

# Inspection of a good school: Havannah First School

Primrose Lane, Newcastle-upon-Tyne NE13 9FR

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Inspection dates:

3 and 4 July 2023

## Outcome

Havannah First School continues to be a good school.

## What is it like to attend this school?

Pupils describe Havannah as like a 'ginormous family'. The 'no outsiders' project is recognised by pupils as an important part of school. This project promotes the belief that everyone is welcome, even if different. 'No outsiders' teaches pupils to value qualities such as equality, empathy and teamwork. Pupils say teachers expect top effort from everybody and that 'teachers push you to try your hardest and not give up.'

Pupils follow the 'golden rules', like working hard, being gentle and listening. Behaviour is good in school. Teachers address occasional misbehaviour or rare instances of bullying quickly and fairly. Pupils try to copy the example of the 'Havannah heroes', who promote good attitudes to learning. These include never giving up and showing creativity. Photos of the two pupils from each class who show these characteristics appear on the weekly 'Achiever Board'.

Pupils love their new building and say they are safe in every part of it. They describe the fob-entry doors, the trim trail's soft ground surface and learning how to look after their mental health. Daily runs promote good physical health. Pupils and staff are outward looking. Visits to the local care home or fundraising for cancer charities or the local hospice are regular events.

## What does the school do well and what does it need to do better?

Leaders have designed a good-quality curriculum, which excites and interests pupils. Most subjects are well planned. Lessons are sequenced to make sure that knowledge builds progressively over time. In the strongest subjects, like history, mathematics and physical education (PE), learning is broken into short units with clearly identified 'sticky' knowledge that pupils must learn, remember and build upon. This important knowledge is linked by broader ideas and themes. Essential knowledge children in Reception need to bring into Year 1 is spelled out. Teachers use checks in lessons and more formal assessments each term to check that new learning is grasped and remembered. Teachers give help to those who struggle to keep up. Some other subjects are slightly less well developed and

mapped out. Leaders are working to address this.

Leaders continue to make reading an important priority. Daily phonics lessons follow the same routine. Teachers use similar resources, vocabulary and phrases. Teaching is clear and straightforward, meaning pupils are not overloaded by thinking about too much at once. Teachers and teaching assistants use phonics 'flashcards' with new sounds that pupils are learning randomly through the school day. Regular daily checks mean pupils who need extra help get it. Good-quality texts, an inviting library space, outdoor reading 'pods' and a daily story help all pupils to develop a love of books and reading. Pupils quickly become fluent, skilled readers.

Children in Reception make a fast start in learning. They have a deep understanding of number and know most of their phonic sounds. They learn how to play together and share, build friendships, take risks and 'have a go'. Their good behaviour is mirrored across school. Pupils listen, try hard and do their best. Off-task behaviour in lessons is rare and swiftly corrected by teachers.

Leaders ensure that the curriculum is available for everyone. This includes pupils with special educational needs and/or disabilities (SEND). Additional needs are spotted early. The special educational needs coordinator ensures that the needs of all pupils are met. External agencies are used effectively when available. Adaptations in teaching are many and varied according to pupils' needs. These include coloured backgrounds, wobble cushions, resistance bands on chairs, adapted scissors, pens and pencils and writing slopes. Leaders and teachers ensure that pupils are set up to succeed.

Leaders have planned a myriad of opportunities for pupils to develop strong characters, appreciating the wider world around them. Pupils visit local museums, art galleries, theatres and places of natural beauty. Pupils experience the region's historical and industrial heritage. Pupils visit places of worship and learn about other cultures, often through the families of an increasingly diverse parent body. Pupils attend many different school clubs, like movement and balance, ballet, street dance, drumming, dodgeball, art and taekwondo. Pupils apply for posts of responsibility, such as a position on the school or eco-council, or acting as reading ambassadors, play leaders or 'digi-leaders'.

Staff pull together and support each other. Leaders value and trust the staff team. Workload is reduced as much as possible. Leaders listen to the views of staff. Teamwork is prevalent. Staff enjoy working in this school, where morale is high.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders make sure that safeguarding is at the forefront of the mind of all staff, who follow the mantra of 'it could happen here'. Staff and governors receive regular training and updates. Staff know how to spot possible issues. Leaders take prompt action to address concerns. Leaders work closely with external safeguarding partners to offer help for pupils.

Leaders keep detailed records and checks for new staff. Pupils learn how to stay safe. Road safety is a priority due to the school's location and large car park. Pupils learn how to stay safe online, including using apps and software safely and sensibly.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- The curriculum in some foundation subjects is not as well mapped out as it is in others. Leaders need to make sure that staff identify the most important knowledge that pupils need to know and remember. Leaders must also make sure that teachers and pupils are crystal clear about the main ideas that link learning so that pupils learn well across all subjects.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually, this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in December 2013.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	108443
<b>Local authority</b>	Newcastle upon Tyne
<b>Inspection number</b>	10269234
<b>Type of school</b>	First
<b>School category</b>	Foundation
<b>Age range of pupils</b>	4 to 9
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	270
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Rhonda Crosby
<b>Headteacher</b>	Helen McKenna
<b>Website</b>	<a href="http://www.havannah.newcastle.sch.uk">www.havannah.newcastle.sch.uk</a>
<b>Date of previous inspection</b>	20 March 2018, under section 8 of the Education Act 2005

## Information about this school

- The school moved to a new building on a different site in April 2022.
- After moving, the school changed its name from Broadway East First School to Havannah First School to reflect its new location.
- The number of pupils is increasing and will rise further.
- The school works with local schools in the Gosforth Schools' Trust.
- The school does not use any alternative provision.

## Information about this inspection

The inspector carried out this ungraded inspection under section 8 of the Education Act 2005.

- This was the first routine ungraded inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in his evaluation of the school.

- Meetings were held with the headteacher, deputy headteacher, assistant headteacher, early years leader, subject leaders, teachers and the special educational needs and/or disabilities leader. The inspector also met with the school business manager.
- The inspector met five members of the governing body, including the chair. He also met with the school improvement partner.
- The inspector carried out deep dives in these subjects: reading, mathematics and PE. For each deep dive, the inspector discussed the curriculum with leaders, looked at curriculum plans, visited a sample of lessons, where available, spoke to pupils and looked at samples of pupils' work.
- The inspector listened to a range of pupils read from different year groups.
- The inspector looked at curriculum documents and spoke to leaders about a range of curriculum subjects.
- The inspector observed pupils' behaviour during lesson visits, at breaktime and at lunchtime. He spoke to pupils about their views of behaviour. A group of pupils gave the inspector a tour of the school.
- The inspector looked at the single central record of recruitment and vetting checks. He looked at documents and records relating to safeguarding. The inspector spoke to leaders, school staff, governors and pupils about safeguarding.
- The inspector considered the views of parents through their responses to Ofsted's online questionnaire for parents, Ofsted Parent View.
- The inspector considered the well-being and workload of staff. He took note of the responses and comments from Ofsted's staff survey, including comments made by staff about their well-being.

## **Inspection team**

Phil Scott, lead inspector

Ofsted Inspector

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