

Little Heath Primary School

Inspection report

Unique Reference Number	103647
Local Authority	Coventry
Inspection number	336123
Inspection dates	13–14 January 2010
Reporting inspector	Marian Harker HMI

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	184
Appropriate authority	The governing body
Chair	Mr Richard Leigh
Headteacher	Mr Darren Clews
Date of previous school inspection	22 November 2006
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. The inspectors visited eight lessons, and held meetings with governors, senior leaders, staff, groups of pupils, parents and a local authority representative. They observed the school's work, and looked at documentation relating to self-evaluation, the tracking of pupils' progress, the safeguarding of pupils and 73 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- outcomes of pupils' learning and progress, to find out how well they do relative to their starting points
- consistency in the quality of teaching and learning across the school
- impact of the curriculum on all outcomes for pupils
- impact of leadership in both driving school improvement to close the attainment gap and on the quality of teaching.
- the school's capacity for sustained improvement.

Information about the school

Little Heath is a smaller than average primary school situated to the north of Coventry city centre. The headteacher took up post in September 2008. The proportion of pupils who speak English as an additional language is very high and increasing, particularly in the Early Years Foundation Stage. The proportions of pupils known to be eligible for free school meals, who are from minority ethnic groups or with statements of special educational needs and/or disabilities are much higher than average. The high levels of pupil mobility both into and out of the school are well above national averages and rising. The school has achieved a number of awards including the School Achievement Award, Quality Mark, Bee Healthy, ActiveMark, Arts Council Award and the Healthy School Award.

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?

4

The school's capacity for sustained improvement

3

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to the achievement and attainment of pupils in Key Stages 1 and 2.

Standards have declined since the time of the last inspection and too many pupils do not make sufficient progress as they move through the school. The literacy and numeracy standards of all groups of pupils, particularly those with special educational needs and/or disabilities, are significantly below average. A suitable plan of action has recently focused on ways of changing this and the school's 2009 data shows a slight improvement in standards at the end of Years 2 and 6. Since the appointment of the new headteacher, much work has been done to develop the school as a learning community. Good behaviour has been maintained and inspectors were impressed with the way pupils regularly showed courtesy to others. Pupils enjoy coming to school and this is reflected in improved rates of attendance. Systems to track pupils' progress have been strengthened. The school improvement plan has a clear focus on raising standards and accelerating achievement. A number of the priorities lack a sense of urgency however, and progress is not checked regularly enough. Children in the Early Years Foundation Stage make satisfactory progress from very low starting points. However, much more needs to be done to ensure that the progress of all pupils across the school is at least satisfactory.

Although senior leaders and staff are fully committed to school improvement, there is a lack of clarity about their accountability for pupils' learning and progress. Senior leaders have not had regular opportunities to monitor the quality of teaching and therefore they are not able to contribute fully to school improvement. They are aware that satisfactory teaching will not improve pupils' current rates of progress sufficiently to raise standards. The governing body understands the challenges facing the school. Although very supportive, recent governor recruitment issues have limited the extent to which they can offer challenge for improvement.

Teaching, while satisfactory overall, includes examples of good practice. New appointments have strengthened the school's capacity to improve pupils' progress in their learning. In the best lessons observed by inspectors, the pace of learning was brisk and pupils were given opportunities to develop their skills of independence and creativity. As a result, learning was good. This is not consistent practice across the school as there are insufficient opportunities for staff to share good practice and there

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are no outstanding practitioners to coach staff to improve. Pupils have individual targets for improvement but these are not challenging enough to raise standards and improve rates of progress.

Action taken by the headteacher and senior team to improve the quality of teaching, the recent improvements in attainment, alongside generally accurate self-evaluation,

- improved attendance and behaviour provides evidence of the school's capacity for sustained improvement.

What does the school need to do to improve further?

- Accelerate rates of progress and raise attainment in English and mathematics in line with the national average at the end of Years 2 and 6 for all pupils, particularly those with special educational needs and/or disabilities by:-
- raising expectations of all pupils so they believe they are capable of reaching national averages by the time they leave the school
 - creating a sense of urgency to raise attainment through carefully planned, time limited goals and regular milestones in the school improvement plan
 - setting challenging targets for pupils by April 2010, based on accurate teacher assessment, for both individuals and groups of pupils.
- Improve the quality and effectiveness of teaching by:-
 - ensuring that all teaching is at least good or better
 - sharing good practice across all key stages
 - using excellent practitioners to model outstanding teaching in English and mathematics, coaching staff to improve their practice.
- Develop leadership expertise across the school and ensure all contribute to school improvement by:-
- raising expectations, embedding ambition to drive improvement at all levels and secure improved outcomes for all pupils
 - holding staff to account for learning and progress in their areas of responsibility
 - ensuring staff monitor and evaluate performance, including the quality of teaching and learning, to fully contribute to school improvement.

Outcomes for individuals and groups of pupils**4**

Since the last inspection the attainment of pupils on entry the school has declined and is continuing to do so. A history of satisfactory teaching has not been effective in ensuring pupils catch up sufficiently to reach average standards. This coupled with a small proportion of inadequate teaching has led to inadequate progress for too many pupils and declining standards. The attainment and progress of pupils identified with special educational needs and/or disabilities is inadequate. Although these pupils receive appropriately targeted support, the school is in the early stages of developing systems to track their progress and underachievement has gone unchecked. Girls and boys

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achieve similarly. In lessons pupils behave well, are prepared to work hard and generally enjoy their learning. However in too many lessons the pace of learning was no better than satisfactory and pupils were given too few opportunities to show initiative or creativity in solving real life problems. Consequently, pupils often lack confidence in their own ability and are reluctant to take risks. They do however enjoy working in pairs and small groups. Relationships are harmonious and this contributes positively to good behaviour, both in lessons and around the school.

Pupils have a good awareness of how to stay safe and healthy. Those who have been elected to the school council speak enthusiastically about their responsibilities. While pupils' spiritual and moral development is satisfactory, their cultural and social development is good. The school seizes opportunities to develop an appreciation of the wide range of cultures within the school and those that make up British society. Pupils' preparation for their future economic well-being is inadequate because of their low basic skills in English and mathematics when they leave the school.

These are the grades for pupils' outcomes

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

How effective is the provision?

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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While teaching is satisfactory overall, it has recently been strengthened and a quarter of all lessons observed were judged to be good. Lessons are generally well planned, although work is not always sufficiently challenging to bring out the best in all pupils. Classroom assistants add to the quality of many lessons. There are occasions when teachers do not make enough use of this valuable resource to extend or support learning. Teacher's marking is not sufficiently diagnostic. It rarely sets targets to help pupils improve their work and progress at a more rapid rate to the next level. Pupils are aware of their personal learning targets, as are their parents. However, targets are not sufficiently challenging to close the gaps in attainment and accelerate achievement.

The curriculum gives appropriate attention to the teaching of literacy and numeracy while providing pupils with a good range of enriching experiences. It is enhanced by a programme of visitors to the school and visits to places of interest. Theatre visits are particularly popular with the pupils. They gain much from these activities, many of which broaden pupils' knowledge of the great diversity of life in Britain today, enhance their cultural awareness and promote good social skills. Staff work hard to involve parents in their children's learning. There are good arrangements for promoting appropriate behaviour and regular attendance. Close liaison with outside agencies, families and carers help reduce barriers and support vulnerable pupils well. Pupils' report the preparation they are receiving to prepare them for their transfer to secondary school is good. Newcomers to the school are made welcome and where practicable partnered with a friend who speaks the same language. Parents reported several noteworthy examples of how staff support the most potentially vulnerable pupils and their families.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher and senior leadership team are fully committed to improving outcomes for pupils and ensuring all staff contribute to school improvement. They have a clear understanding of the issues and realise the need for greater urgency in order to tackle them. Since the appointment of the new headteacher, all have worked with enthusiasm and determination to establish a positive learning environment. In addition, there is a regular programme in place to monitor the quality of the school's work. This is beginning to result in the improvement of both teaching and learning. Not all senior leaders however, have had regular opportunities to monitor the quality of teaching and learning in lessons and this has limited their impact on school improvement. The senior

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leadership team has worked hard to improve attendance and this is having a positive impact. The Chair of the Governing Body has very regular contact with the school and together with the rest of the governing body understands the need for greater urgency in tackling issues of attainment and achievement.

At the time of the inspection, safeguarding arrangements were met and were in line with current government guidance. All staff have received the appropriate child protection training. The school has a positive relationship with parents who speak highly of the caring staff, advice and support they receive. Parents are well informed about the work of the school and praise the school's genuine open door policy. The headteacher and Chair of the Governing Body ensure that equal opportunities are promoted at Little Heath. The performance of different groups of pupils is regularly tracked but some systems, such as those to monitor the performance of pupils with special educational needs and/or disabilities is at the early stages of development. The school has a very diverse population currently representing 38 different countries. This wide range of ethnicities and faiths are regularly celebrated and the school seeks to engage with communities further a field, therefore promoting good community cohesion.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	4

Early Years Foundation Stage

Children enter the Reception Year with skills which are well below expectations for this age group. They make satisfactory progress because they are appropriately supported in their learning. Teachers and teaching assistants use assessment suitably to plan programmes of work and activities that will stimulate, encourage learning and language

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acquisition. The indoor learning environment is bright and engaging, if a little small. There are many opportunities for children to use the spacious outdoor areas and there is an appropriate balance of child-initiated and adult led activities planned. During the inspection, children thoroughly enjoyed exploring their garden area in the snow. Children are well supervised, safe and receive a good level of care from the staff. Teaching is satisfactory. The Reception Year teacher and a member of the senior team share responsibility for the leadership and management of the Early Years Foundation Stage. They are clear about their improvement priorities and lesson planning is thorough. When children enter Year 1 their attainment remains well below expectations.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Parents express very positive views of the school. All the parents who responded agreed that their child enjoyed school and they were happy with their child's experience at Little Heath. Parents strongly believe that the school supports their child in following a healthy lifestyle and that the school keeps them safe. A few parents commented that they would like more information about their child's progress. The inspection team found that the school provided parents with a good range of information about their child's progress.

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 73 completed questionnaires by the end of the on-site inspection. In total, there are 184 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	51	73	18	26	0	0	0	0
The school keeps my child safe	46	66	23	33	1	1	0	0
The school informs me about my child's progress	48	69	20	29	2	3	0	0
My child is making enough progress at this school	42	60	28	40	0	0	0	0
The teaching is good at this school	49	67	23	32	0	0	0	0
The school helps me to support my child's learning	40	55	33	45	0	0	0	0
The school helps my child to have a healthy lifestyle	36	49	35	48	2	3	0	0
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)	43	59	28	38	0	0	0	0
The school meets my child's particular needs	32	44	39	53	0	0	0	0
The school deals effectively with unacceptable behaviour	40	55	30	41	1	1	0	0
The school takes account of my suggestions and concerns	37	51	32	44	1	1	0	0
The school is led and managed effectively	44	60	28	38	0	0	0	0
Overall, I am happy with my child's experience at this school	47	50	47	50	0	0	0	0

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 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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



15 January 2010

Dear Pupils

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

Thank you so much for your warm welcome when we visited your school recently. We really enjoyed talking to you, looking at your work and watching you learn. We thought you would like to know the outcome of the inspection and what we thought the school could do to become even better. We have given your school a 'notice to improve' and inspectors will visit you again to check on how quickly the school is improving.

One of our most important findings is that you are not making the progress you ought to. The standards you reach in English and mathematics, particularly those pupils with special educational needs and/or disabilities, could be higher. Your headteacher, staff and governors know the school has not been doing as well as it could, and they are all determined to make it better. To help them to do this we have asked that senior staff check more regularly how well the school is doing.

Children in Reception are given a supportive and caring start to their school lives and make satisfactory progress in their learning. We could see that you all enjoy school, you behave well, listen to what your teachers have to say and are willing to work hard in your lessons. We have asked your teachers to make sure that you all make the best possible progress in your lessons and when your work is marked you are given clear guidance and targets about how to improve.

You have a good understanding of how to keep healthy and safe. You learn to work and play well together and help each other. Adults in school look after you well, so that you are happy and safe. Your parents are very pleased with the school.

We think that everyone at Little Heath can work together to do these things and that you will want to play your part by coming to school every day and working hard.

Yours sincerely

Marian Harker

Her Majesty's Inspector

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