



## Ofsted January 2018

We would like to congratulate two of our HEARTS' schools (Waterman and Stambridge Primary Schools) on their recent successful Ofsted inspections.

**Stambridge moved from Special Measures to Good and Waterman retained Good. These are just some of the fabulous comments received:**

**The fantastic comments below reflect not only on the great work individual schools are doing but the strength of collaboration between schools and the positive impact this has on pupils.**

- Under the strong leadership and governance of the HEARTS Academy Trust, staff receive suitable training and support. Staff are confident and effective in their work.
- Pupils' individual needs are known well. Parents and carers are overwhelmingly supportive of the level of individual care and attention their children receive. Pupils' personal development is outstanding
- The quality of teaching is good and continues to improve. Teachers are adept at planning learning that interests pupils and helps them make good progress.
- Leaders ensure that pupils are very safe and well cared for. Policies and Procedures to safeguard them fully meet requirements and are well thought through.
- Pupils say that it is fun. It offers them experiences they might not otherwise have.
- Disadvantaged pupils and those who have special education needs (SEN) and/ or disabilities are nurtured very well and often make strong progress from their individual starting points.
- Pupils look out for each other and show care and consideration to their classmates. As a result, pupils feel safe and enjoy coming to school.
- The local advisory board has a good understanding of how well pupils are achieving. Its members challenge leaders to show the impact of their work to improve teaching.

### **Effectiveness of leadership and management**

- Leadership and management are good because the Head of School, together with the Trust, work effectively and collaboratively.
- The staff that responded to their online questionnaire all agreed that they receive high-quality support and effective training which allows them to increase their professional understanding and build their skills. Staff work with other schools across the trust to ensure that the curriculum provision is well planned and considered.
- The curriculum is well planned and pupils have a wide range of experiences that often belies the size of the school.
- Leadership of the provision for pupils who have SEN and/or disabilities is a strength of the school. Individual needs are known well and provision is precise.
- Additional government money such as pupil premium and SEN funding are used increasingly well to ensure that pupils who are eligible receive the provision they require to excel.
- All parents who responded to Ofsted's online questionnaire, Parent View, strongly agree that their child is safe, well cared for and taught well. They are fully supportive of the HEARTS values and ethos, one parent commented "My children love school and this is entirely to do with the values of both Stambridge and HEARTS Academy".
- The chief executive officer and board of trustees ensures that the HEARTS ethos and vision flows through into every practice. They are committed to providing the children in the area with very high- quality education. They have an accurate understanding of the strengths and weaknesses of the school and a

clear rationale for its future. The Chief Executive Officer places a high importance on the development of staff from within the Trust. Consequently, staff are provided with many opportunities to develop their skills and train for nationally recognised qualifications.

- The Head of School and the Trust have an accurate view of the school's performance and there is a wealth of information gathered from both internal and external visits to the school.
  - The continued professional development offered to teachers and learning support assistants is valued by all adults.
  - Directors of learning and lead practitioners provide excellent role models for less-experienced teachers.
  - The head of pastoral care provides strong leadership.
  - The curriculum is a real strength to the school.
  - Leaders and governors use the considerable allocation of pupil premium funding very effectively to ensure that they provide meaningful support for disadvantaged pupils. As a result, the progress of this group of pupils currently in the schools is at least as good as, and often better than, their classmates.

### **Governance of the School**

- Individuals from the LAB visit the school regularly to check on the wellbeing of its pupils.
- The LAB members value the support and guidance from the Trust to further develop their skills.
- Members of the LAB demonstrate an effective balance between the support and the challenge they offer leaders of the school.
- Governors receive regular and detailed information from leaders about all aspects of the school's work, including the use of pupil premium and sport premium funding.

### **Safeguarding**

- All parents who responded to the Ofsted online questionnaire strongly agreed that their children are kept safe at school.
- The trained designated safeguarding leaders and head of pastoral care know all the pupils and their families extremely well. They, and the trust, provide staff with regular training and ongoing updates on safeguarding issues through the year, ensuring that any new members of staff do not miss out on vital information. As a result, all members of staff are very vigilant and report any concerns immediately.

### **Quality of teaching, learning and assessment**

- Pupils present their work well. Handwriting is taught effectively across the school and pupils apply their skills consistently and appropriately for their age.
- Teachers benefit from considerable, high quality support from lead practitioners who work with teachers and pupils. These professionals and the directors of learning provide excellent role models for teachers and learning support assistants. Evidence can clearly be seen of the impact that this continuous professional development has had on adults and, more importantly, the progress of pupils.
- Pupils say that teachers and learning support assistants help them to get better in their learning. They value the early-morning work that teachers plan for them.
- Pupils who have SEN and/or disabilities are very quickly identified and effective support is provided that helps them make good progress from their starting points.
- Teachers' expectations of the presentation of pupils' written work are consistently high.
- Mathematics teaching is consistently effective throughout the school.

## **Personal development, behaviour and welfare**

- Pupils are very proud of their school. Those who we spoke with would recommend the schools to others and appreciate the small, family feel to the school.
- School records indicate that incidents of bullying are exceptionally rare. Pupils spoken with were adamant that bullying does not occur at school.
- During the inspection, pupils attended workshops at another local Trust school to learn age-appropriate strategies for keeping themselves safe.
- One parents commented on the Parent View free text service, “The staff genuinely care about the children and there is a wonderful community feel, staff are always helpful”
- Staff have good relationships with all pupils that allows pupils to grow in confidence and esteem.
- The HEARTS ethos permeates all that the school does and its vision to ensure that pupils are for example, happy and have high-esteem is clearly evident.
- Members of staff put pupils’ welfare at the very heart of their work.

## **Behaviour**

- Pupils are extremely polite and welcoming to visitors, eager to talk to them about their experiences of their ‘fabulous, amazing school’.
- Leaders have set high expectations of pupils’ attitudes to learning.

## **Outcomes for Pupils**

- This year, there is greater emphasis on providing opportunities for pupils to demonstrate that some pupils in Key Stage 1 are starting to work at greater depth in mathematics.
- Across the school, the small numbers of pupils who are disadvantaged or who have SEN and/or disabilities are making increasingly good progress. This is because they have their needs considered carefully and their progress monitored effectively. Evidence seen during the inspection shows very clearly that pupils currently in the school are making good and sometimes outstanding progress, often from very low starting points.

## **Early Years Provision**

- The Early Years leader works well with the Trust staff to help plan learning and provide additional support for any child who requires it. Children are well prepared for Year 1.
- Leadership of the early years is good. Leaders have a clear and accurate picture of the strengths and areas for development in the provision.
- A Director of learning has recently been appointed by the trust and has specific responsibility for early years. She and the committed professionals in the Reception class know the children very well and plan engaging and interesting activities across the areas of learning.

**HEARTS Academy Trust are exceptionally pleased with the successful outcome of both Ofsted inspections. Thank you to all staff, pupils, parents and carers, Local Advisory Boards, Trustees and the school improvement team.  
A brilliant start to 2018!**

