

Inspection of a good school: Heavers Farm Primary School

58 Dinsdale Gardens, South Norwood, London SE25 6LT

Inspection dates:

17 and 18 November 2021

Outcome

There has been no change to this school's overall judgement of good as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

What is it like to attend this school?

Leaders' aim to create a school where pupils 'care, learn, aspire and succeed' is reflected in the school's positive and nurturing environment. Pupils are happy and safe. One pupil typically said, 'I feel like this school is my home'. Leaders empower all pupils to be proud of their heritage and to value the school's diverse community. This underpins the school's curriculum. Pupils said that they enjoy being taught about different people and religions.

Pupils know the high standards of behaviour expected and continually meet these standards. Pupils behave well in the playground and in classrooms. Leaders create an anti-bullying culture through assemblies and lessons. Adults sort out any instances of bullying if they occur.

Leaders have high expectations for pupils. These expectations are shared by staff. Leaders regularly check that pupils are getting better in subjects. Pupils typically achieve well. However, leaders in some subjects have not ensured that the curriculum is well sequenced. This means that pupils are not doing as well as they could be in these subjects.

What does the school do well and what does it need to do better?

The school's curriculum matches the national curriculum. Leaders and teachers use the national curriculum to design subject plans. Some leaders think carefully about the order that teachers must teach subject content. They sequence subject knowledge so that pupils know and remember more content as they get older. Pupils recall prior learning confidently and apply this to new learning. For instance, pupils in Year 3 use their knowledge of place value and rounding to estimate answers to calculations. Teachers and leaders regularly check what pupils know. They use this information to decide if pupils are ready to move on or need extra help. Not all subject leaders have planned the order in

which pupils should learn subject content equally well. In these subjects, the important knowledge and the order in which teachers should teach it are not made explicitly clear. As a result, pupils do not connect and build up knowledge and skills as securely over time. In these subjects, pupils talk confidently about what they are learning now and what they have studied in the past. However, they are less clear about how this knowledge links together.

Children in the early years thoroughly enjoy listening to stories. From early years to Year 6, pupils read every day independently or to an adult. Pupils also borrow books regularly from school to read at home. Currently, the phonics programme is not coherent because leaders use a combination of different phonics programmes and books. Younger pupils learn phonics every day and teachers ensure that pupils have additional time to practise phonics sounds at other times during the day. For instance, teachers read stories to pupils which contain the sounds taught that day. Leaders do not specifically match the reading books to the phonics programme. As a result, pupils who are at the beginning stages of learning to read do not have enough chances to read books matched to the sounds they know. This means they do not quickly gain the knowledge they need to become confident, fluent readers.

Leaders work with teachers and teaching assistants to identify pupils with special educational needs and/or disabilities (SEND). Leaders help teachers to adapt the curriculum and make sure pupils with SEND learn subjects with their peers. Pupils who need additional help receive support with their learning and, where appropriate, selected pupils benefit from working with expert therapists and/or counsellors and trained school staff.

Leaders use many rewards to motivate pupils to do their best. Pupils celebrate one another's successes, for instance when their peers are nominated for 'the golden child' award. Pupils demonstrate high standards of behaviour. They follow the rules and talk confidently about why this is important. They listen carefully to teachers and each other. Behaviour does not disrupt learning.

Many pupils have leadership roles such as prefects, house captains and school councillors. Pupils talked about being fair and a role model to others. Pupils enjoy taking part in clubs. These include eco art, sustainable fashion, football and gymnastics. Outings and visiting speakers teach pupils about equality. Pupils are introduced to the contributions that people from different backgrounds have made to Britain. Pupils say that learning about and valuing difference is a strength of the school.

Leaders manage the school well. Leaders and governors prioritised staff well-being and workload. Staff value the support and care that leaders provide. Governors and leaders work together to improve the school. Governors receive training for their roles and challenge leaders effectively. Leaders have plans to improve the curriculum and phonics provision. They are prioritising the right things.

Safeguarding

The arrangements for safeguarding are effective.

Staff receive safeguarding training and regular safeguarding updates. As a result, they consistently use the school's reporting systems to raise concerns. These are acted upon swiftly by leaders, who work closely with outside agencies to make sure pupils and families receive support. Leaders escalate any concerns and persist until they are satisfied with the outcome.

Pupils are taught how to keep themselves safe, including online. Pupils are helped to understand terms such as neglect, abuse and bullying. They are taught that they should report any concerns to an adult. They know the telephone number for ChildLine and recite it confidently.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders use a combination of programmes to teach phonics. The books pupils read are not matched to the sounds that they know or are currently learning. This prevents them from becoming confident, fluent readers. Leaders need to prioritise adopting one phonics programme and make sure that the books pupils read match the sounds that they know.
- In some subjects, leaders' plans do not make important knowledge explicit. Key content has not been sequenced so that pupils build on prior knowledge as they get older. As a result, pupils do not know how current learning links to what they learned previously. Leaders should make sure key knowledge is made explicit and is sequenced effectively.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

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| Unique reference number | 101776 |
| Local authority | Croydon |
| Inspection number | 10200352 |
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 585 |
| Appropriate authority | The governing body |
| Chair | Graham Cluer |
| Headteacher | Susan Papas |
| Website | www.heaversfarm.com/ |
| Date of previous inspection | 10 November 2016, under section 8 of the Education Act 2005 |

Information about this school

- The school is federated with Selsdon Primary School.
- The school does not use alternative providers.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors carried out deep dives in these subjects: mathematics, history, Spanish and early reading.
- For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also looked at curriculum plans and spoke to leaders about some other subjects.

- Inspectors checked arrangements to safeguard the welfare of pupils. Inspectors spoke to leaders, staff and pupils. Inspectors checked safeguarding documentation and records. Inspectors also checked that pre-employment checks are carried out appropriately.
- Inspectors held meetings with representatives of the governing body and met with a representative from Croydon local authority.
- Inspectors considered the responses of staff and parents to Ofsted's online surveys.
- Inspectors also spoke with some parents.

Inspection team

Andrea Bedeau, lead inspector

Her Majesty's Inspector

Ellie Whilby

Ofsted Inspector

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