



Heavers Farm Primary School

Inspection Report

Unique Reference Number 101776
LEA Croydon LEA
Inspection number 276588
Inspection dates 10 July 2006 to 11 July 2006
Reporting inspector Marianne Harris AI

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

Type of school	Primary	School address	58 Dinsdale Gardens
School category	Community		London
Age range of pupils	3 to 11		SE25 6LT
Gender of pupils	Mixed	Telephone number	020 8653 5434
Number on roll	398	Fax number	020 8653 8055
Appropriate authority	The governing body	Chair of governors	Ms Andrea Clarke
Date of previous inspection	17 January 2000	Headteacher	Mr Lascelles Haughton

Age group	Inspection dates	Inspection number
3 to 11	10 July 2006 - 11 July 2006	276588

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Heavers Farm is a larger than average primary school in a culturally diverse yet socially deprived area. The proportions of pupils who are eligible for free school meals, who have learning difficulties and disabilities, or who are learning English as an additional language are above average. When they join the school, pupils' attainment is broadly average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

The school judges itself to be inadequate, but inspection findings are that the school provides a satisfactory standard of education and satisfactory value for money because pupils make satisfactory progress overall. Many parents are positive about the work of the school and pupils say that they enjoy their lessons.

Children make a satisfactory start in the Foundation Stage where much emphasis is put on developing their language skills. Throughout their time in school, pupils make steady progress and standards, overall, are average by the end of Year 6. However, standards in mathematics have fallen recently and are below average across the school. Although they are beginning to improve, pupils do not make enough progress in this subject because the recent focus in the school has been on English and not enough has been done to slow the decline in standards in mathematics. Pupils' achievement overall is satisfactory and they develop mature attitudes to learning.

Teaching and learning are satisfactory. Teachers plan work that is appropriate for the ability of each child and pupils are set targets for English and mathematics. However, marking is not good enough to show pupils how to improve their work and too many worksheets are used, especially in mathematics, which limits the opportunities that pupils have to record for themselves. The school offers a good range of sporting and musical activities that are open to pupils of varying age groups. Good care is taken of the pupils.

The leadership and management team have been successful in tackling the issues from the last inspection and demonstrate a satisfactory capacity to improve. The leadership team have been very successful in promoting pupils' personal development so that they have a good understanding of how to lead a healthy lifestyle and keep safe. The school's evaluation of its work is satisfactory, but their overall judgement was too harsh, because the leadership team has not given enough weight to the satisfactory progress that pupils make.

What the school should do to improve further

- Raise standards in mathematics, enabling all pupils to make at least satisfactory progress
- Improve the quality of marking so that pupils know how to improve their work
- Reduce the number of worksheets so that pupils learn how to record their work for themselves.

Achievement and standards

Grade: 3

The school judges achievement to be inadequate, but inspectors disagree, and judge it to be satisfactory. When children join the nursery their attainment is broadly average. During their time in the Foundation Stage they make steady progress and when they enter Year 1 standards remain average. This steady progress continues and standards

overall are average by the end of Year 6. However, within this picture of satisfactory achievement, pupils make better progress in English and science than they do in mathematics, where standards in national tests, for pupils aged 7 and 11, have fallen recently because the school has focused in recent years on improving pupils' skills in English and not enough on raising standards in mathematics. Standards in mathematics have improved over the last year, but pupils are not yet making the progress of which they are capable.

The school has set challenging targets for all pupils and much success has been gained in English, where the number of pupils who reach the higher level exceeds expectations by the end of Year 6. However, targets in mathematics have not been met. Pupils with learning difficulties and disabilities, or who are learning English as an additional language, make satisfactory progress because their difficulties are accurately identified and appropriate strategies put in place to meet their needs.

Personal development and well-being

Grade: 2

Evidence seen during the inspection confirms the school's judgement that pupils' personal development is good. Behaviour is good and this makes a significant contribution to the calm and friendly atmosphere of the school, in which all pupils flourish. Pupils have good attitudes to learning, they work hard and are eager to participate in lessons. Their spiritual, moral, social and cultural development is good, with particular strengths in moral and social development.

Pupils enjoy school and are very specific about what they like. Their main reasons are that lessons are interesting and there is a supportive atmosphere where pupils help each other.

Attendance is satisfactory. The school does all it can to ensure regular attendance but some families take extended holidays or keep pupils away for trivial reasons.

Pupils feel safe in school because the small amount of bullying, along with any other concerns, is taken seriously by teachers who can be relied upon to get to the bottom of and deal effectively with worrying situations. Pupils show secure understanding of how to work and play safely. Pupils understand the benefits of a healthy lifestyle and diet, which is shown by their obvious enjoyment of the healthy choices they make at lunchtime. Pupils are well prepared for later life, especially as they work together effectively and confidently learn to use information and communication technology.

Quality of provision

Teaching and learning

Grade: 3

The school judges teaching and learning to be inadequate, but inspectors judge them as satisfactory because pupils make sound progress, whatever their ability and stage of learning English. Pupils report that learning is fun. Where teaching is most effective,

each pupil knows what they are going to learn and can assess at the end how well they have understood the lesson. Where teaching and learning are not as effective, there is an overuse of printed worksheets that limit the opportunities that pupils have to record for themselves. This is a particular problem in mathematics where, in addition, some work is unmarked and there are low expectations of work being neatly presented. Group targets have been set for English and mathematics and many pupils know what they are aiming for. However, targets in English are based on very accurate half-termly assessments of what pupils need to do to improve, whereas in mathematics, targets are not well focused because assessment is not as strong. Marking overall is inadequate because it is often congratulatory, with few comments about how pupils could improve their work and reach their targets. Relationships throughout the school are good and pupils are keen to learn. Whole class and paired discussions are used particularly well to encourage pupils to develop their speaking and listening skills so that they are confident communicators.

Curriculum and other activities

Grade: 3

The school offers its pupils a satisfactory curriculum. It is suitably broad and balanced. The curriculum is planned appropriately to meet the needs of all pupils and includes support programmes to boost the progress of pupils who need extra help.

The Foundation Stage curriculum provides children with a satisfactory range of experiences. There is strong emphasis on the development of language skills, but with less planned opportunities for children to extend their mathematical knowledge and skills. Throughout the rest of the school the curriculum for mathematics is satisfactory.

Pupils' experiences are broadened by carefully selected visits that link well to subjects such as history and science. A good range of extra-curricular clubs, particularly sport and music, are enjoyed by pupils. These enhance the curriculum and contribute to pupils' personal development.

Care, guidance and support

Grade: 2

Inspectors disagree with the school's judgement on this aspect of their work and judge it to be good rather than satisfactory. Child Protection procedures are robust and the school works well with other agencies in order to ensure that they monitor the welfare of pupils about whom they have concerns, providing support for families where appropriate. Good systems are in place to ensure that the environment is safe and welcoming. Healthy lifestyles are strongly encouraged and this is evident in the healthy choices that pupils make at lunch times. Good support is given to pupils who are identified as being likely to be excluded from school or who are in danger of under-achieving.

Challenging targets have been set for pupils to improve their work in English and mathematics. Pupils take an interest in their own progress and talk confidently about

what they need to do to improve in English, but they are less secure about how to improve in mathematics. This is, because teachers have focused less on reminding pupils what they need to do to improve their work in mathematics. However, marking is not yet good enough in any subject to support them in reaching their targets.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher and deputy head have set a clear direction for improvement, which is shared with the staff and governing body. The leadership team are fully involved and committed to securing the best for the pupils. Although the monitoring aspects of their leadership roles are not yet fully established, subject leaders have a clear understanding of what needs to be developed. This ensures that the school improvement plan sets appropriately challenging targets for the school's performance.

The monitoring and evaluation of the school's work is satisfactory and shows good awareness of the issues that need to be addressed. However, evaluation is not yet sufficiently rigorous and does not take full account of the impact of actions taken. Consequently, leaders view a number of aspects less favourably than the inspectors. Priorities and actions are well documented in the school improvement plans. The strong emphasis on improving the quality of teaching and learning in English has led to improvement in how the subject is taught, and standards have risen. Progress in pupils' writing and in responding to issues from the last inspection indicates that the school has the capacity to improve. However, action taken to improve standards in mathematics has not yet had a significant impact across the school and needs to be more clearly focused on what pupils need to do next to improve their work

The governing body has been through a period of instability due to changes in leadership, but the structure is now settled. Governors are committed and supportive. They carry out their responsibilities effectively and are proactive in challenging the school with regard to achievement and standards. The school works hard to involve parents and their views are sought and acted upon.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Children

Thank you very much for welcoming us into your school a few days ago. We promised to tell you what we found out and that is why I am writing to you. You really helped us find out all we needed to know and you all agreed that yours is a friendly school where 'you all muck in together'. We agree with you and were particularly impressed by your knowledge about healthy eating and keeping safe. We think that you all behave well and are kind to each other. However, we do think that some of you stay off of school for trivial reasons, and that your attendance could be better.

We think that your teachers work hard and help you learn and make steady progress, especially in English. We have asked them to mark your work more carefully so that you know what it is you have to do to reach the targets that have been set for you. We have also asked them to cut down on the number of worksheets that you have so that you learn how to record your work for yourselves. This is especially true in mathematics, where many of you do not do as well as you do in English and science. We have asked your teachers to make sure that you do learn a lot more in mathematics.

Once again thank you for helping us come to the view that Heavers Farm is a satisfactory school. We wish you all well in the future and hope to see you again in the future.

Marianne Harris

Lead Inspector