

# Heavers Farm Primary School

## Inspection report

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<b>Unique reference number</b>	101776
<b>Local authority</b>	Croydon
<b>Inspection number</b>	376621
<b>Inspection dates</b>	12–13 January 2012
<b>Lead inspector</b>	Stephen Dennett

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

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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 of pupils on the school roll</b>	500
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Patricia Salami
<b>Headteacher</b>	Susan Papas
<b>Date of previous school inspection</b>	11–12 June 2009
<b>School address</b>	58 Dinsdale Gardens South Norwood SE25 6LT
<b>Telephone number</b>	020 8653 5434
<b>Fax number</b>	020 8653 8005
<b>Email address</b>	office@heaversfarm.croydon.sch.uk

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<b>Age group</b>	3–11
<b>Inspection date(s)</b>	12–13 January 2012
<b>Inspection number</b>	376621



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## Introduction

Inspection team

Stephen Dennett

Additional inspector

Lynda Welham

Additional inspector

Christine Field

Additional inspector

This inspection was carried out with two days' notice. Inspectors visited 16 lessons, observed 12 teachers and held meetings with members of the governing body, staff and groups of pupils. Informal discussions were held with parents and carers before school. Inspectors observed the school's work and looked at policies, pupils' books, safeguarding records and evidence of the monitoring of teaching and learning. The team examined 158 questionnaires from parents and carers, 98 from pupils in Key Stage 2 and 28 from staff.

## Information about the school

Heavers Farm is a much larger than average-sized primary school. Three quarters of pupils come from mainly Black African and Caribbean backgrounds, with around a quarter of White British origin. A third of pupils speak English as an additional language. The proportion of pupils with disabilities and/or special educational needs is well-above average; a significant number have behaviour, social and emotional difficulties. The proportion of pupils known to be eligible for free school meals is well-above average. The school has exceeded the government floor standards for the percentage of pupils achieving Level 4 or above in English and mathematics over the past three years. The governing body runs a breakfast club and an after-school games club, both of which were inspected at the same time as the main school. The school has Healthy School status and hold the Activemark Award. It has the Intermediate International School Award also.

## Inspection judgements

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a good school. It has made substantial improvements to the quality of teaching and provision since the last inspection, when it was judged to be satisfactory.
- Pupils' achievement is good and by the end of Key Stage 2 their attainment is above average in both English and mathematics. Although pupils' progress over time is good overall, it accelerates in Key Stage 2, where in Year 6 in particular it is very rapid. Children in the Early Years Foundation Stage make good progress from starting points that are usually low.
- The quality of teaching is good, with some examples of outstanding teaching in Key Stage 2. However, there is some variation and, in Key Stage 1, teaching is less strong. The quality of teaching in the Early Years Foundation Stage is good. Most teachers throughout the school have high expectations of both behaviour and pupils' achievement.
- Pupils' behaviour in classes and around the school is good. The management of pupils whose behaviour is challenging is effective and the number of exclusions has declined significantly. Nearly all pupils say they feel safe in school and this view is supported by the overwhelming majority of parents and carers.
- The school is led and managed well. The governing body has a clear understanding of the school's strengths and areas for improvement and supports the highly effective headteacher and senior managers well. The school's management has demonstrated a good capacity for improvement by dealing well with the issues raised by the last inspection and raising attainment from well-below average to above average at Key Stage 2 over a period of four years.

## What does the school need to do to improve further?

- Increase the rate of pupils' progress in Key Stage 1 by ensuring that the work set is matched to their needs well and is sufficiently challenging.
- Improve the consistency of teaching throughout the school over the next 12 months so that all is at least good and an increasing proportion outstanding, especially in Key Stage 1, by
  - ensuring that all lessons progress at a good pace and that pupils are fully engaged in learning, through the use of a range of effective teaching

- strategies that meet individual needs
- ensuring that features of best practice are identified and implemented consistently in all classes across the school.

## **Main report**

### **Achievement of pupils**

Children enter the Early Years Foundation Stage with variable levels of attainment, but generally they are quite low, especially in their communication and social skills. However, their progress is good and most reach typical expectations by the end of Reception Year. Several cohorts have come into the school with very low levels of attainment and this is reflected in standards at the end of Key Stage 1 particularly. For example, the current Year 3 attained standards that were significantly below average in 2011 and were a low-attaining group on entry to the school. However, they have made very good progress since September and are closing the gaps rapidly. Pupils in the current Year 6 have made outstanding progress from very low starting points when they left Key Stage 1. However, progress for other groups, although good overall, is not always as rapid, especially in Key Stage 1. Pupils' attainment in reading is good at both key stages and most pupils make good progress in their acquisition of skills. There is evidence of high attainment in writing in Key Stage 2; for example, in Year 6, pupils wrote outstanding prose and nonsense poems based on the poem 'Jabberwocky'.

Pupils' numeracy skills are developed well throughout the school. From lesson observations and the sampling of pupils' work, it is clear that current levels of attainment for the large majority of groups of pupils are broadly in line with expectations at the end Key Stage 1 and above at the end of Key Stage 2. No groups of pupils are underachieving and pupils with special educational needs and/or disabilities are making good progress. Pupils who speak English as an additional language are making good progress as a result of effective support. For example, they work with other pupils to create a 'word cloud', which helps them add to their growing vocabulary. Nearly all parents and carers agreed that their children make good progress and pupils also said they felt they were learning well; these views are endorsed by inspection findings.

### **Quality of teaching**

The quality of teaching in the school is good, although strongest in Key Stage 2, where there are examples of outstanding practice. The excellent lessons are fast moving, engaging and generate high levels of motivation from pupils. One Year 6 pupils said 'I enjoy English so much as you never know what you are going to have to do next!' Teachers use effective teaching strategies, which match most pupils' needs. This result in pupils learning well in subjects across the curriculum. The teaching of reading, writing, communication and numeracy is efficient and generally effective. A few lessons, particularly in Key Stage 1, are sometimes not sufficiently brisk or engaging. In such lessons, activities are not always matched to pupils' needs well and are not sufficiently challenging. The quality of marking in pupils' books is generally good and identifies effectively what pupils need to do to improve. Pupils

respond to teachers' comments by writing their own and by assessing each others' work. Teaching promotes pupils' resilience, confidence and independence when tackling challenging activities. A strength of teaching throughout the school is the way in which the curriculum has been planned to meet the needs of all groups of pupils. It includes many enrichment activities that are effective in promoting pupils' personal development, including spiritual, moral, social and cultural aspects. Teaching in the Early Years Foundation Stage is good and is balanced well between activities led by adults and those chosen by the children. Nearly all parents and carers said they felt that teaching in the school was good and had improved over the last four years, a view supported by inspection evidence.

### **Behaviour and safety of pupils**

A very large majority of parents, carers and pupils said that behaviour in the school is good. The few concerns raised were mainly about pupils who have exhibited some challenging behaviour in the past. However, records show that the incidence of disruption and exclusion has decreased dramatically over recent years. For example, pupils who had a track record of challenging behaviour are now fully integrated into the class and are making good progress. Pupils are typically considerate, respectful and courteous to adults and each other. They know what the school expects of them and usually carry this out. One pupil commented, 'I know what I should do in my heart, but it isn't always easy to do.' The very large majority of pupils are punctual and attendance is above average. The school is a positive, safe learning environment, where pupils enjoy learning. They know how to keep safe and are well aware of internet safety issues. Parents and carers and their children say they feel safe in school and that any incidents of bullying are dealt with quickly and effectively. Pupils are well aware of different forms of bullying and say that, apart from the occasional unkind comment, most pupils get on with each other regardless of background. Although pupils reported that there had been some racist incidents in the past, there had been none for quite a while.

### **Leadership and management**

The leadership of the school communicates high expectations consistently and effectively and has successfully created a culture of improvement. The governing body is very supportive of the school and has a good understanding of what it needs to do to improve. Nearly all parents and carers think the school is well led and speak highly of the improvements that have been made in recent years. One parent wrote 'I am so happy with this school. It has exceeded my expectations on every level.' The school was judged to be satisfactory when inspected in 2009 and has made significant improvements since then. Weaknesses in teaching have been tackled robustly and have been largely successful. Where weaknesses remain, the school's development plan has already identified appropriate measures to deal with them, although leaders are aware of the need to ensure that best practice is disseminated effectively throughout the school. As a result of the steps taken by managers to improve the school, standards have improved significantly and nearly all pupils are making at least good progress. On this basis, the school has demonstrated a good capacity for improvement. The school provides a broad and balanced curriculum which includes good provision for pupils' personal, social and health education and has led to the school gaining positive recognition for its initiative in this area. At

present, pupils are fully involved with local sports professionals in preparing for the school's celebration of the Olympic Games. It is initiatives like these that also make a positive contribution to pupils' spiritual, moral, social and cultural development. Displays around the school show how well pupils' own cultural and ethnic backgrounds are celebrated.

The school has been concerted in promoting equality and tackling discrimination and has very largely been successful. Achievement has improved and gaps in the performance of different groups of pupils have been closed. All safeguarding requirements are met fully. The school has excellent relationships with nearly all parents and carers and provides a wide range of support for them, including workshops and coffee mornings. The level of care the school provides in the community is very good and several local residents commented positively on the school and its pupils. The breakfast and after-school clubs are well run and parents and carers are very appreciative of the service offered. Pupils say they enjoy the games and activities. The school has good relationships with other schools and agencies, including a primary school in Trinidad.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.



## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



16 January 2012

Dear Pupils

### **Inspection of Heavers Farm Primary School, London SE25 6LT**

Thank you for welcoming us on our recent visit. We came to see how well you are all learning and we enjoyed the two days at your happy, friendly school. Thank you for talking to us about your work and what it is like to be a pupil at your school. This letter is to tell you what we found out.

You, your parents and carers, and teachers told us that Heavers Farm is a good school and you are right, it is. You are taught well and you make good progress in English and mathematics. Occasionally, a few of you in Key Stage 1 do not do quite as well as you could.

The adults take good care of you. They help you to grow up well, to learn how to keep healthy and safe and to care for each other. You enjoy your lessons and the activities you are offered. Your teachers and the school's governing body all want to make your school even better.

We have asked them to:

- focus in Key Stage 1 on helping all of you make better progress by making sure that all lessons move along quickly and that the tasks you have to do are really challenging
- make sure that teaching is at least good in every class.

For you, the most important things are to carry on working hard, making your contribution to school life, and to continue growing into caring and responsible young people. You have all our best wishes for the future.

Yours sincerely

Stephen Dennett  
Lead inspector (on behalf of the inspection team)

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