

Heber Primary School

Heber Road, London, SE22 9LA

Inspection dates 19–20 September 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils do not all make good enough progress in writing and mathematics.
- Teachers do not always use information on pupils' progress to plan tasks and activities that sufficiently meet the needs of all groups of learners.
- Some teachers do not check on pupils' understanding often enough in lessons and, as a result, some of the work given to pupils lacks challenge, especially for the most able.
- Although pupils' books are marked regularly, some of the comments from teachers provide insufficient guidance to help them improve.
- Pupils are not given enough opportunities to respond to feedback from teachers.
- Leaders monitor teaching regularly but their evaluation, and that of governors, of the quality of teaching is sometimes generous.
- Leaders and governors do not effectively use information on pupils' progress to accelerate the progress of all groups of learners, especially in writing and mathematics.
- Leaders do not thoroughly check pupils' work and consider pupils' progress information over time to gain an accurate view of their progress in lessons and ascertain if work set is at the right level.

The school has the following strengths

- Most pupils make good progress in reading.
- Children make good progress in the Early Years Foundation Stage and there is good leadership in this setting.
- Great care is taken by leaders to identify pupils' personal and social needs, and effective strategies are implemented to ensure pupils know and uphold the school's key values. Consequently, behaviour is good.
- The headteacher and leaders listen to parents and act upon their suggestions.
- Pupils behave well and feel safe and their spiritual, moral, social and cultural development is promoted well through many subjects, trips and events.
- The restructured leadership team are now checking the quality of teaching rigorously and this is leading to improvements and to pupils making better progress.

Information about this inspection

- The inspection team observed 21 lessons, of which eight were joint observations with the headteacher, deputy headteacher and mathematics coordinator. The team also spent time in the Early Years Foundation Stage observing the quality of teaching and support given to children in Nursery and Reception.
- The team observed behaviour around the school, especially at playtimes.
- Inspectors held meetings with the headteacher and deputy headteacher to discuss the progress that groups of pupils make throughout the school. They analysed the school's information on attainment and progress data.
- Meetings were held with other senior leaders and staff, with the local authority's senior advisor and with four governors.
- Inspectors considered parents' and carers' views of the school through informal discussions at the start of the inspection and the 143 responses to the online questionnaire (Parent View). There were also discussions with pupils and staff. The team listened to pupils read and interviewed pupils during lunchtime.
- The team examined a number of documents, including the governors' safety audit, minutes of governors' meetings, information on pupils with special educational needs and progress meeting documentation. They looked at attendance figures and pupils' work.

Inspection team

Janice Williams, Lead inspector

Additional Inspector

Samuel Ofori-Kyereh

Additional Inspector

Lynn Lawrence

Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- The percentage of girls on roll is above the national average.
- Around 18% of pupils are known to be eligible for additional support through the pupil premium, which provides additional funding for looked after children, those eligible for free school meals and the children of service families. This figure is below the national average. There are a few pupils looked after by the local authority, and no pupils from service families at the school.
- Approximately 52% of pupils are from White British backgrounds and most of the other pupils are of Black Caribbean, Black or Black British, Asian, other White background and mixed heritage.
- Around 14% of the pupils speak English as an additional language and this proportion is above the national average.
- The proportion of pupils with special educational needs supported at school action is well below the national average. However, the proportion supported at school action plus or with a statement of special educational needs is broadly similar to the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better by:
 - ensuring teachers regularly check on pupils' understanding in lessons and sequence activities more effectively to provide work set at the right level, especially for more and less able pupils
 - ensuring that pupils' progress data is used more effectively in planning lessons that meet the needs of all pupils
 - ensuring that marking provides clear feedback to pupils so that they know how to improve their work and that pupils have opportunities to respond to the feedback they receive
- Accelerate pupils' rates progress in writing by:
 - providing more opportunities for pupils to use a variety of sentence structures and an accurate range of punctuation to improve their writing skills
 - providing more support with sentence structure to enable pupils to work by themselves when constructing longer writing pieces.
- Accelerate pupils' rates progress in mathematics by:
 - ensuring that task are set at the right level for pupils of all abilities, including the most able, the least able and pupils with special educational needs
 - ensuring that teachers develop their skills in the teaching of mathematical concepts so that they are prepared for the increased demands of the new mathematics curriculum.
- Develop leadership and management at all levels by:
 - ensuring coordinators make effective use of assessment information to rigorously check the quality of teaching and raise pupils' achievement, especially in writing and mathematics
 - ensuring that information on pupils' progress is rigorously checked against work in their books to see whether the tasks given are set at the right level
 - developing the skills of governors so they acquire a fully accurate view of the school's performance.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because some pupils in some year groups do not make good enough progress in writing and mathematics.
- Children enter Nursery with skills that are mostly as expected for their age but their communication and language skills are above expectations. They often make at least good progress because of a rich range of activities that promote high levels of engagement, with many opportunities for imaginative play.
- Children make good progress in Reception because there is a good balance between their making purposeful choices and adult-led activities. They are keen to retell stories and have a clear understanding of story structures and high-quality vocabulary.
- Pupils make steady progress at Key Stage 1. Attainment in reading is broadly average, although their attainment in the Year 1 linking of letters and sounds check was above average. By the end of Key Stage 2, pupils' attainment is broadly average in English and mathematics.
- Throughout the school, especially in Key Stage 2, pupils read well and are very confident readers. Most make good progress in reading. The most able pupils read a range of complex texts and they also read often at home. The less able pupils are not as confident and do not read as extensively.
- More able pupils make only the progress that is expected of them in English and mathematics because the work in lessons sometimes lacks challenge and they do not get the higher level grades in the national tests at the end of Year 6.
- Pupils make slower progress in writing because there are insufficient opportunities for them to use a variety of sentence structures and a range of punctuation marks. Weaknesses remain in some lessons where there is a narrow focus on punctuation or on extended writing, with very little guidance given to pupils about how to improve the structure of their writing.
- Most pupils make the progress that is expected in mathematics because not all staff are sufficiently skilled in the teaching of mathematics. Some tasks do not match pupils' different levels of ability, including the least able and pupils with special educational needs. Work too often lacks challenge and does not extend the skills of the most able.
- Disabled pupils and those with special educational needs do not make fast enough progress in reading, writing or mathematics, although leaders have identified this issue.
- Pupils from minority ethnic groups and those who speak English as an additional language make slightly slower progress than their peers but they receive good guidance in constructing sentences to express their thoughts.

In 2012, the attainment of Year 6 pupils known to be eligible for free school meals was approximately a level behind their peers in English and a year behind their peers in mathematics. The gap is narrowing faster in Key Stage 1.

The quality of teaching

requires improvement

- Teaching is not good because in too many lessons the tasks do not meet the needs of all learners, especially in writing and mathematics and for more able pupils.
- In weaker lessons, teachers did not use assessment information to plan activities that meet the need of all learners. They did not check on pupils' understanding regularly during the lesson and activities were not sequenced effectively to challenge all pupils, including the most able. In mathematics, some tasks set for pupils of different abilities, including extension work for the more able, were too similar.
- Teaching is stronger in the Nursery and Reception. In the Nursery, the quality of teaching is outstanding. Teachers and supporting adults have high expectations and often ask probing questions that encourage children's critical thinking. Teaching in Reception is good because teachers' planning is effective in challenging the children through a range of activities that

sustain their interest.

- In the good lessons, teachers effectively question pupils and provide them with opportunities to peer- and self-assess their work as well as asking searching questions that allow pupils to reflect.
- In a good Year 3 writing lesson, pupils continuously evaluated how they would edit and improve their work. A whole-class review identified common mistakes in constructing a piece of text. Pupils independently edited their work with very little input from the teacher. As a result, they were fully engaged and made good progress in improving their work.
- Although pupils' books are marked regularly with comments for improvement, especially in writing, these are sometimes too vague and do not always provide sufficient guidance for pupils to improve their work. Pupils have too few opportunities to respond to the teacher's feedback and to use the guidance to improve their work.

Additional support for disabled pupils and those with special educational needs is sometimes less effective, especially in supporting writing and mathematics and, consequently, these pupils' progress is often slower than that of their peers.

The behaviour and safety of pupils are good

- Behaviour and safety are good because pupils are respectful to adults and their peers. They are eager to learn.
- Throughout the school, pupils are very caring and they play in a responsible manner. They know the school's key values of 'thoughtfulness, resilience and responsibility' and these are practised daily and pupils say that these values help them to work together.
- In Nursery and Reception, children's behaviour is often excellent because of positive relationships between adults and children. At the time of the inspection, parents were invited to stay at the Nursery with their children while they settle in. One parent said that within a short time, her daughter has learned to share with other children.
- At break time, older pupils play in a mature manner. They find games to entertain themselves and say that they love break time because they get to see and talk to their friends.
- Pupils say that bullying of any type rarely happens and if it does, 'learning mentors' deal with any such incidences appropriately.
- In assemblies, pupils willingly celebrate with each other when they get certificates or praise. They listen attentively to their teachers and presentations from their peers. In one assembly, pupils played guitars and drums in an impromptu performance for their peers, who were totally engaged and supportive.
- Pupils feel safe and know how to use the internet safely.
- The vast majority of parents who responded to Parent View and those interviewed say that their child is happy, safe and well looked after at school. They also say the school makes sure pupils are well behaved and deals effectively with bullying.

The leadership and management requires improvement

- Leadership and management requires improvement because actions to improve writing and mathematics have not been effective in accelerating the progress of all groups of learners.
- The deputy headteacher tracks pupils' progress and there are regular progress meetings with teachers to identify pupils who are underachieving but this information is not used well enough to check whether the tasks recorded in pupils' books are suited to their level of ability.
- The headteacher has restructured the leadership team to provide greater capacity in monitoring teaching and tracking pupils' progress regularly. Consequently, inadequate teaching has been eradicated and there are strategies in place to accelerate pupils' progress in writing and mathematics. A fairly new inclusion manager has been appointed who has thoroughly focused on identifying the personal and social needs of disabled pupils and those with special educational

needs. As a result, leaders are now more focused on accelerating their progress.

- The school is not able to currently ensure it is promoting equal opportunities well because some pupils do not make good progress in writing and mathematics.
- Literacy coordinators are aware of slow progress in writing but have previously spent most of their time on improving pupils' reading skills and developing the creative aspect of pupils' writing. There is now greater focus on improving pupils' sentence structure and punctuation but there are still some inconsistencies in teachers' expectations and, as a result, improvements in pupils' writing skills have been slow. The mathematics coordinator is very new in post and has not had time to thoroughly analyse information on pupils' progress and act to accelerate progress.
- Parents say that the headteacher acts upon their concerns and many say teachers are 'approachable'. They also praise the improvements in the school's communication systems. In response to parents' requests for improvements in physical education, the school now employs a specialist teacher through the new sports funding. Consequently, pupils are now enjoying more physical activities.
- Leaders have involved parents in many fund-raising activities. The 'School Parents and Friends' raised a considerable sum to purchase new music resources.
- Leaders have worked hard to improve the areas identified for improvement from the last inspection. As a result, teaching has improved in the Nursery. Leaders have improved the provision in information and communication technology. In most lessons seen, teachers were very confident in using the interactive whiteboard and leaders have worked closely with an advisor to improve the curriculum, for example in data handling.
- Teachers' performance is closely linked to their pay and targets are set in line with the Teachers' Standards and priority areas of the school. Leaders have ensured that training is provided for teachers, although further work to support mathematics is yet to start.
- The local authority has worked with the leaders in undertaking safeguarding checks and lesson observations with feedback for improvement.
- The curriculum offers many links between subjects and ensures pupils' spiritual, moral and social skills develop well. Pupils are exposed to different cultures through art, music and religious education. They have created some very good art pieces and are very tolerant of different faiths because lessons are highly focused on respecting all religions.
- **The governance of the school:**
 - Governors are very supportive and involved in the work of the school. The Chair of the Governing Body has reviewed the school's safeguarding policy and governors ensure that safeguarding requirements are fully met and effective.
 - Governors have undertaken training with the local authority on interpreting data. They are aware that children's progress in the Early Year Years Foundation Stage has improved and of some weaker aspects in mathematics. Governors know how the pupil premium funding is used and that the gap between eligible pupils and their peers is narrowing. They are aware of the performance management systems and that teachers' targets are linked to pupils' progress.
 - However, they do not have a fully accurate view of the school's performance and consider that pupils' progress and the quality of teaching is better than it is. They do not check carefully enough on whether the information they receive is fully accurate.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	100793
Local authority	Southwark
Inspection number	425603

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

Type of school	Primary
School category	Maintained
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	489
Appropriate authority	The governing body
Chair	Kerry Muraszko
Headteacher	David Block
Date of previous school inspection	4–5 December 2008
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