

# Little Heath Primary School

## Inspection report

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<b>Unique Reference Number</b>	103647
<b>Local Authority</b>	Coventry
<b>Inspection number</b>	355419
<b>Inspection dates</b>	29–30 March 2011
<b>Reporting inspector</b>	Mark Mumby HMI

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	196
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Richard Leigh
<b>Headteacher</b>	Darren Clews
<b>Date of previous school inspection</b>	13 January 2010
<b>School address</b>	Spring Road Coventry CV6 7FN
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<b>Email address</b>	headteacher@littleheath.coventry.sch.uk

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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors (HMI) and two additional inspectors. They observed nine teachers during thirteen lesson observations. Inspectors held meetings with members of the senior leadership team, two members of the governing body, the education welfare officer, the School Improvement Partner and three local authority officers. They met with the school council and had informal conversations with parents, carers and pupils. They observed the school's work, and looked at a range of documentation, in particular that relating to safeguarding, school development and pupils' progress and attendance. Responses to questionnaires from pupils, staff and 81 parents and carers were considered.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The progress made by boys and pupils with special educational needs and/or disabilities.
- The success of the school's work to meet pupils' individual needs and support for those pupils identified as underachieving.
- The effectiveness of the school's work to improve attendance.

## Information about the school

This is a smaller than average primary school. About a quarter of pupils are from White British backgrounds. The majority of the pupils are from a wide range of minority ethnic backgrounds. The largest groups being of Indian, Pakistani and African heritage. A large majority of the pupils speak English as an additional language. A much greater than average proportion of pupils are known to be eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is above the national average. Far more children than is typical join or leave the school other than at the start of Reception or end of Year 6. When the school was inspected in January 2010, it was judged to require a notice to improve because it was performing significantly less well than it could reasonably be expected to perform. It received a monitoring visit by HMI in September 2010.

The school has attained National Healthy School Status, Activemark, Artsmark, Basic skills Qualitymark and has recently been accredited with the 'Let's get Cooking' award.

The school operates a breakfast club.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. The school has successfully addressed the issues raised in the previous inspection. The school's leaders prepared and implemented a suitable plan to improve the quality of teaching and raise the attainment of pupils. As a result, teaching is now good and the large majority of pupils are making good progress in their learning. Boys are making more rapid progress than girls, compensating for their prior lower attainment and bringing the attainment of boys and girls closer together. Although attainment in English and mathematics is improving, it remains low as a result of pupils making insufficiently rapid progress in the past. The progress made since the previous inspection demonstrates that it has the capacity to continue improving.

While achievement has improved, the school has been less successful in implementing effective strategies to address the low attendance. The school is particularly challenged in addressing this issue because of the highly transient nature of its pupils. A large proportion of pupils only stay at the school for short periods of time before moving to other schools nearer to their home or moving abroad. For the pupils' safety, the school retains many of these pupils on roll when they are absent, but their new location has not been confirmed. This, alongside holidays taken by families during term time, contributes to the low attendance of too many pupils. These exceptional circumstances mean that, although attendance is low and is only beginning to show signs of improvement, preparation for pupils' future economic well-being is satisfactory because they do make good progress in developing their basic skills when they are at school.

Children get a good start in Reception as a result of well-planned learning activities in a very well organised and stimulating learning environment. Good teaching continues throughout the school and the majority of pupils make good progress in most lessons. The pace of learning occasionally slows when classroom routines have not been fully embedded and transitions from one part of a lesson to the next are not smooth. In a few lessons, not all pupils make equally quick progress because the work provides too little challenge for particular groups, most often for the more-able pupils.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Raise attainment in English and mathematics to be in line with the national average at the end of Year 6 by July 2012 by:

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- sufficiently challenging all pupils, particularly the most able, in every lesson, through accurate assessment and the teachers' high expectations, to enable them to make good or better progress
- ensuring that a good pace of learning is maintained throughout every lesson.
- Increase attendance to be in line with the national average by May 2012 by:
  - working with parents and carers to ensure that they fully understand the importance of good attendance
  - working with the local authority to address issues of persistent absence including holidays in term time
  - implementing strategies to celebrate good attendance and eradicate unnecessary absence.

**Outcomes for individuals and groups of pupils****3**

Children start school with skills and understanding below those expected for their age. Children's language skills are least well developed. A majority of pupils join the school, both in Reception and in older year groups, speaking little or no English. Pupils have good attitudes in lessons and behave well, enabling them to benefit fully from the opportunities available. They clearly enjoy their learning, particularly when they are given the opportunity to use their imagination, such as when Year 3 pupils were planning their own science investigations. A strong focus on developing basic skills in English and mathematics enables pupils to make good progress in these basic skills. Carefully targeted support for pupils identified as underachieving is used successfully to ensure that pupils of all backgrounds achieve equally well. However, when pupils are not at school they make less progress and the school acknowledges that extended holidays taken by some pupils adversely affect their learning. Pupils with special educational needs and/or disabilities are supported well, several benefitting from specialist support from partner agencies. Consequently, these pupils make progress similar to their peers.

Pupils are enthusiastic about their opportunities to participate in physical education both during lessons and in clubs. Even the youngest children in Reception enjoy their healthy fruit snacks and can list many healthy foods. They understand about how to keep themselves safe, saying that bullying and racism are rare and any incidents are dealt with effectively. The school has good links with the wider community through music and sporting events. The school council is at an early stage of development, representing only the older pupils and only including one boy. There is good racial harmony among the diverse school community. Pupils engage enthusiastically in the many and varied opportunities for cultural enrichment such as Key Stage 1 pupils performing at Birmingham Symphony Hall and weekly African samba drumming sessions in school.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Classrooms are well organised and provide a stimulating environment in which to learn. Lessons are calm and purposeful. They are planned well to meet the pupils' interests and engage them in their learning. Teachers mostly use assessment well to provide a good level of challenge for pupils of different ability, although occasionally progress slows when there is insufficient challenge or extension work, particularly for the most-able pupils. Teachers use questioning well to assess and extend learning, frequently directing questions at specific pupils. This strategy helps to ensure that boys and girls, and those from different minority ethnic backgrounds are all included equally. Teaching assistants are deployed well and provide good support, particularly for pupils with specific needs such as those who have recently arrived at the school speaking little or no English.

The curriculum is suitably matched to the pupils' needs with a strong emphasis on developing basic skills. It is particularly well-suited to the school's transient population, notably those pupils who speak little or no English. There is a rich mix of stimulating experiences to enhance the pupils' life skills and creativity. For example, Year 5 pupils were enthused by their topic work based on 'The Iron Man', culminating in a mixed-media presentation to pupils, parents and carers. The school is at the early stages of developing the curriculum to extend pupils' independent learning skills further. Recently implemented cross-curricular links to enable pupils to apply and develop their basic literacy, numeracy,

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and information and communication technology skills are contributing to the increasing progress being made by pupils.

The school provides effective support for pupils with additional needs, such as those with special educational needs and/or disabilities and those who speak English as an additional language. For example, three recently arrived pupils in Year 6 who speak English as an additional language are making good progress as a result of the support they receive. There are appropriate systems in place to support pupils with transition from this school to secondary education, including visits for all pupils and additional provision for potentially vulnerable pupils. The school is working with its newly appointed education welfare officer to improve attendance, with limited success. The breakfast club provides a sociable start to the school day in a safe environment for those pupils who attend.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

**How effective are leadership and management?**

The school's leadership team and governing body have a clear understanding about the school's strengths and areas for further development. Senior leaders are focused on improving teaching and learning and have successfully implemented a well-planned range of activities to monitor, evaluate and improve the quality of teaching and raise attainment. The school has put in place a rigorous system of assessment and tracking. Intervention work is planned carefully to support pupils identified as falling behind and challenging targets are set to address the underachievement from the past. As a result, teaching has improved and attainment is rising. However, this good leadership and management of teaching and learning are not matched with a similarly rigorous approach to addressing the identified issue of low attendance. Consequently, the effectiveness of leadership and management in driving improvement across all aspects of the school is only satisfactory.

The governing body successfully holds the school to account for its work in improving pupils' progress. Governors have links to specific subject areas and are beginning to ask suitably challenging questions. Procedures for safeguarding pupils are robust; staff and the designated governor are well informed about child protection. Good practice in multi-agency work to support individual pupils is an example of the school's effective partnership work.

The school has successfully addressed inequalities between the different groups, such as the low achievement of boys. However, the low attendance of a minority of pupils limits their opportunities to learn in school. The school understands its context very well and has prepared a community cohesion statement. Although it actively promotes cohesion, it has

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not developed a strategy to evaluate the effectiveness of its work in this area. International links are at an early stage of development.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children make good progress although, because of limitations to language development when they arrive, as well as children joining the class part way through the year, skills and understanding at the end of Reception remain below average, particularly in their communication skills. Children have a good understanding about leading healthy lifestyles, talking knowledgably about healthy foods. They understand about how to keep themselves safe, explaining when and why they wash their hands, for example.

The learning environment is well laid out to provide a good range of interesting activities both indoors and outside. Activities are planned well to stimulate development of children's literacy and numeracy skills. For example, children develop their understanding of letter sounds and words by observing written language which is displayed around the classroom or discovering written letters buried in sand or covered in foam. Although children are able to contribute their ideas to the daily plans, they are not currently able to influence the longer term themes in the learning environment. Children move freely between the indoor and outdoor environments, with children of different backgrounds, including those speaking little English, learning and playing harmoniously together. There is a good balance between activities directed by adults and those initiated by the children. Adults relate well to the children, asking questions to develop learning and making careful observations of their development. Assessments are recorded and moderated appropriately.

There are good arrangements to involve parents and carers in their children's learning and development, including an induction session prior to the start of the school year.



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Opportunities for parents and carers to participate in sessions where children are learning about letter sounds supports them in helping their own children to learn at home. The Reception teacher has a clear understanding about how to develop the provision further, such as by enhancing the outdoor learning environment with some larger play equipment.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The response rate to the inspection questionnaire was higher than typical. Most parents and carers who responded to the questionnaire are very happy with the school. A few expressed concerns about behaviour, the progress made by pupils, meeting the pupils' individual needs and taking account of parents' and carers' views. Inspectors found that the school has improved the way it supports pupils with specific needs and this contributes to the good progress made by the majority of pupils. Pupils' behaviour was also found to be managed well. The school provides suitable information to parents and carers, and does take account of their views. For example, newsletters are now only in English and a trim trail has been constructed, both in response to parents' and carers' requests.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Little Heath Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 81 completed questionnaires by the end of the on-site inspection. In total, there are 196 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	43	53	38	47	0	0	0	0
The school keeps my child safe	47	58	30	37	0	0	1	1
My school informs me about my child's progress	41	51	37	46	2	2	1	1
My child is making enough progress at this school	38	47	35	43	6	7	2	2
The teaching is good at this school	39	48	37	46	2	2	1	1
The school helps me to support my child's learning	33	41	42	52	3	4	0	0
The school helps my child to have a healthy lifestyle	38	47	38	47	3	4	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	26	32	44	54	7	9	0	0
The school meets my child's particular needs	34	42	37	46	8	10	0	0
The school deals effectively with unacceptable behaviour	29	36	40	49	9	11	0	0
The school takes account of my suggestions and concerns	30	37	41	51	7	9	1	1
The school is led and managed effectively	31	38	46	57	1	1	1	1
Overall, I am happy with my child's experience at this school	42	52	35	43	2	2	2	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and 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 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.

**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.**



31 March 2011

Dear Pupils

**Inspection of Little Heath Primary School, Coventry, CV6 7FN**

Thank you for making my colleagues and me so welcome when we visited your school this week. We very much appreciated the time you spent talking with us about your school.

Your school has improved a lot since it was inspected in January last year, and it is now giving you a satisfactory education. Most of you are now making good progress in your lessons. This is helping you to catch up because many of you, especially the boys, were not learning as much as you could in the past. Some of you could still make even more progress so we have asked the teachers to make sure that all of the activities you do are challenging and help you to learn quickly. We have also asked them to make sure that no time is lost in lessons, such as sometimes happens when you move from one activity to another.

You behave well in school and all seem to get on well with each other. You understand how to lead healthy lifestyles. Even some of you in Reception could tell me about different healthy foods.

Some of you do not come to school often enough. I have asked the school to work with you and your parents and carers to make sure that you all come to school every day unless you are too unwell to attend.

You can all help your school to get even better by always working hard and making sure you come to school every day.

Yours sincerely

Mark Mumby

Her Majesty's Inspector

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