

# Heber Primary School

## Inspection report

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<b>Unique Reference Number</b>	100793
<b>Local Authority</b>	Southwark
<b>Inspection number</b>	307483
<b>Inspection dates</b>	4–5 December 2008
<b>Reporting inspector</b>	Michael Milton

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	339
Government funded early education provision for children aged 3 to the end of the EYFS	40
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Kerry Muraszko
<b>Headteacher</b>	Mr David Block
<b>Date of previous school inspection</b>	7 February 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Heber Road Lordship Lane London SE22 9LA
<b>Telephone number</b>	020 8693 2075
<b>Fax number</b>	020 8299 0239

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a large and growing school. A new headteacher took up his post in September 2008. The proportion of pupils from a wide range of minority ethnic groups is above average. The number of pupils known to be eligible for free school meals has declined over the last three years and is broadly average. An average proportion of pupils have English as an additional language with only a small number at an early stage of learning English. The proportion of pupils needing additional learning support, including those with statements of special educational needs, has decreased in the last few years and is below average. Some of these pupils have complex needs but most face problems of speech and communication or experience particular learning difficulties with English and mathematics. There is Early Years Foundation Stage (EYFS) provision comprising a Nursery and two Reception classes. The local authority provides onsite childcare provision of a breakfast club and an after-school club. The school has the Eco-Schools Bronze Award and the Activemark.

## 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 and improving school. As one parent wrote, 'There has been a significant improvement in all aspects of the school over the past few years.' Parents are very pleased with the care and education provided and another commented that, 'It's a lovely, happy school and the staff are great.' This significant improvement results from good leadership and the creation of a hard-working staff team committed to high professional standards.

Most lessons have a good number of common strengths because of the excellent way the senior leaders monitor the quality of lessons and work with staff to improve teaching. As a result, the teaching in Years 1 to 6 is now good. Pupils make good progress and enjoy their lessons. At the end of Key Stage 1, national test results and assessments show that pupils reach above average standards in reading, writing and mathematics. Test results last year for Year 6 pupils show that they achieved well in relation to their below average starting points when they started Key Stage 2. They made good progress and reached average standards in English, mathematics and science in the 2008 national tests. There was an outstanding improvement in pupils' mathematics standards last year because of excellent subject leadership. However, the proportion of pupils achieving the higher Level 5 was below average in each subject. Since then, the school has introduced teaching groups based on pupils' abilities for English, mathematics and science in both Years 5 and 6. The challenging teaching in these groups has increased pupils' rates of progress and the number working towards the higher Level 5 standards has increased. Pupils in Year 6 are now on course to reach standards that are above last year's national average. Although standards in information and communication technology (ICT) are broadly in line with those expected nationally, pupils make slower progress in some aspects such as data handling and modelling, reflecting some weaknesses in teachers' expertise.

Pupils of all backgrounds and abilities achieve well and make good progress in lessons. The effective support staff work well with pupils who find learning difficult. As a result, these pupils participate fully in lessons and work successfully towards achieving their learning targets. The progress of each pupil and of different groups are carefully checked and effective action is taken to address any underachievement. As a result, all pupils make good progress including those from minority ethnic groups. Rightly, the school has concentrated on making sure that there is a good curriculum for English, mathematics and science and this has contributed to pupils' good progress. There is stimulating enrichment through class trips, a residential outdoor pursuits course for older pupils, and a range of themed weeks such as music and art weeks. The enrichment enhances pupils' enjoyment of learning and extends their achievement as, for example, all were involved in musical performances.

Pupils have good social skills and a clear understanding of right and wrong. They are polite, considerate and helpful to one another. They work well together, for example, in assessing each other's work. Pupils feel safe at school. Their behaviour is consistently good in lessons, so that they are ready and keen to learn. Pupils have a good understanding of healthy lifestyles and know how to keep themselves safe.

Adults provide good levels of care for pupils, especially for those facing particular learning and emotional difficulties. Teachers' marking provides most pupils with a good understanding of how well they are doing and what they need to do to improve. In addition, teachers provide clear learning targets for pupils to work towards and these are often referred to during lessons.

Governance is good, and the well-informed governing body acts as a critical friend to the school. Parents have expressed their appreciation of the smooth transition to the new headteacher, and value the improvements he has already made. He has harnessed the strengths of the staff team and senior staff to continue to improve the school. The school makes a good contribution to community cohesion by effectively involving all pupils in its life. The school has an outstanding capacity for further improvement because its self-evaluation is excellent and it knows its own strengths and weaknesses accurately. Also, actions to remedy weaknesses are well-chosen and carefully planned, and some have an outstanding impact such as the rise in mathematics standards in 2008. There are excellent strategies to improve the quality of teaching and learning. In addition, there are clear strengths to the leadership and management of the school such as the sharp focus on improving the impact of the teaching on pupils' all round personal development and academic achievement.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 3**

When children join the Nursery, their knowledge and skills are above those expected for their age, especially in personal, language and counting skills. When children start Year 1, they have skills and abilities that are above those expected of five-year-olds, particularly in their personal, social and emotional development. This represents satisfactory achievement in relation to their starting points.

Taken as a whole, the quality of teaching and learning is satisfactory. It is good in the Reception classes and satisfactory in the Nursery. A common strength is that teachers explain activities carefully and establish orderly, warm relationships in each class. Where teaching is most effective, activities are interesting and engage the children as, for example, when Reception children were encouraged to count the sound being made by coins being dropped into a tin. Adults interact with children skilfully and foster their language and personal development and engagement with learning activities. This is done more consistently in the Reception classes because there is settled staffing. However, it is less effective in the Nursery because assessment is not yet used sufficiently to plan activities for individual pupils. In the Nursery class, some learning areas are sometimes not imaginative enough to engage the children fully or to extend their learning further.

Children receive good levels of care, and their safety and security is given a high priority. The well planned curriculum provides good opportunities for learning through play. New assessment systems are beginning to be used to improve children's achievement. The new EYFS leader has an accurate knowledge of the strengths and weaknesses of the provision. A good range of improvements have been made since last September but these have not had sufficient time to fully impact on children's achievement and standards, especially in the Nursery where there have been recent staff changes. There are some important aspects to develop further including the use of key workers. At lunchtime, parents can only access the Nursery via a flight of stairs which creates difficulties for those with other children.

### **What the school should do to improve further**

- Improve the teaching and provision in the EYFS, particularly in the Nursery, to ensure that children make the best possible progress with their learning.
- Increase pupils' rates of learning for data handling and modelling in ICT.

## **Achievement and standards**

### **Grade: 2**

Good use is made of challenging whole-school targets to raise standards and, over the last three years, standards have risen and are above average. In English, pupils complete a good range of writing for different purposes. Pupils cover a good range of science topics and develop their scientific enquiry skills effectively. In mathematics, pupils make good rates of progress because they have good opportunities to develop their problem solving skills effectively. In ICT, although there are weaknesses in pupils' data handling and modelling skills, they use word processing, desk top publishing and presentation software confidently and match their work well to the needs of different types of reader. Pupils who need additional learning support make good progress and achieve standards that are higher than the national averages for such pupils. This is because teachers and support staff have an accurate understanding of the special needs of each of these pupils and use a good range of specialist support including speech therapists.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are good. They know and support the school's values. As a parent wrote, 'The school helps children have a sense of belonging and pride in their school.' Pupils feel accepted and fully involved in the school's life irrespective of their backgrounds. In the small playgrounds, some pupils do not always show enough thought for others in their boisterous games, although the staff ensure that all pupils are supervised and play safely.

Pupils enjoy school and are enthusiastic about everything it has to offer them. They make the most of all the extra trips and activities. Their attendance has been in line with national averages over the last few years, but there has been a recent improvement as a result of new strategies adopted by the school. Pupils make a good contribution to the school community, for example, as school councillors, class monitors and members of the eco-team. In addition, some check pupils' safety in local roads and give feedback to the headteacher. Pupils are well prepared for the next stage of education because of their good literacy, numeracy, social and enterprise skills.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The teaching has improved well since the last inspection because of effective monitoring and evaluation combined with an excellent programme of professional development matched to the needs of individual staff. As a result, most lessons have a good number of common strengths. Teachers use challenging questions to extend pupils' learning. They make clear to pupils how their current work links to their group and individual targets, and to National Curriculum standards. They match work effectively to pupils' differing learning needs by, for example, using teaching assistants to provide special starter activities for groups of lower-attaining pupils. Class management is effective so no time is wasted, there are good relationships and the positive learning ethos encourages all pupils to do well.

In the outstanding lessons, teachers set high expectations and a brisk pace with a variety of interesting learning activities. All pupils know exactly what they are required to learn and lessons are productive. As a result, all pupils are motivated and engaged in learning, and they produce consistently good work. In a small minority of lessons, teaching gives insufficient challenge for some pupils and the teachers' marking does not always give pupils clear points for improvement.

## **Curriculum and other activities**

### **Grade: 2**

Achievement is good in English, mathematics and science in Years 5 and 6 because pupils are now grouped by ability for these subjects so that work is more closely matched to their differing learning needs. As a result, pupils' rates of progress have increased. There is good provision for pupils who require additional support with their learning, and this enables them to make good progress. Good use of partnerships with other schools and organisations has helped provide good provision for gifted and talented pupils. For example, there is specialist provision for art at a nearby college and for English and mathematics at a local secondary school. There is a stimulating range of enrichment in the curriculum. For example, a visit to the Cenotaph enhanced pupils' historical understanding and spiritual development and a visit to a university's dental school increased their scientific knowledge. Visits from authors and poets and visits to the Globe Theatre increase pupils' enjoyment of literature and enhance their drama skills. Special themed weeks provide opportunities for sustained learning of subjects such as art and music. Groups of Year 6 pupils have good opportunities to develop their enterprise skills as they create and market products. A good range of partnerships with secondary schools, the local authority and sports clubs have improved pupils' sporting opportunities. There is a good range of after-school clubs but a high proportion of these require payment which limits opportunities for some pupils. Teachers plan work in different subjects so that pupils have good opportunities to apply their literacy and numeracy skills, for example, in their science experiments. However, the planning of links between other subjects is at an early stage of development.

## **Care, guidance and support**

### **Grade: 2**

Pastoral care for pupils is good. Procedures for safeguarding pupils are in place and meet requirements. The school has a very good understanding of the needs of vulnerable pupils, such as those who find learning difficult or face significant emotional difficulties. Their provision is carefully planned and draws on a wide range of support services including the use of speech therapists. As a result, these pupils feel secure and make good progress. Pupils are confident that incidents and concerns will be fully dealt with by adults. At lunchtime, playground staff are caring and vigilant. However, some activities are not managed effectively enough in the small playgrounds to ensure that all pupils benefit socially and physically. There are good links with parents who consider that the headteacher and staff are approachable and accessible.

Academic guidance for pupils is good. Pupils are helped to understand how to improve their work and move towards a higher National Curriculum level. Teachers' marking gives pupils clear feedback on whether they have achieved the lesson's objectives and usually gives clear guidance to help them understand their next steps for improvement.

## Leadership and management

### Grade: 2

The headteacher and assistant headteachers provide good leadership and management. They have a successful, relentless and expert focus on improving the quality of teaching and raising pupils' levels of achievement. Teachers receive high quality written feedback following the monitoring of their lessons, planning and pupils' work. This feedback includes clear action points which are checked during subsequent monitoring. Senior leaders provide staff with a wide range of practical support to help them improve their professional standards including, for example, by engaging in joint lesson planning and teaching demonstration lessons. The leadership of English, mathematics, science and physical education have made significant contributions to raising standards. The inclusion manager effectively monitors the work of teaching assistants and takes steps to improve their performance by, for example, demonstrating good quality work. The school has not been able to appoint an ICT leader and this has hampered the development of this subject in recent years.

The commitment to equality of opportunity ensures that all pupils make good progress including those at an early stage of learning English. The careful tracking of the progress made by individuals and specific groups is used to remedy any underachievement and to raise standards. For example, senior staff have termly meetings with class teachers to check the progress of each pupil and agree any changes to teaching and support. The impact of the work of subject leaders and senior staff is very good. For example, the school changed the grouping of pupils by ability in Years 5 and 6 to remedy a weakness in pupils' achievement, and this had a positive effect on their achievement and performance. The school makes good use of the building but the entrance to the school does not provide easy access to the reception area. There are good partnerships with a wide range of local organisations. The school uses its resources effectively to break down any barriers to achievement. There are good systems for collecting the views of parents, including a termly question and answer session with the headteacher and chair of the governing body. The headteacher is taking steps to ensure that as many parents as possible benefit from these meetings. The school acts in response to parents views by, for example, introducing a bi-termly newsletter.



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## Annex A

## 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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	1

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

### Achievement and standards

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

<sup>1</sup>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.

## Personal development and well-being

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

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

18 December 2008

Dear Pupils

Inspection of Heber Primary School, London, SE22 9LA

The inspectors really enjoyed visiting your school and meeting your headteacher, staff and many of you. Thank you for making us so welcome. It was good for us to talk to you in lessons, at lunch time and in meetings with members of the school council, as well as pupils in Years 5 and 6. It was good to hear that you all enjoy school and are fully involved in all its activities. We are glad that you are confident that any isolated incidents of bullying or any worries you might have will be fully dealt with by adults.

We were most impressed that so many of you know what you need to do to improve your work in English, mathematics and science. You know what values the school stands for such as treating all pupils fairly and learning as much as possible. In lessons, monitors did their jobs really well and so there were no delays waiting for books or whiteboards to be given out.

This is a good school. You make good progress in English, mathematics and science because of good teaching, the interesting work you are given and your own very good behaviour and enthusiasm to learn. Also, teachers' marking is usually very good and tells you how to improve. By the time you leave school, your standards in these subjects are above national averages. You do not do as well as you could with all aspects of ICT and the school is working to help you improve these skills. Despite recent improvements, children in the Nursery class do not learn as much as they could and we have asked the school to continue to make improvements there.

All adults take good care of all of you. The school is good at helping you develop as people. You behave well and are keen to learn. Your headteacher and the staff want the school to be even better than it is now. They are really good at identifying what is not as good as it should be and then taking action to get the improvements needed.

Some families can help the school to improve attendance by making sure that pupils miss as little school as possible for holidays. You can all help do better with your work by reading and acting on what teachers write in your books about how to improve your work.

Yours faithfully

Michael Milton

Lead Inspector