



Little Heath Primary School

Inspection Report

Unique Reference Number 103647
Local Authority Coventry
Inspection number 286716
Inspection dates 22–23 November 2006
Reporting inspector William Goodall

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

Type of school	Primary	School address	Spring Road
School category	Community		Coventry
Age range of pupils	4–11		CV6 7FN
Gender of pupils	Mixed	Telephone number	024 76688006
Number on roll (school)	188	Fax number	024 76638462
Appropriate authority	The governing body	Chair	Rick Leigh
		Headteacher	Phil Albans
Date of previous school inspection	8 October 2002		

Age group 4–11	Inspection dates 22–23 November 2006	Inspection number 286716
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a small school in a relatively deprived area of Coventry. The pupils come from a very wide range of ethnic groups, over half of whom do not have English as their first language. Children's levels of communication and social skills are very low when they enter Reception. The proportion of pupils with learning difficulties and disabilities is above average, as is the proportion with statements of special educational needs. The mobility of pupils is very high, and usually less than one third of Year 6 pupils spend all their time in the school.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school that is improving steadily. Pupils achieve well in relation to their previous standards because teaching is good and the support they get is outstanding. Standards on entry to Reception are well below those expected nationally, especially in communication and social skills. Provision for Reception pupils is good, and they make good progress. In Years 1 and 2, progress is satisfactory, but standards remain below average. Although each year over two thirds of Year 6 pupils did not start at the school, and many of these also have little or no English, there is nevertheless good progress in Years 3 to 6. In 2005 the results in the national tests improved to be around the national average, and these were maintained in 2006.

Teachers know their pupils very well and their assessments are secure and used in planning learning activities that are well matched to each pupil's needs and capabilities. Pupils are therefore motivated to learn, attend regularly, and are fully involved in lessons. The care, support and guidance of pupils are outstanding and this is a key factor in the progress the pupils make in school. Marking and advice are very supportive and help pupils to understand where they are and what they need to do to improve.

Personal development and well-being are outstanding, as is the spiritual, moral, social and cultural development of all pupils. All pupils are valued, whatever their background, and new arrivals quickly take a full part in school life, aided by the excellent support they receive to incorporate them into the safe environment of the school. Parents are very supportive of the school's provision.

The curriculum is good. It is broad, balanced and relevant and contributes well to pupils' enjoyment of school. It prepares them well for the next stage of education and their future lives. This is evident through everyday lessons and through a very good range of enrichment activities and community links.

Leadership, management and governance are good. The headteacher, supported by an able and efficient senior team, provides clear educational direction for the school. All staff share a common purpose and have high aspirations for the school and for each pupil. The school is aware that their analysis of data, although very thorough, is not used well enough to give a clear overview of actions that should be taken. The monitoring of learning has not been extended to make a more rigorous monitoring of teaching. The school is outward looking and makes the most of its strong partnerships with other schools and the local community to broaden pupils' learning and to enrich their experiences.

What the school should do to improve further

- Monitor the quality of teaching more rigorously so that that provision is consistent across the school.
- Make better use of the analysis of data to gain a clear overview of actions that should be taken early enough.

Achievement and standards

Grade: 2

Standards are broadly average at the end of Year 6 and the achievement of all groups of pupils through the school is good. Children's levels of skills and understanding are very low when they enter Reception, particularly in communication and their social skills. A large proportion are in the early stages of speaking English. They settle quickly into the school, gain in confidence and make good progress, although standards remain below those normally found. In Years 1 and 2, pupils make satisfactory progress, but standards in the national assessments at the end of Year 2 have remained below average. This is because many pupils, particularly those just joining the school, still lack basic skills, and many still have a poor command of English.

Despite the very high mobility of the pupils, by the end of Year 6, all groups have progressed well. In the national tests in 2005, results were broadly average. In 2006, these results were maintained, and trends have been consistently positive over time. The school has been effective in raising standards since the previous inspection, but progress in Years 1 and 2 is not as good as that in the rest of the school.

Personal development and well-being

Grade: 1

Pupils say they are very enthusiastic about the school because they feel safe and secure and enjoy being here. They say that what bullying there is is quickly dealt with. Behaviour is good in class and around the school. Pupils are confident that they can share any problems with an adult, such as the learning mentor. This confidence and their enthusiasm for learning help pupils to make good progress. Attendance has risen impressively over the past year, and is now significantly above the national average.

Pupils know the difference between right and wrong and have a keen awareness of social responsibilities. All groups of pupils flourish in the school, as the pupils' cultural diversity is celebrated. Pupils, from every background, develop quickly because they are welcomed and made to feel at home from the time they arrive in the school.

Pupils understand the dangers of smoking and alcohol, and of the misuse of drugs. Pupils' development of skills in language, literacy and numeracy prepares them well for the next stage of their education and for their future lives.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good, although inconsistent across the school. Despite being in the early stages of learning English, owing to their recent arrival in the country, there are high expectations of what pupils are capable of achieving. The purpose of lessons is clear and pupils know what they are aiming to achieve. Lessons usually

proceed at a good pace and pupils are encouraged to do their best. New pupils are settled in well, and teachers and support staff create their own plans of work for them. The good assessment procedures help to ensure that progress is tracked regularly. Targets are set at pupils' own levels of need. They are supported very well by teaching assistants. There is a good focus on the needs of different groups of pupils to help them all to reach their potential. Teachers use a variety of methods to capture their interests and pupils respond accordingly by showing their eagerness to learn in all sorts of ways. One parent said, 'Every day they come and surprise me with something new they have learned.' Teachers guide pupils well to become independent learners, for example, in a history lesson seen in Year 6, where pupils showed developing skills of enquiry and much pride in their work.

Curriculum and other activities

Grade: 2

Throughout the school, there is a focus on making learning more interesting and preparing pupils well for the next stage of education, and their life ahead. In Reception, children experience a variety of interesting activities that help them to enjoy learning and develop their imagination. There are clear plans to follow for each year group. Work is modified for pupils in Year 1 to ensure better continuity in children's learning from their work in Reception, but the links for the progression from Early Learning Goals to the National Curriculum are not yet clear enough. The school ensures that pupils receive a rich education in art and design, music and sport, and arranges 'subject weeks' to give them more emphasis. Teachers continue to find new ways to enrich the experiences of gifted and talented pupils by working in close partnerships with the cluster of local schools. Information and communication technology (ICT) is used well by teachers to stimulate pupils' interests and develop their ICT skills. Teachers make learning more meaningful through cross-curricular links and by developing literacy across subject areas.

Care, guidance and support

Grade: 1

The school provides outstanding care, guidance and support for all pupils. This gives all the different groups security and a feeling of being valued so that they develop confidence and a positive self-image which underpins their good progress. Twenty-six languages are spoken in the school, but the excellent support that is given for those with poor English language and/or literacy skills overcomes any problems very effectively. A very good experience in Reception helps children to settle quickly and to feel safe and secure. Personal achievements both in and out of school are recorded and celebrated, and the children say, 'The awards system is fantastic.' Pupils' academic progress is tracked systematically and careful guidance towards clear targets means that pupils understand clearly how well they are doing and how to improve. The use of the learning mentor and classroom assistants is exemplary, and there are very good links with external agencies. This means that any pupils with poor language skills or

learning difficulties and/or disabilities have access to specialised help where it is needed.

Leadership and management

Grade: 2

The headteacher works hard to create strong teams. All staff have a good understanding of the quality of work being completed, and of how well individual pupils are progressing. They are developing a good range of strategies to improve work. Teachers with additional expertise are used productively to develop the curriculum and to improve teaching practice, but the quality of teaching is not monitored rigorously to ensure that provision is consistent across the school. While being supportive of the school's obvious strengths, governors are well informed and ask questions about the challenges it faces, and for reasons for the differences in achievement. Self-evaluation is accurate, but the analysis of data is not used effectively to gain a clear overview of actions that should be taken early enough. The culture of open discussions between leaders and managers at all levels reflects a school which strives to move forward constantly, despite the many challenges it faces. It has good capability to drive forward further improvement for its pupils.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	2
The attendance of learners	1
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Two Ofsted inspectors recently visited your school. We would like to thank you for being so helpful and courteous. We enjoyed talking to you and visiting your lessons. Here are our main findings.

We feel that Little Heath is a good school. You achieve satisfactory results and make good progress. This is because the school cares for you all extremely well and helps you to make good progress during your time in the school. Lessons are very well planned by your teachers. They use a good variety of approaches to keep you interested and show you how to improve your work.

We were very impressed by how much most of you enjoy the school, are punctual and attend regularly. Your positive attitude to learning is helping you to succeed. The behaviour we saw in class and around the school was very good and you all acted sensibly and maturely.

The school is led well, the leadership of subjects is good, and good improvements have been made since the last inspection.

The inspectors feel that the school can improve even further and we have asked the school to:

- monitor the quality of teaching more closely so that the teaching you receive is consistently good in all the classes.
- make better use of the marking and assessment of the school's work to identify what needs to be done to improve its provision.

Thank you for the way in which you represented your school and yourselves during our time with you. We wish you well.