

Heatherside Junior School

Reading Road South, Fleet, GU52 7TH

Inspection dates 6–7 November 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- The inspirational leadership of the headteacher and senior leadership team, combined with a highly effective governing body, mean that this school has gone from strength to strength.
- Leaders have extremely high expectations of pupils and teachers, and are exceptionally positive role models.
- Consistently high-quality teaching means that pupils make rapid progress throughout the school. Attainment in reading, writing and mathematics by the end of Year 6 is very high and rising. As a result, pupils are exceptionally well prepared for the next stage in their education.
- The school's dedication and commitment to equalities and securing the very best for all pupils, regardless of their abilities or circumstances, result in pupils' excellent achievement.
- The gap in attainment between the very small numbers of pupils in the school eligible to receive support through pupil premium funding and their classmates is narrowing rapidly.
- Learning support assistants work closely with teachers and make a substantial contribution to pupils' highly effective learning.
- Pupils say that they thoroughly enjoy school and feel very safe. They take great pride in their work and relish the stimulating and challenging work provided by their teachers. Pupils are polite and considerate to others and their behaviour is exemplary.
- The curriculum is broad and balanced and provides many carefully planned events and activities which instil a love of learning and inspire pupils to find out more. The school promotes their spiritual, moral and social development exceptionally well.
- Cultural development is fostered through the arts and creative subjects but pupils have relatively underdeveloped knowledge and understanding about different lifestyles and beliefs.

Information about this inspection

- Inspectors observed 20 lessons or part-lessons. Lessons observed included two undertaken jointly with the headteacher and deputy headteacher.
- Discussions were held with the headteacher, a group of governors, a representative from the local authority, senior leaders, staff, parents, carers and pupils.
- Inspectors took account of 56 responses to the online Parent View survey, letters from parents and carers, and 28 staff questionnaires.
- Inspectors observed the school's work and analysed a range of documents and policies, including the school improvement plan, information about pupils' progress, attendance records, safeguarding documents and a sample of pupils' work.

Inspection team

Julie Sackett, Lead inspector

Additional Inspector

Jacqueline Good

Additional Inspector

Michael Barron

Additional Inspector

Full report

Information about this school

- The school is larger than the average size primary school.
- Only a very small number of pupils are supported through pupil premium funding. Pupil premium is additional funding provided by the government to support pupils known to be eligible for free school meals, children who are looked after by the local authority and those from service families.
- The vast majority of pupils are of White British heritage.
- The proportion of disabled pupils who have special educational needs supported through school action and the proportion of pupils supported through school action plus are below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Ensure pupils develop a better understanding and deeper knowledge of a wide range of beliefs and cultures, both within the United Kingdom and beyond.

Inspection judgements

The achievement of pupils

is outstanding

- Pupils' rates of progress across the school have accelerated rapidly over the past three years. Pupils make outstanding progress in reading, writing, mathematics and science. As a result, pupils' attainment in reading, writing and mathematics national tests at the end of Year 6 is much higher than in most other schools.
- Disabled pupils and those who have special educational needs make similar progress to their classmates. Information about pupils' progress is used rigorously by teachers and leaders so that any pupils falling behind are quickly identified. The school looks closely at the needs of individual pupils so that extra help is closely matched to their needs and moves learning forward at a brisk pace.
- Pupils' attainment when they join Year 3 fluctuates from year to year but is typically above average. Pupils settle very quickly into their new school and make extremely rapid progress during Year 3 because teachers' expectations are high and the work they are set is exactly at the right level of challenge.
- The numbers of pupils eligible to benefit from pupil premium funding are very small. The school's strong determination to help every pupil to achieve well means that the progress made by these pupils has also rapidly accelerated, in line with their classmates. As a result, the gap between their attainment and that of other pupils nationally in English and mathematics narrowed substantially in 2013.
- More-able pupils make rapid progress because the work set for them builds strongly on previous learning and stretches them to reach their personal best. For example, they are given regular opportunities to use their English and mathematical skills to solve complex problems and to think things out for themselves when working independently.
- Pupils make outstanding progress in reading because individual abilities are quickly assessed when they join the school in Year 3 and appropriate reading material is provided. The school aims to move all pupils onto non-scheme books as quickly as possible so that everyone is able to select books which they find interesting, closely monitored by teachers and the school librarian. Pupils in need of extra help receive sharply focused and effective support, such as the regular phonics sessions, which teach the relationship between letters and the sounds they make.
- The library is at the hub of the school and makes a significant contribution to pupils' enjoyment of reading. It is skilfully managed by the school librarian who takes particular care to find books which will appeal to pupils' individual tastes and abilities. During the inspection, the library was fully used at all times by pupils browsing, reading for pleasure, researching topics and participating in focused work in small groups.
- More recently, the school has focused on extending opportunities for pupils to write for different purposes in a range of subjects. The success of this project is reflected in the high-quality writing in pupils' workbooks, in pupils' confident approach to writing and in their rapid progress.
- In mathematics, pupils make excellent progress because teachers use their confident subject knowledge to set challenging work which is often related to experiences the pupils may come across in everyday life.

The quality of teaching

is outstanding

- A rigorous focus on improving the quality of teaching in the school means that teachers have a clear understanding of their accountability and responsibility for the achievement of the pupils in their class.
- Teachers take great care to ensure that the work set for pupils is matched accurately to their individual needs so that everyone is fully engaged in lessons, including the more able, disabled pupils and those with special educational needs. Pupils' work is carefully marked to a high standard so that they know precisely how well they are doing and what they need to do to

improve further. This was evident during the inspection when pupils in a Year 4 mathematics lesson made excellent progress because they were able to access a range of practical resources as required, such as coins and number cards, to support their learning.

- In this strongly inclusive school, all pupils are expected to do their very best and are treated with respect. For example, pupils eligible to benefit from pupil premium funding are indistinguishable from other pupils during lessons because they are subject to the same high expectations as those set for their classmates. As a result, pupils of all abilities and backgrounds play an equally active role during lessons, answering questions willingly and sustaining a strong work ethic, and so make rapid progress.
- Teachers' questioning is confident, lively and is used very effectively to move pupils forward in their learning. This is particularly the case for more-able pupils so that they are required to think hard about their work. For example, pupils in a Year 6 lesson made rapid progress in their understanding and use of poetry when writing because the teacher's questioning helped them to dig deep for good vocabulary to use when creating their own poems.
- Learning support assistants work flexibly during lessons to respond to pupils' needs. Care is taken to ensure that disabled pupils and those with special educational needs have regular opportunities, like their classmates, to work independently of adult support at times, so that they are able to think for themselves. As a result, these pupils are more willing and able to overcome difficulties and challenges which may arise during lessons.

The behaviour and safety of pupils are outstanding

- Pupils are understandably very proud of their school. Those pupils who spoke with inspectors during the inspection and those who showed inspectors around the school did so with great courtesy and enthusiasm for all that their school has to offer. More generally, pupils behave exceptionally well during lessons and when moving around the school, and warmly welcome visitors.
- School records show that this picture of impeccable behaviour is typical. This view is endorsed by the pupils themselves and by those parents and carers who responded to Parent View, all of whom consider pupils to be exceptionally well behaved. The few pupils who find it more difficult to behave well are very sensitively and confidently supported by teachers and learning support assistants.
- Pupils say that they feel very safe in school because adults look after them extremely well and help them with any concerns they may have. They have a thorough understanding of different types of bullying and have a mature awareness about what they can do to help themselves keep safe. Discrimination of any kind is not tolerated.
- Pupils thoroughly enjoy school because lessons are stimulating and learning is regularly brought to life by exciting and memorable experiences. For example, pupils in Year 5 clearly relished the opportunity to re-enact the Battle of Bosworth during their topic on the Tudors.
- Pupils' enjoyment of school is reflected in attendance rates, which are consistently high. All those parents and carers who responded to Parent View said that their children feel safe and happy in school.
- Pupils of all abilities and backgrounds have very positive attitudes to learning and are keen to do their best. Pupils work together sensibly and maturely. They value what their classmates have to say and are extremely respectful of adults.

The leadership and management are outstanding

- The headteacher's determination, high expectations and commitment to making sure that every single pupil in the school is able to fulfil their potential have led to significant improvements in the school over the past five years. For example: a highly effective leadership team has been developed; the role of the governing body has strengthened; there have been consistent

improvements in pupils' achievement; and consistently high-quality teaching has been secured.

- There is no sense of complacency in the school and leaders, including governors, continually check, review and improve procedures that drive forward positive change. The interests of the pupils are always at the heart of any developments as reflected in their outstanding achievement.
- Carefully tailored support for leaders at all levels very effectively helps them to develop their roles. Subject leaders speak with confidence about strengths within the teaching of their subject areas and make a very effective contribution to school improvement.
- The local authority knows the school well and has provided helpful, light touch support for this successful school. For example, a lead learning partner in the local authority completed a review of teaching and learning in May this year which included paired lesson observations with the headteacher and other senior leaders. Individual teachers were subsequently provided with very constructive summaries of the strengths observed in their practice as well as comments about any aspects which could be improved even further.
- The school keenly anticipates the arrival of the sports funding and has carefully considered plans in place to use the funding to increase pupils' enjoyment and participation in sport and to increase teachers' confidence in the teaching of physical education. The link governor has met with the school's physical education leader and a schedule of review is in place to check the impact of arrangements.
- The curriculum promotes pupils' spiritual, moral, social and cultural development extremely well. For example, pupils respond enthusiastically and sensitively to opportunities to reflect on events such as Remembrance Day and the impact of war on those involved. However, pupils' understanding of the diverse range of cultures and beliefs, both within the United Kingdom and beyond, is less well developed.
- **The governance of the school:**
 - The role played by the governing body has improved substantially over the past five years under the committed leadership of the Chair of the Governing Body. As a result, governors have very clear expectations of their responsibilities and provide very effective challenge for school leaders. They are quick to praise and to celebrate the school's successes but also confident in asking probing questions about the impact of developments on pupils' achievement. They know the school's strengths and development needs very well because visits are regular and carefully focused on evaluating the impact of improvements. They are well informed about how well pupils are achieving in relation to schools nationally and ask pertinent questions about any groups who may be doing less well than their classmates. For example, they know precisely how pupil premium funding is spent and consider the achievement of those pupils eligible at every committee meeting. Governors have an accurate view of the quality of teaching and know how performance management is used to recognise consistently strong practice and to develop aspects of teaching even further. Robust and rigorous safeguarding procedures are in place and meet statutory 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	116010
Local authority	Hampshire
Inspection number	426590

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	378
Appropriate authority	The governing body
Chair	Karen Kite
Headteacher	Hannah Dunn
Date of previous school inspection	16 September 2008
Telephone number	01252 617928
Fax number	01252 811061
Email address	adminoffice@heatherside-junior.hants.sch.uk

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