

# Heathbrook Primary School

## Inspection report

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<b>Unique Reference Number</b>	100566
<b>Local Authority</b>	Lambeth
<b>Inspection number</b>	323297
<b>Inspection date</b>	26 June 2009
<b>Reporting inspector</b>	Keith Sadler

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<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 on roll</b>	
School (total)	398
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Helen O'Malley
<b>Headteacher</b>	Mrs Jennifer Woodrow
<b>Date of previous school inspection</b>	27 June 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	St Rule Street London SW8 3EH
<b>Telephone number</b>	020 7622 4101
<b>Fax number</b>	020 7720 7048

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## Introduction

The inspection was carried out by two Additional Inspectors who evaluated the overall effectiveness of the school and the Early Years Foundation Stage. In addition, the following issues were investigated.

- What actions are being taken to increase the number of pupils gaining the higher level at the end of Key Stage 2?
- What are the key improvements that have led to the school's evaluation that pupils' personal development and well-being are now outstanding?
- How strong is the quality of the curriculum?

Evidence was gathered from the school's analysis of pupils' progress, a scrutiny of samples of their work and observations of pupils in lessons. Discussions were held with staff, governors and pupils. In addition, the responses of 120 parents' questionnaires were analysed and their comments taken into account. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

Heathbrook is a large primary school that is heavily oversubscribed. About three quarters of the pupils are from minority ethnic backgrounds. About one quarter are of White British heritage and there are pupils from a wide range of minority groups, the largest being Black or Black British - Caribbean and Black or Black British-African. About one third speak English as an additional language and there are currently 48 pupils who are at an early stage of learning English. The proportion of pupils with learning difficulties and/or disabilities is average though increasing. Most of these pupils have specific learning or speech, language and communication difficulties. The school has Early Years Foundation Stage provision for children from three years of age who attend the Nursery on a part-time basis, and two Reception classes. The school has a Children's Centre which serves a local cluster of schools. The centre provides support for children and their families and provides a wide range of courses for parents. This provision and the school's breakfast club are managed by the governors.

The school has gained a number of awards including Healthy School and Sports Activemark status.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 1

The school has made across-the-board improvements since its previous inspection and it now provides an outstanding standard of education. Parents are overwhelmingly supportive and many wrote positive comments recognising the strength of the school. These are typified by the parent who wrote: 'The lovely thing about Heathbrook is that everything seems to be centred around the children - their education, happiness, well-being and inclusion. It's a place where you are accepted for who you are, and encouraged to be the best you can.' Inspectors agree.

Children enter the Nursery with standards that are low in comparison with those typically found. Because progress is excellent in the Nursery and Reception classes, they achieve exceptionally well. However, many children catch up particularly in their personal and communication skills. Even so, on entry to Year 1 it is a minority of pupils that attain the expected goals in all areas of learning. Progress continues to be excellent in all year groups. The many pupils who speak English as an additional language achieve particularly well. Because there is very well-tailored provision to help improve their English quickly, their progress in learning matches that of their classmates. Standards at the end of Year 2 are generally average and pupils currently in Year 2 are on course to attain standards that are above average. By the time that they leave school, standards are significantly above average. These levels of attainment mark outstanding overall achievement. Because the school's provision for English is of high quality and there is a strong focus on supporting pupils' literacy development, standards in English are higher than in mathematics or science. However, the proportion gaining the higher levels is generally in line with the national average and the school is keenly aware that there is a need to strengthen these numbers.

There is a very strong sense of community and community cohesion is excellent. There are particularly strong links with a local cluster of schools, the 'Collaborative', which includes a Saturday school. The school also has responsibility for the new attached Children's Centre. This provides a wide range of parent and family support projects. There are arts links that include performing with a jazz band, and school musicians take part in local and London-wide music festivals. This included a Royal Festival Hall Stockhausen festival event when Year 6 pupils collaborated with students of the Royal Academy of Music to create new music. Pupils' understanding of global education is supported by links with a school in Paris and the parents and pupils support a community in Eritrea. There is also a very effective partnership with parents who respond well to the many opportunities for them to be involved in their children's education.

The school's warm and welcoming atmosphere promotes very effectively the pupils' personal development which, together with their spiritual, moral, social and cultural development, is outstanding. Pupils' behaviour is excellent. Although as one school councillor suggested, 'some children need a little help to behave', and this can lead to occasional incidences of bullying, pupils are confident that adults will resolve any issues. Even though there are a few pupils who have emotional and behavioural difficulties, the care and support provided is excellent and these pupils' problems are invariably resolved by the time that they reach Year 6. Pupils love school and learning and this is recognised in the exceptionally high levels of attendance which have improved dramatically since the previous inspection. 'Our teachers are kind and caring and are very helpful', suggested a Year 5 girl. These levels of trust support the parents' almost unanimous view that they feel that their children are safe in school. Pupils' enjoyment is enhanced by the wide range of after school clubs including musical and sporting activities.

These are recognised by the Sports Activemark. In addition, pupils' excellent understanding of the need to lead a healthy lifestyle is recognised by the gaining of the Healthy School Award, 'and we will soon get a gold Healthy School Award', suggested a proud councillor. Pupils respond very positively to the many opportunities that they have to take responsibility, including membership of the two school councils. They also enjoy 'buddying' newcomers to the school, and those pupils who come to the school unable to speak English say that their buddies, who give them first-language support, provided excellent help for them to settle in.

Pupils' outstanding progress results from the excellence of the provision. The quality of teaching and learning is excellent. This is because a school-wide project to strengthen pupils' learning has brought benefits. Teachers plan lessons well and ensure that exciting activities to capture the pupils' interests are provided at a number of different levels meeting the needs of all the pupils. Lesson objectives are invariably shared and because teachers consistently focus on success criteria, pupils are helped to understand what they have to do to meet objectives. This strategy is supported by clear and effective marking of pupils' work and results in pupils knowing how to improve. There has also been a school-wide focus on the use of drama to improve literacy skills. This, when linked to the good opportunities provided for pupils to collaborate in lessons and share their learning in groups and with partners, speeds progress and strengthens pupils progress in reading and writing as well as in speaking and listening.

There have been many improvements to the curriculum since the previous inspection. It is now outstanding. Curriculum planning is thorough and staff ensure that plans are amended to meet Heathbrook pupils' needs. They ensure that themes and topics being studied provide first-hand experiences that include the linking of subjects. There are many visits out of school to support topics and excellent use is made of the rich range of opportunities available in London, helping to make learning more meaningful.

The improvement in provision and pupils' achievement is the result of focused and effective leadership. Accomplished and experienced senior leaders focus well on providing an excellent education for the pupils. They are keenly aware of the need to tackle barriers to learning and there is an excellent focus on ensuring equal opportunities for all pupils. It was this commitment that led to the establishment of 'the Collaborative' and extended services provision which encouraged all parents to be involved in their children's education. Senior leaders are supported by effective and decisive subject leaders who develop a clear understanding of provision and progress in their areas by monitoring the school's work well. This leads to incisive self-evaluation which is continuing to improve provision and outcomes. Governors play an important part. Even though governance was evaluated as outstanding at the previous inspection, there have been improvements. Governors are centrally involved in the strategic management of the school and they both support and challenge the school effectively to do even better. The strong track record of improvement since the previous inspection demonstrates an outstanding capacity for further improvement.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 1**

The outstanding provision in the Early Years Foundation Stage means that children make an excellent start to their education and thrive in their learning. Many parents commented on how quickly and well their children settle into the Nursery. This is a result of the care that staff take to ensure that children are helped to be confident and secure. Relationships and behaviour are excellent and children have a very good understanding of right and wrong. They make rapid progress because of a very well-planned creative curriculum in both the Nursery and Reception

classes. There is an excellent balance between adult-led and child-initiated learning, which helps children to make choices. The outdoor provision in the Nursery is particularly rich, and because staff take care to ensure that they support children's learning very well even when in open play, they make particularly rapid progress in their personal and social, and speaking and listening skills. Due to the nature of the building, access to outdoor learning is restricted in the Reception classes, though there is an excellent improvement project due to be implemented during the summer holidays to help to resolve this issue. Teaching and learning is outstanding in both Nursery and Reception because staff understand extremely well how young children learn. They know their children well and use this highly effectively to plan challenging and exciting activities. Adults engage children in meaningful conversations to encourage discovery, extend speaking and listening skills and develop mathematic understanding. Children in the Nursery, for example, thoroughly enjoyed making an island as part of a journey topic. Cardboard rolls become bright and colourful trees, caves and treasure are made and children delight in explaining to others how to reach their hidden treasure and count the gold coins. Leadership and management are outstanding, ensuring that children make excellent academic and personal progress. Leaders have high aspirations for the children and they evaluate provision continually. Excellent links have been established with the Children's Centre and the leader is currently working with these staff to develop future plans and to support the many networks that make use of the Centre.

### **What the school should do to improve further**

- Increase the proportion of pupils gaining the higher level at the end of Year 6.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	1

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

### Achievement and standards

How well do learners achieve?	1
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and/or disabilities make progress	1

<sup>1</sup>Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.



## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

08 July 2009

Dear Pupils

Inspection of Heathbrook Primary School, London, SW8 3EH

We enjoyed meeting with you and listening to what you had to say about your school. I particularly enjoyed hearing about what happened when the school council went to visit the Houses of Parliament. What an exciting day! Dr Millband thought your singing in assembly was wonderful.

This letter is to tell you what we found when we came to your school.

- You make an excellent start in the Nursery and Reception classes where you enjoy lots of really interesting activities.
- We can understand why you love school and learning because all the adults look after you exceptionally well and make sure that you are happy and safe and that you thoroughly enjoy your time at school.
- Your headteacher is doing an excellent job and she makes sure that your school runs smoothly and well and that all the adults work closely together to make sure that you learn well.
- You work hard, behave outstandingly well, and your teachers make sure that you make excellent progress by making lessons interesting. Teachers also make sure that there is an excellent range of things for you to do both in lessons and in the many clubs that you enjoy.
- You have an excellent understanding of how to keep healthy. You told us about what you like to eat and the sports you like to play.

Even in such a good school as yours, there are things which could be improved and we have asked your headteacher to make sure that more of you gain Level 5 by the end of Year 6.

I hope that you will all keep on working hard and enjoying your time at school.

Yours faithfully

Keith Sadler

Lead Inspector