

Inspection of Heavers Farm Primary School

58 Dinsdale Gardens, South Norwood, London SE25 6LT

Inspection dates: 14 and 15 June 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Heavers Farm is a welcoming and friendly school. Pupils play happily together at social times, showing respect and kindness. Pupils trust adults to deal with any worries that they may have. This makes them feel safe. Bullying is rare. When it does occur, it is dealt with swiftly.

Leaders have high expectations for pupils' behaviour and conduct. Pupils are polite and well mannered. They take their learning seriously. This is demonstrated through their focus and attention during lessons.

Leaders are ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). Overall, pupils are able to talk with confidence about their learning. However, the high-quality curriculum that is now in place needs time to fully embed. Its impact is not fully reflected in pupils' outcomes in some areas in the 2022 national assessments.

Pupils are well prepared for life in modern Britain. Diversity is celebrated and pupils are taught that everyone has the right to be treated with respect. Older pupils have opportunities to take on roles of responsibility, such as becoming a prefect or head pupil.

Pupils relish the many opportunities they have to take part in sport and sporting events. Pupils are able to attend after-school clubs for cricket, football, basketball, athletics, gymnastics and taekwondo. They also enjoy being able to compete against other local schools in Croydon.

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

Pupils experience a broad and balanced curriculum. Starting from the early years, leaders have thought carefully about the key knowledge, skills and vocabulary that they want pupils to learn.

Teachers have good subject knowledge. They present subject matter clearly. Assessment is used effectively, particularly in mathematics and early reading. Teachers use a range of strategies to check what pupils know and understand. This information is then used to identify and address gaps in learning and any misconceptions.

Leaders have prioritised reading. All staff have been trained and phonic sessions are delivered consistently, in line with leaders' expectations. Pupils have daily practice of the phonics knowledge that they have been taught. They read books that are well matched to the sounds they know. Pupils that are falling behind are given extra practice and support to help them catch up. However, when hearing pupils read, there are occasions where staff do not focus pupils' attention on practising and applying their phonics knowledge. This reduces how well this reading practice

contributes to the development of pupils' reading. A love of reading is promoted through daily story time sessions and opportunities for pupils to read for pleasure.

Leaders are ambitious for pupils with SEND. Pupils with SEND are fully included in school life. They learn alongside their peers. There are effective systems in place to identify these pupils' needs and barriers to learning. Pupils that have an education, health and care (EHC) plan are very well catered for. Effective support and strategies are used to enable them to access the learning successfully. Leaders work well with external agencies to ensure the right support is put in place. On some occasions, for pupils with SEND but without an EHC plan, the tasks and support provided are not sufficiently well focused on meeting pupils' needs and ensuring that they fully access what is being taught.

In the early years, the curriculum builds towards readiness for Year 1. The learning environment is well resourced to support the aims of the curriculum. The activities that children take part in cover all areas of the early years framework and are selected carefully to build children's understanding logically. The curriculum places a clear emphasis on developing and extending children's language and vocabulary. Adults play alongside children, using these interactions to build up children's knowledge and use of new words and phrases. However, this approach is not consistent. At times, some adults do not make full use of their interactions with children to introduce and model language.

The provision for pupils' personal development is promoted through the curriculum and wider opportunities. Each half term the whole school focuses on a different theme where a range of issues are explored in a sensitive and age-appropriate manner. Examples of themes explored include black history, disability awareness, the environment and women's history.

Pupils are taught how to keep themselves physically and mentally healthy. They are able to access bespoke support for their mental health through the school's nurture provision. This provides a safe space for pupils to recognise their emotions and develop strategies to manage them.

Leaders, including governors, have an accurate understanding of the school's strengths and areas to improve. While there are many parents and carers and staff that are positive about the school, there are mixed views. Leaders and governors are aware of this. The measures that they have put in place are beginning to increase the confidence of these parents and staff in leaders' work.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have created a culture where safeguarding is a priority. Staff receive regular training and updates. They know signs to look out for that can suggest that a pupil may be at risk of harm. There are clear procedures for reporting and recording any concerns, which staff understand and follow. Leaders have robust oversight of

safeguarding arrangements, and, in turn, make sure that all pupils and their families get the support they need. This includes the provision of the 'family hub' where food and uniform are provided for families in need.

Pupils learn how to keep themselves safe through the curriculum. This includes online safety and learning about healthy and unhealthy relationships.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some areas, leaders' expectations for the delivery of the curriculum are still embedding. Examples of this include the development of children's language in early years and the preciseness with which some support and resources are targeted for pupils with SEND. Additionally, sometimes the tasks and resources selected are not supporting pupils to recall and apply their learning, including, on occasion, in early reading. All of this is reducing how well the curriculum enables pupils to deepen their knowledge and understanding. Leaders need to continue to train staff to develop their skills and expertise in delivering the ambitious curriculum and consistently meeting all pupils' needs.
- While there are many parents and staff who are positive about the school, overall views are mixed. Leaders and governors are aware of this and should continue to embed the measures they are putting in place.

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.

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

Unique reference number	101776
Local authority	Croydon
Inspection number	10240381
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	365
Appropriate authority	The governing body
Chair of governing body	Graham Cluer
Headteacher	Susan Papas
Website	www.heaversfarm.com
Date of previous inspection	17 and 18 November 2021, under section 8 of the Education Act 2005

Information about this school

- The school is federated with Selsdon Primary School.
- Leaders do not make use of any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, physical education, design and technology and art. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. They listened to pupils read. Other subjects were also considered as part of this inspection, including music and history.

- The inspectors met with the executive headteacher, head of school, school leaders, members of the governing body and a local authority representative.
- The inspectors spoke with leaders, staff and pupils about safeguarding. The inspectors also checked safeguarding records and documentation.
- The inspectors considered the responses to the Ofsted Parent View survey.
- The inspectors also considered staff survey responses.
- The inspectors observed pupils' behaviour in the playground.

Inspection team

Julie Wright, lead inspector	His Majesty's Inspector
Helen Rai	Ofsted Inspector
Sylvia Kerambrum	Ofsted Inspector
Robin Boshier	Ofsted Inspector

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