

The Henry Moore Primary School

Inspection report

Unique reference number	132230
Local authority	Essex
Inspection number	381459
Inspection dates	23–24 February 2012
Lead inspector	Calvin Pike

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	570
Appropriate authority	The governing body
Chair	William Cairns
Headteacher	Mary Evans
Date of previous school inspection	18 June 2007
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Age group	4–11
Inspection date(s)	23–24 February 2012
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Introduction

Inspection team

Calvin Pike

Additional inspector

Rebekah Iiyambo

Additional inspector

Paul Burton

Additional inspector

This inspection was carried out with two days' notice. The inspectors visited 25 lessons taught by 20 teachers. Two of these were viewed jointly by members of the inspection team with either the headteacher or the deputy headteacher. Inspectors observed a number of group activities and listened to pupils reading. They attended three assemblies, breakfast and after-school clubs and held meetings with representatives of the governing body, staff, and pupils. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. They observed the school's work and looked at plans, policies, records of assessment and the tracking of pupils' progress. They analysed questionnaires completed by 390 parents and carers together with responses from 141 pupils and 33 members of staff.

Information about the school

This school is more than twice as large as the average-sized primary school. The proportion of pupils known to be eligible for free school meals is well below the average nationally. Most pupils attending the school are of White British heritage. The proportion of pupils who speak English as an additional language is below the average nationally. The proportion of pupils joining or leaving the school at other than the normal times is below average. The proportion of disabled pupils and those who have special educational needs is below average. Children in the Early Years Foundation Stage are taught in designated Reception classes. The school meets the government's current floor standards for academic performance. The school has Artsmark Gold, Healthy Schools and Sing Up Gold awards.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	1
Leadership and management	2

Key findings

- This is a good school. Although the curriculum and pupils' moral and social development are outstanding, the school's overall effectiveness is not outstanding because there is variability in the quality of teaching. The vast majority of parents and carers, pupils and staff are very positive about the school and its work.
- From starting points that are below age-related expectations, pupils make better than expected progress in the school. Attainment in Year 6 is above national expectations. Pupils' speaking and listening, reading and number skills are developed well. Standards in reading, mathematics and writing are all above average with reading being higher than mathematics and writing respectively. Improvements in English and mathematics enable a significant proportion of pupils to attain highly.
- Teaching quality is good. Some is outstanding in Years 5 and 6 while it is typically satisfactory in Reception. Differences in the pace of learning result from pupils not always being active enough in their work or sufficiently challenged to ensure their needs or abilities are met fully. Progress between key stages is, therefore, uneven.
- Pupils' behaviour is outstanding. Pupils have very positive attitudes to learning and manage their own behaviour in classrooms and other situations extremely well. This is confirmed by parent and pupil questionnaire responses. Attendance has consistently improved and is above average.
- Leadership and management are good. The headteacher has high ambitions for pupils that are shared by all staff. Regular lesson observations by the headteacher ensure that performance management is securely in place. The roles of middle managers in leading teaching are developing well but their impact on ensuring consistency of learning across the school is variable. Governors have a good understanding of the school's strengths and areas for

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development. They support the school effectively, provide constructive challenge and attend extremely well to all aspects of pupils' safety.

What does the school need to do to improve further?

- Increase the proportion of good and outstanding teaching by ensuring:
 - teachers in the Early Years Foundation Stage make more robust and frequent assessments of pupils then use this information to provide appropriate challenges for all pupils
 - all teachers share and learn from the outstanding teaching in school in order to define sharper expectations for all staff and ensure greater consistency of practice across the school.

Main report

Achievement of pupils

From starting points that are below age-related expectations, children achieve satisfactorily in the Early Years Foundation Stage. The majority attain the goals expected by the end of Reception, making most progress in their personal development. In the rest of the school pupils, including those who are disabled, have special education needs or are known to be eligible for free schools meals, make good progress in mathematics, writing and, particularly, in reading. A greater than average proportion of pupils make expected progress over Years 3 to 6. This leads to attainment being above average in mathematics and English by the time pupils leave school. In lessons pupils are enthusiastic in their learning. Year 6 pupils, for example, were engrossed in making nets for 3-D shapes. They cooperated effectively when designing and making their nets because learning was active and fun. Pupils also share ideas collaboratively in class or paired discussions. In Year 2, they worked well with talk partners to extend their answers and were able to use a range of vocabulary to describe Scar from the Lion King, reflecting on the character's behaviour and feelings sensitively.

Previous gaps in performance between boys and girls are closing but pupils' progress varies in some classes as they move through the school because they are not always challenged fully in lessons. Disabled pupils and those who have special educational needs achieve well because the additional support provided for them in lessons or in withdrawal groups is well targeted to meet their needs. Pupils who join the school at other than usual transfer times and those for whom English is an additional language are helped to settle very well and make good progress. As a result of the school's focus in recent years, reading standards are above average in Year 2 and in Year 6. Pupils know how well they are doing and how to improve because of the high quality of marking in books and regular feedback in lessons. They are enthusiastic about the school and the guidance from teachers and support staff. The vast majority of parents and carers agree that their children make good progress.

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Quality of teaching

Most teachers have high expectations and excite pupils in their learning by setting tasks that are practical and interesting. As one pupil said, 'They make learning fun!' The vast majority of parents and carers agree that their children are taught well. In lessons, teachers check pupils' understanding regularly. Most intervene effectively to increase the challenge where pupils are ready to move on to the next stage of learning or to address misunderstandings. Pupils respond very positively. They are enthusiastic to get involved and keen to work with others or answer questions. For example, Year 6 pupils were captivated by a lesson on plotting graph points. There was a buzz of excitement as they decided their positions on a huge X-Y axis set out on the hall floor then recorded the coordinates on individual white boards. Building on this they were able to work in groups to form different shapes on the graph then record changing coordinates as the shape rotated. Similarly, teachers in two Year 5 classes set different but equally stimulating tasks to develop pupils' descriptive writing skills. With paired, practical activities that fired pupils' imaginations and empathy for others' feelings, pupils were excited to write at length then constructively criticise each others' work. As a result of pupils being actively engaged in their learning, they have many opportunities to develop tolerance, appreciate each other's skills and reflect on social and cultural issues. This contributes strongly to pupils' outstanding spiritual, moral, social and cultural development.

Using information from regular assessments, outcomes of homework and daily observations, most teachers plan work that matches pupils' needs well. This is less skilfully done in the Early Years Foundation Stage partly because a new approach is being developed in teaching the sounds of letters and words but also because assessments are too infrequent to be kept close track of how well children in Reception are progressing. Where learning is less successful, teachers do not amend activities quickly enough when pupils are either struggling or have understood the work very quickly. Elsewhere, although the plans are suitable, some teachers talk too much or interrupt the flow of activity with instruction that could have been given at the outset. This reduces the time for and pace of learning.

Initiatives to raise standards by developing pupils' skills in mathematics and, particularly, in reading have been effective. Consequently, pupils are able to apply their number skills confidently across the curriculum and to read fluently and sensitively. Although writing skills are relatively less well developed, they are above the national average in Year 6.

Behaviour and safety of pupils

The safety and behaviour of pupils are supported very well. Pupils are able to express their feelings and concerns as individuals to talk partners, through the School Council and House leaders or with adults in the school including the school nurse. Through assemblies and role play in class work pupils are able to reflect on moral issues, show empathy for others and celebrate each others' talents. For example, they talked sensitively of their recent experiences of playing the part of

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evacuees during the Second World War and, in one assembly, spontaneously applauded solo performances by four older pupils. Pupils know where to seek help when they need it and are confident adults deal with issues that arise quickly and fairly. Pupils' safety is a key priority. Their good health and well-being are encouraged through personal and social aspects of the curriculum. For example, Reception pupils were encouraged to think about road safety issues as part of one child-initiated learning session. In Year 4 pupils learned about the body and its parts while Year 3 pupils preparing for cross country running understood why it is important to warm up and stretch before activities.

Pupils' behaviour is outstanding. They work collaboratively and support each other very well. Both in lessons and in other social situations they show that they are able to manage their own behaviours. This contributes to the school's harmonious ethos. No lessons were disrupted by negative attitudes or poor behaviour. Pupils could recall few incidents of this or of any type of bullying, such as physical bullying or racial harassment. Where these occur, pupils considered that such incidents are managed effectively and swiftly. Records over time and discussions with groups of pupils show that pupils respect each other and are polite, irrespective of backgrounds. The vast majority of parents and carers agree.

Leadership and management

The headteacher leads with a clear aim to help all pupils develop their individual talents, confidence and consideration for others. This vision is shared by all staff. Since the last inspection she has effectively introduced the roles of phase and subject leaders, supported by well-focused training for all staff. The changes have had a positive impact on raising standards, especially in reading and in reducing differences in girls' and boys' attainment. Although high standards have been secured, monitoring has not been focused enough to remove some variation in the quality of teaching between key stages. The roles of governors have been developed well. Governors support the school effectively. They understand the school's strengths and offer constructive challenge to make further improvements. These developments show the school has good capacity to sustain further improvements.

The curriculum is outstanding because it is broad, balanced and builds coherently on previous learning. Shared planning ensures teachers are able to make connections between subjects for pupils. Pupils enjoy memorable learning experiences in lessons and through a wide range of arts, sporting and other clubs and external visits, such as to local museums. Pupils' spiritual, moral, social and cultural development is outstanding. Pupils have a strong sense of social and moral awareness that is encouraged through active approaches to learning and predicated on developing skills of collaboration and showing mutual respect. They appreciate each others' talents and reflect sensitively on beauty in literature, art and the things around them. Pupils are able to express themselves articulately in speaking, writing and performance, such as in the school choir rehearsal during the inspection. Through fund raising activities and involvement as Green Guardians pupils show their concerns for others locally and in the wider community. The school engages

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effectively with parents and carers, providing regular calendar updates and giving useful information through newsletters and its website about how to extend children's learning at home.

Governors and school leaders take rigorous steps to ensure pupils are safe. The governing body regularly receives reports on site safety and monitors that risk assessments are in place, that discrimination is not tolerated and that equal opportunities are promoted strongly. The school's development planning processes are robust and shared by staff and governors. Areas for improvement are identified carefully and addressed systematically. The school's strengths are celebrated and built on effectively.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



27 February 2012

Dear Pupils

Inspection of The Henry Moore Primary School, Harlow, CM17 9LW

Thank you for helping inspectors to learn about your school in our recent visit. We appreciated the friendly welcome you gave us and enjoyed talking to you and hearing some of you read. We agree with you that yours is a good school.

These are some of the things we found.

- You make good progress, especially in reading.
- You are enthusiastic to learn and enjoy your lessons, and your behaviour is outstanding.
- The quality of teaching is good and motivates you to do well.
- Everyone in the school takes care of you and this helps you to feel very safe.
- School leaders and teachers are keen to provide you with an interesting curriculum that is fun. This encourages your outstanding spiritual, moral, social and cultural development with its emphasis on helping you to work cooperatively and considerately with others.

To improve things further, we have asked your school to ensure that a higher proportion of teaching is outstanding so that you achieve well at each stage of your learning. To do this, we want teachers to challenge you fully in all lessons. We have asked the middle and senior leaders to check closely that all pupils are learning effectively and all teachers to adjust their lessons if they find you are either struggling or have understood the work quickly. You can help by letting your teachers know if you find the work too easy.

Yours sincerely

Calvin Pike
Lead inspector

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