to plan activities that are challenging enough, especially for the most able.
- Teaching in Key Stage 2 does not always give pupils enough opportunities to write at length or to apply their mathematical skills to solving problems. Sometimes reading texts are too easy for pupils' ages and abilities.
- The quality of marking and feedback to pupils is too variable.
- Senior leaders have not secured sufficient improvement in pupils' achievement in recent years. The quality of planning is not yet sharp enough and targets for pupils' making good progress are not yet high enough.
- Middle leaders are not yet fully effective in driving up the quality of teaching and raising achievement.

The school has the following strengths

- Senior leaders now have a sharp focus on improving the quality of teaching which is increasing the rate of pupils' progress. Children and pupils achieve well in the Early Years Foundation Stage and Key Stage 1.
- Pupils are proud of their school, feel safe and behave very well.
- Attendance is improving securely.
- The governing body has stepped up its effectiveness and now holds the school to account with increasing rigour.

Information about this inspection

- Inspectors observed 24 lessons taught by 24 teachers. Two observations were undertaken jointly with members of the school's senior leadership team. In addition, inspectors made a number of short visits to lessons to look at pupils' work. They also observed the teaching of phonics (letters and the sounds that they make) and attended an assembly. One inspector listened to a group of Year 2 pupils read. Inspectors also observed the work of the children's centre and the Acorn Centre.
- Inspectors observed the daily life of the school and looked at a range of documentation, including: the school's view of its own performance; safeguarding and child protection arrangements; behaviour and attendance; and the quality of teaching. Pupils' work in books and files was also examined.
- Inspectors held a series of formal and informal discussions with pupils to discuss their experience of school, and particularly their learning, behaviour and safety. Discussions were also held with senior and middle leaders.
- A meeting was held with the acting Chair of the Governing Body and two other governors. Inspectors also met with two representatives from the local authority.
- Inspectors took account of 35 responses to the on-line questionnaire (Parent View) and a summary of responses to a recent questionnaire sent by the school to parents. One inspector spoke to some parents at the end of the first inspection day as they collected their children from school. Inspectors also took account of 54 questionnaires completed by staff.

Inspection team

Stephen Wall, Lead inspector	Additional Inspector
Anthony Kingston	Additional Inspector
Patrick Hargreaves	Additional Inspector
Karen Bramwell	Additional Inspector

Full report

Information about this school

- Heaton Primary School is much larger than most primary schools nationally.
- The proportion of pupils supported by the pupil premium is well above average. The pupil premium provides additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children looked after by the local authority.
- Over 90% of pupils are from ethnic minorities, chiefly Pakistani.
- The proportion of pupils who speak English as an additional language is well-above average.
- The proportion of pupils supported through school action is well-above average, while the proportion supported at school action plus or with a statement of special educational needs is above average.
- The school does not meet the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- The school has been led by an acting headteacher since June 2013.
- The vice-chair of the governing body became acting Chair in January 2013.
- The school manages a resourced behaviour unit, the Acorn Centre, for a maximum of 10 pupils from other schools, on behalf of the local authority.
- The school also manages an on-site children's centre. This was not included as part of the inspection but a report of its quality can be found on the website www.ofsted.gov.uk.

What does the school need to do to improve further?

- Improve further the quality and consistency of teaching in Key Stage 2 so that it is all at least good with more that is outstanding, to enable more pupils to make better than expected progress in English and mathematics, by ensuring that:
 - all teaching uses information about pupils' progress and abilities to set tasks that are challenging enough, especially for the most able
 - all marking is of a consistently high standard in showing pupils how to improve their work and learning
 - pupils have more opportunities to write at length
 - pupils more frequently apply their mathematical skills to solving problems
 - books and reading materials are always appropriate to pupils' levels of reading and develop their reading comprehension skills.
- Improve the impact of leaders and managers on driving improvement at a faster pace by:
 - improving the quality of forward planning to provide a sharper focus on what needs to be done and how the impact of actions will be measured
 - making sure that middle managers are fully effective in checking on the quality of teaching and raising achievement
 - setting higher targets for pupils' progress and holding staff rigorously to account for making sure that they are achieved.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement in Key Stage 2 because, in recent years, pupils' attainment has varied too much and not enough pupils have made good progress in English and mathematics.
- Attainment by end of Key Stage 2 is generally below average but varies from one year to the next. In 2013 attainment dipped in reading, writing and mathematics to below the floor standards for the first time; a significant number of pupils did not do as well as expected because they experienced a range of personal issues that had an adverse impact on their achievement.
- School data, confirmed by inspection evidence from observing learning, scrutiny of work in pupils' books and discussions with pupils, show that attainment is set to rise significantly in 2014 in both English and mathematics, and is likely to be much closer to the 2013 national averages.
- Despite a downturn in 2013, over time the majority of pupils have made the progress expected of them from their individual starting points at the start of Key Stage 2. However, the proportion making better progress than this has not been high enough. School data, again supported by inspection evidence, show that the proportion currently making good progress is growing securely closer to national figures because the quality of teaching is improving.
- The proportion of most able pupils attaining the higher National Curriculum levels in reading, writing and mathematics is generally below average and not as high as it should be because the activities that they do in lessons are not always challenging enough. Until the most able achieve as well as they should, the school's commitment to providing equality of opportunity remains unfulfilled.
- Most children start school with skills that are well below those typically expected for their age. In the Early Years Foundation Stage children make good progress, especially in their communication, number and social skills, because teaching is good and there is a good range of stimulating activities that capture children's interest and inspire their learning.
- Although attainment is generally below average, pupils continue to make good progress in developing their reading, writing and numeracy skills in Key Stage 1 because teaching is good with some that is outstanding.
- The school uses the pupil premium effectively. In English and mathematics, the attainment of pupils known to be eligible for free school meals is generally below the national figures for similar pupils. In 2013, disadvantaged pupils were approximately two terms behind their classmates in reading, writing and mathematics, a narrower gap in comparison to 2012. School data show that the gap is set to close further in 2014.
- Pupils from ethnic minority backgrounds and those who speak English as an additional language generally make similar progress to other pupils, demonstrating the school's success in tackling discrimination.
- Disabled pupils and those with a statement of special educational needs achieve as well as others and frequently better from their starting points because of the highly effective support and guidance that they receive.
- Pupils in the Acorn Centre generally make the progress expected of them in English and mathematics.

The quality of teaching

requires improvement

- Although the quality of teaching is improving, it still requires improvement because in Key Stage 2 over time, its quality has varied too much and has not enabled enough pupils to make good progress. Some teaching in Key Stage 2 still requires improvement and not enough is outstanding.

- Some teachers do not make fully effective use of information about what pupils already know and can do, to plan activities or ask probing questions that are challenging enough to enable pupils to make fast progress, especially the most able.
- The quality of marking and feedback to pupils on their written work does not always show pupils clearly enough what they need to do to improve their work.
- In the Early Years Foundation Stage and Key Stage 1, phonics are taught well and lay solid foundations for pupils' reading skills. However, sometimes the reading texts for older pupils are too easy and, as result, some pupils make slow progress in developing their comprehension skills as part of their reading armoury.
- In Key Stage 2, teaching does not always provide enough opportunities for pupils to write at length or to apply their numeracy skills to solving problems. This slows the progress that pupils make and acts as a barrier to enabling more pupils to make good progress in literacy and numeracy.
- The school's leaders are making sure that teachers focus more sharply on the impact of the activities they plan in lessons on pupils' learning, rather than on the quality of the activities themselves. The shift in emphasis is bringing about a culture change in how teachers plan their lessons and evaluate the impact of their teaching on pupils' progress. As a result, teaching and its impact on learning in Key Stage 2 is improving and the proportion of pupils making good progress is growing.
- Teaching in the Early Years Foundation Stage and Key Stage 1 is good with some that is outstanding. Teachers plan their lessons well and make highly effective use of information about children's and pupils' progress and abilities to make sure that activities are appropriately challenging and stimulating in equal measure.
- In a Year 1 mathematics lesson on addition, for example, pupils made outstanding progress because the teacher had planned work to get the best out of all of them. Pupils completed increasingly difficult tasks that constantly challenged their thinking. They rose eagerly to the challenge and were delighted with their own progress.
- Teaching assistants are now much more active and effective in supporting pupils' learning in classes. They meet with class teachers at the beginning and end of the school day to discuss what is expected of them and to evaluate their work.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. They are well mannered and unfailingly polite to visitors, each other and the adults working with them. Their well-developed social skills equip them very well for the future and make them the nice youngsters they are.
- Pupils are keen to learn and give of their best. Only occasionally does their attention wander when what they are doing in lessons does not grab their interest fully or when they find work too difficult or too easy.
- Their behaviour around school at break times is exceptionally good. They respond with huge enthusiasm to the vast range of activities that the school arranges for pupils during morning breaks and lunch times.
- Pupils are intensely proud of their school. 'We work hard because we know that our teachers work hard for us', was an expression by one pupil, reflecting pupils' typically high regard for the school.
- The school's work to keep pupils safe and secure is good.
- Pupils say that they feel very safe and that bullying of any kind is very rare. Their opinions are confirmed by school records of bullying and other incidents. Pupils speak knowledgeably about potentially unsafe situations and how to avoid or deal with them. They are fully aware of the potential dangers of using social networking sites and other risks presented when using modern technologies.
- The school spreads a strong message of respect for others regardless of race, background, colour or creed. Pupils respond positively to this. As a result, the school is a very harmonious

community in every way.

- Pupils in the Acorn Centre are kept safe and secure. They receive effective behaviour support. As a result, most are re-integrated into their schools after a relatively short time.
- Although attendance is below average, it is improving because senior leaders and middle managers responsible for attendance are far more rigorous in monitoring it and in giving it importance a much higher profile for both pupils and parents.
- The vast majority of parents express no concerns about behaviour and many praise the school for its success in promoting good behaviour and positive values.

The leadership and management

requires improvement

- Leadership and management require improvement because senior leaders have not secured sufficient improvement in pupils' achievement in recent years.
- The acting headteacher has successfully sharpened the focus on driving up the quality of teaching and pupils' achievement. She is ably supported by other senior leaders. Together, they are laying firm foundations for future success.
- Increased rigour in the checks made on the quality of teaching and learning and thoughtfully targeted staff training are starting to improve the quality and impact of teaching on the progress that pupils make. The improving picture testifies to the capacity that the school now has to continue to improve further.
- The acting headteacher and other senior leaders know what the school does well and where it could do better. They are putting in place the necessary actions to make the school's effectiveness better. However, their planning for future success lacks some sharpness, especially in how to measure the impact that these activities will have.
- Targets for pupils' progress have been made more challenging but are still not challenging enough in focusing on the proportion of pupils expected to make good progress. There is now a much more rigorous and transparent link between the progress that pupils make and the management of staff performance and salary rises.
- Middle managers are growing in confidence. In recent years, their role in relation to improving teaching and achievement has not been fully explicit. New leadership is making their roles much clearer and they are responding eagerly to the new responsibilities that they have been given. However, the full impact of their work has yet to be felt.
- The curriculum meets the needs of most pupils well. However, it does not always provide pupils with enough opportunities to develop their writing or mathematical problem solving skills in the topic work that they undertake.
- The wide range of popular, extra-curricular activities in sports and the arts have a strong impact on pupils' personal development. The school uses its extra sports funding to good effect to extend the range of sporting enrichment activities that are having a positive impact on pupils' adoption of healthy lifestyles. Together, the school's strong promotion of the importance of respect for others and the strong emphasis on reflecting on the importance of good manners in dealing with others mean that pupils' spiritual, moral, social and cultural development is good. Pupils are prepared well for life in a multi-cultural society.
- The vast majority of parents are strongly supportive of the school.
- In recognition that the effectiveness of the school has faltered in recent years, the local authority has stepped up its level of support, especially for new leadership.
- **The governance of the school:**
 - Under its acting Chair, the governing body has become much more rigorous in holding the school to account. Governors are now much sharper in asking the relevant and challenging questions to make sure that the school improves. Governors have taken part in a wide range of training, especially in interpreting data on the school's performance. As a result, they are now fully aware of how well the school is doing in comparison to other schools locally and nationally. Governors have a solid understanding of the quality of teaching and where it needs to be more consistently effective. The governing body knows how pupil premium and primary

school sports funding are allocated and asks the necessary questions to make sure of their impact. Governors are closely involved in procedures for monitoring the performance of staff and salary rises.

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	107209
Local authority	Bradford
Inspection number	431753

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	741
Appropriate authority	The governing body
Acting Chair	Clare MacLaren
Acting Headteacher	Zoe Mawson
Date of previous school inspection	13 December 2010
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