

Heathlands Primary School

Andrews Close, Springwater Road, Bournemouth, BH11 8HB

Inspection dates 24–25 September 2014

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

Summary of key findings for parents and pupils

This is a good school

- Pupils' achievement is good. Throughout the school, pupils make good progress in reading, writing and mathematics. By Year 6, their attainment is in line with that expected for their age. This is often from a well below typical start.
- The very experienced leadership of the headteacher, with very effective support from the governors, enables consistent improvement. They share a commitment that each pupil will achieve well. This is central to all aspects of their work.
- Systems for monitoring and checking the school's work and pupils' progress are thorough and rigorous. Development planning is very effective.
- Activities both in and out of lessons make learning exciting and motivate pupils to do well. As a result, pupils want to learn.
- Nursery and Reception children get off to a good start, especially in reading.
- Teaching is uniformly at least good, supported by very positive relationships between adults and pupils.
- The school makes excellent use of additional government funding. As a result, the achievement of pupils who receive it is outstanding. They rapidly catch up with their peers.
- The whole staff create a family environment in which all pupils share a sense of responsibility for each other. The attendance of pupils is good.
- Pupils' behaviour in classrooms and around school is good. They enjoy lessons. By the time they leave pupils are confident and engage well in learning.
- Safeguarding arrangements are very thorough. Pupils feel safe and secure in school. Parents are confident their children are well looked after.
- Senior leaders and governors employ a comprehensive and thorough programme to monitor the quality of teaching. Staff are rigorously held to account regarding their impact on pupils' achievement. This has resulted in an improvement in teaching and achievement across the school.
- The school receives very effective support from the local authority.

It is not yet an outstanding school because

- There is not enough outstanding teaching to ensure all pupils' progress is rapid in every class.
- The achievement of the most able pupils in mathematics is not as high as in reading and writing.
- Staff do not share best practice enough as a means of improving teaching further.

Information about this inspection

- Inspectors observed 14 lessons. All teachers were observed teaching. Some of these observations were with the headteacher.
- Discussions were held with different groups of pupils, members of the governing body, the headteacher, deputy headteacher and staff members.
- There were too few responses to the online questionnaire, Parent View, to take them into consideration in planning the inspection. However, the inspectors talked to a number of parents during the inspection.
- The inspectors took account of the 23 staff questionnaires returned.
- The inspectors held discussions with two representatives of the local authority.
- The inspectors looked at pupils' work and heard pupils from different year groups read.
- The inspectors observed the school's work, and looked at a range of documentation, including information about pupils' performance and progress, the school's raising achievement plan, procedures for safeguarding pupils, the governing body's minutes of meetings, school policies and curriculum planning documents.

Inspection team

David Marshall, Lead inspector

Additional Inspector

Anne Bark

Additional Inspector

Full report

Information about this school

- This is an average-sized primary school.
- A very large majority of pupils are of White British heritage.
- The proportion of pupils supported through the pupil premium, which is additional government funding for pupils who are known to be eligible for free school meals and those looked after by the local authority, is well above average.
- The number of pupils supported at school action plus, or with statements of special educational needs or education, health and care plans, is also above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school works with other local schools in monitoring and development work through a collaborative trust known as the 'Ocean Partnership'.
- The school runs before- and after-school clubs.

What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding and ensure that:
 - the rate of progress the most able pupils make in mathematics matches that in reading and writing
 - opportunities for coaching teachers, especially through sharing outstanding practice, are extended.

Inspection judgements

The leadership and management are good

- Under the headteacher's exceptionally strong leadership, teamwork among staff and the governing body is very effective. This ensures a strong and consistent approach to improving the pupils' quality of learning. For example, the focus on reading over the last two years has improved pupils' progress especially well.
- There have been some very well considered and effective new appointments to senior and middle leadership this year. The headteacher is supporting these new staff exceptionally well in their roles.
- The monitoring of, and support for, improving the quality of teaching by senior and middle leaders is good. Staff, including learning support assistants, benefit from training that is very well tailored to their needs.
- Pupils' progress is rigorously checked in a wide range of ways. Information from this is very effectively linked to the quality of teaching and learning, through both observation and scrutiny of pupils' work. This provides valuable information about which features enhance progress and where improvement is needed.
- Staff have worked hard to carry out the new curriculum and assessment requirements. The carefully planned introduction of Spanish is a good example of the effectiveness of this planning. This contributes strongly to pupils' good and improving achievement, as well as pupils' spiritual, moral, social and cultural development. However, some new aspects are being tried out and are in the early stages and the full impact on pupils' achievement has yet to be seen.
- The school's membership of the Ocean Partnership brings positive benefits in external monitoring, support and development work. Members of staff, particularly the headteacher, provide strong support to other schools through this route.
- Engagement with parents is a constant focus for the school. They readily share information with them to support pupils' learning. The many reports of pupils' progress are excellent.
- Safeguarding fully meets requirements. In this aspect the headteacher and Chair of the Governing Body are exceptionally well trained. Consequently, child protection procedures, for example, are very thorough.
- The school takes full advantage of a range of services offered by the local authority. This, together with the expertise of the headteacher and Chair of the Governing Body, ensures that the support provided for looked after children and those receiving free school meals is exceptionally good.
- **The governance of the school:**
 - Governors have an excellent understanding of their roles and take them very seriously. This ensures that they acquire the skills, for example, to understand progress data well. They are exceptionally skilled at asking for information to help them hold the school to account. This is most notable in the quality of information produced for the management of teacher performance. Their knowledge of teaching and learning across the school is very good. Consequently, governors are extremely well placed to reward only good performance.
 - There is a strong emphasis on making the most of funding to provide the very best outcomes for pupils, for example in reading material. Additional government funding is always considered in individual pupils' best interests. Currently it provides training for learning support assistants, exceptionally well-focused teaching support and a wide variety of personal and educational programmes. Together, these promote eligible pupils' excellent achievement. Opportunities to participate in a range of sports activities through the careful use of the sports grant help pupils to gain many new skills.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. A number enter the school having had significant problems in their previous schools. Thanks to the school's consistent support, and focus on individual needs, they all settle quickly and begin to form excellent relationships.
- Behaviour in lessons is good and incidences of low-level disruption are rare. Very occasionally a few pupils have difficulties in controlling their frustrations. Highly effective out-of-class support is available for those whose behaviour gives cause for concern. As a result, behaviour around the school and in the playground is generally good. During the inspection, pupils' movement around the school was exemplary.
- Pupils' spiritual, moral, social and cultural development is promoted well. Pupils gain a very clear understanding of the difference between right and wrong. Effective activities to increase pupils' understanding of different cultures and religions foster a strong respect for others. Through the school's excellent 'rights respecting' focus pupils recognise the ideals and values of Britain today and are well prepared for their future life in a multicultural society.

- Pupils and their parents report that bullying is rare. The very effective support for pupils who find good behaviour difficult ensures this improves well over time.
- Pupils were observed consistently enjoying learning and concentrating well, listening carefully to what teachers and assistants told them. Pupils were keen to discuss their work and responded positively to questioning. Sensitive encouragement ensures that Year 6 pupils are self-motivated, testing out ideas and discussing methods with each other.
- Pupils enjoy taking on responsibility. The range of opportunities through their work as Star Leaders (school council) and on the eco-council is appreciated by pupils. The school strongly fosters good relationships and discourages discrimination. As a result, pupils are very caring and supportive of each other. During the inspection this was evident in the way they supported a pupil new to the school.
- The school's work to keep pupils safe and secure is good, including in the very well run before- and after-school clubs.
- Pupils are aware of important ways in which to keep safe. They are especially well-informed about how to keep safe when using the internet.
- Attendance levels have risen rapidly over the last two years and are now average. The amount of poor punctuality has decreased significantly.

The quality of teaching is good

- The standard of work in pupils' books and their improving rates of progress show that teaching is typically good. Teaching effectively supports good learning for all pupils, whatever their needs or talents. The minor variations in the quality of teaching is now a priority for the school. There is a determination to make all teaching as good as the best.
- Teachers' subject knowledge is good; exceptionally so in phonics (letters and the sounds they make). This helps teachers to explain things clearly and use questioning to good effect to ensure pupils understand.
- Excellent relationships with pupils help ensure behaviour management is consistent, unobtrusive and very effective.
- Staff are very good at helping pupils to use their literacy and numeracy skills in a range of activities. For example, pupils are excited to learn how to solve mathematical problems.
- Learning support assistants effectively enhance learning in both lessons and group work targeted to pupils' needs. The well-established nurture groups are a significant strength of the school's provision for vulnerable pupils. The school's support for pupils who receive additional funding is especially good.
- Excellent arrangements for specialist teaching for pupils in receipt of additional funding helps them to learn exceptionally well. Inspectors observed very well adapted tasks for pupils in Key Stage 2. For example, these pupils were able to use their knowledge of problem solving in whole-class discussions and enjoyed sharing their ideas. They received spontaneous applause for finding the right answers.
- All teachers are very good at checking how well pupils are doing on a day-to-day basis. They are given good support to help correct errors and effective advice on how to improve their work.
- The marking of written work is consistent and effective across all classes. Teachers make sure they clearly indicate what pupils have achieved. There is always clear advice on how to improve, real dialogue with older pupils and evidence to show this has been followed up.

The achievement of pupils is good

- When children start, both in the Nursery and Reception classes, their personal and academic skills are often well below those typical for their age. They make good progress, especially in personal and social development and early reading skills. This ensures their attainment in some aspects, but not all, is broadly average when they enter Year 1.
- Inspection and school evidence indicate that pupils make good progress across the school. The large majority attain the standards expected for their age in reading, writing and mathematics by the time they leave.
- Underpinned by the careful teaching of phonics in all year groups, progress in reading is excellent. Results in the Year 1 phonics screening tests are broadly average. By Year 2, even those pupils who find reading difficult acquire skills very close to those expected at this age.
- Year 6 pupils are confident readers and enjoy reading. As a result of the school's encouragement they read a wide range of texts, which supports their learning well.
- Pupils make good gains in developing writing skills and attain the levels expected for their age by Year 6. They structure their writing appropriately, accurately using punctuation and making good vocabulary choices.

- Mathematics has been a development priority over the past year. This clearly shows in pupils' work which increasingly shows a better understanding. Currently pupils' attainment in Year 6 is broadly average. Their learning is improving well this year. Pupils successfully apply their skills in a range of situations and attainment is rising.
- The most able pupils are well challenged and their achievement is good in both writing and reading. The school has identified that some of these pupils could achieve more in mathematics.
- Strong support for disabled pupils and those with special educational needs enables them to achieve the demanding targets set for them in the younger year groups. In Years 5 and 6 their progress accelerates further and they achieve well. The achievement of pupils in the nurture groups, through the excellent work of the support assistants, is especially good.
- Over the last two years there has been a good improvement in the attainment of those pupils eligible for further support through government funding. In particular, the well above average numbers of pupils eligible for free school meals often make outstanding progress. In reading and writing the gap for these pupils has closed to around only four months behind their peers. This is a significant improvement and compares well with national figures. In mathematics the gap has also closed to around eight to ten months.
- School evidence shows that pupils attain high standards in other subjects such as sport and art and design. Pupils are very enthusiastic about the variety of sports that they do at school with their specialist sports teacher. The additional sports funding is being used to raise participation in sports, and to encourage pupils' positive attitudes to keeping physically fit and healthy through lunchtime and after-school clubs. The school also arranges competitive team games with other local schools. Together with improvements to the school's sporting opportunities, including the addition of many new resources, these motivate pupils to reach good standards.

The early years provision

is good

- The children settle quickly into the early years classes and begin to learn straight away. Parents say they really value the home visits before their children start. They also appreciate the many opportunities to join in with their children. The many letters and notes keep them up to date with their children's progress
- At the time of the inspection children in the Reception class had only been in school a very short time. Excellent attention to their personal and social development ensured children had settled well. This good start helps them to achieve well, most notably in their personal and social development and important literacy and numeracy skills.
- When they start school, many of the children have levels of speech and language typically below those for their age, so communication skills are given a high priority. Adults take every opportunity to talk with children, encouraging their confidence and helping children to recognise and extend their learning. This also helps ensure that disabled pupils and those with special educational needs are well involved in activities.
- Both teachers and classroom assistants provide activities that support good learning. Careful planning for each day helps move children on quickly. For example, children were observed listening very carefully and acquiring important phonics skills. By the end of the year even the lowest attainers are fully confident at reading simple words.
- At the start most children have only a basic understanding of number. They are significantly helped by the way staff use a wealth of different resources to help learn the shape of numbers. The most able children are extended well, already starting to recognise numbers beyond 20.
- Staff make the best use of the indoor and outdoor areas to support learning. There are many planned opportunities to extend creativity and language development.
- Well-chosen equipment extends children's knowledge of the world. This created great excitement when a small group discovered how to change the direction of water flow by using the chutes.
- The early years leader carefully checks the impact learning activities have on children's progress. She uses this effectively to address weaknesses in both the provision and in children's learning. Her rigorous attention to safeguarding and children's welfare benefits their learning considerably.

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	130945
Local authority	Bournemouth
Inspection number	449044

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	David Cheeseman
Headteacher	Sarah Dunn
Date of previous school inspection	8 November 2012
Telephone number	01202 574452
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