

Harold Wood Primary School

Inspection report

Unique Reference Number	102269
Local Authority	Havering
Inspection number	355160
Inspection dates	14–15 March 2011
Reporting inspector	Gulshanbir Kayembe

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	317
Appropriate authority	The governing body
Chair	Shirley Morris
Headteacher	Alison Dowding
Date of previous school inspection	17 June 2008
School address	Recreation Avenue Havering RM3 0TH
Telephone number	01708345473
Fax number	01708 374273
Email address	office@haroldwood.havering.sch.uk

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Royal Exchange Buildings
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M2 7LA

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Introduction

This inspection was carried out by three additional inspectors. They made visits to 14 lessons taught by 11 teachers and to the breakfast club. Inspectors met with groups of pupils, members of the governing body and staff. They observed the school's work, and looked at documentation including the school development plan, assessment records and safeguarding policies. They analysed completed questionnaires from staff and pupils, as well as 85 from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The extent to which able pupils and girls make enough progress in Key Stage 2, especially in mathematics.
- The extent to which the school provides pupils with opportunities to use, and hence further develop, literacy and numeracy skills in other subjects.
- How well pupils understand their targets and what they need to do to improve their work.
- How accurately the school evaluates its work.

Information about the school

This large primary school serves the local community. It is increasing in size. Pupils are currently taught in mixed-age groups in most classes but this is set to change as the school roll increases. The large majority of pupils are White British, although about a fifth are from a range of other ethnic backgrounds, which is a higher proportion than in most schools. A very small minority of pupils are learning to speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is below the national average as is the proportion with a statement of special educational needs. The proportion of pupils known to be eligible for free school meals is broadly average. The school has a range of awards including Activemark, Accredited Travel Plan and Healthy Schools status.

A breakfast club, managed by the governing body, is provided every morning for pupils at the school and this formed part of the school inspection. However, the on-site play group and after-school club are not under the governing body's management and both are subject to a separate inspection.

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: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Harold Wood Primary School provides a good education for its pupils. Consequently they make good progress as they move through the school and are well prepared for their next step in education. Pupils' very positive attitudes to learning are a major contributory factor in their good achievement. Good attendance and behaviour further support their learning. The strong sense of community and inclusive approach of staff makes pupils feel that they belong. This is well encapsulated in one pupil's written testimony: 'The teachers are always there for us, to teach us and keep us safe. We learn a lot from them.' There is strong agreement among pupils and their parents and carers that pupils are well looked after and kept safe at school.

Children get a good start to their education in the Early Years Foundation Stage. Their personal, social and emotional development is particularly well promoted so that they begin Year 1 as happy, contented and confident learners. Attainment by the end of Year 6 has been rising steadily since the last inspection and is now above average in English, mathematics and science. Pupils' progress in English, particularly speaking and listening and reading, tends to be stronger than in mathematics. Girls and boys of all abilities make consistently good progress in English. Most more-able pupils are extended well and reach the standards they are capable of. A few higher ability girls are not as confident in their work in mathematics as they are in English. They achieve satisfactory outcomes nonetheless, because of the support they receive from their teachers but they are capable of achieving more. In addition, there are limited opportunities for pupils to apply, and hence extend, their numeracy skills in other subjects. In contrast, the school's curriculum provides good opportunities for pupils to use their literacy skills in a wide range of subjects. Work is very well marked in English with detailed and regular written feedback to pupils on what they need to do to improve. Written feedback of this quality is less evident in mathematics and, though pupils have a sound knowledge of their targets for improvement, they are not always clear about how to make their work better. Pupils develop good skills in information and communication technology (ICT) and regularly use computers and laptops to support their learning in all subjects. ♦

Teaching is good and enables pupils to improve their learning step by step. Teachers manage classrooms well and make good use of teaching assistants to support specific individuals or groups of pupils. In a small number of lessons, where teaching is satisfactory, the pace of learning is slower, especially for more-able pupils, or work is not tightly enough matched to the needs of all groups of pupils. In most lessons, however, teaching is good.

The headteacher provides good leadership and a clear sense of direction. She is well supported by her deputy headteacher and other senior staff. Together they have achieved good improvements since the last inspection: teaching is much better, assessment

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procedures are now well established and there are good systems for monitoring pupils' progress. Attainment in mathematics is much improved since the last inspection though it remains a little lower than in English. The work of the school is well monitored by senior leaders and they have an accurate understanding of its strengths and weaknesses. Middle leaders and managers monitor pupils' written work and lesson plans well, although their monitoring of teaching and learning in lessons is more limited. Nonetheless, given the accuracy of the school's self-evaluation and the tangible improvements secured since the last inspection, the capacity for further improvement is good.

What does the school need to do to improve further?

- Further improve the attainment in mathematics by:
 - providing more frequent opportunities for pupils to apply their numeracy skills in subjects across the curriculum
 - giving pupils clear guidance on what they need to do next to improve their performance in mathematics
 - building on existing strategies to develop the confidence and skills of higher ability girls in mathematics.
- Improve the quality of teaching so that it is consistently good or better by:
 - ensuring that all lessons are well paced and pupils, especially the more able, are not given too much time to complete work
 - providing pupils with work that is more closely tailored to their individual learning needs in all lessons.

Outcomes for individuals and groups of pupils

2

Children start their Reception Year with a wide range of attainment but overall, their skills and knowledge are below age-related expectations when they begin school. Literacy skills in particular are low and, in some years, children's numeracy skills are also weaker. Pupils' learning develops well from these low starting points, particularly in literacy where the progress made is often very good. More-able pupils and girls from all ethnic backgrounds make equally good progress in English as they move through the school. Writing becomes more extended and vocabulary more ambitious. Pupils learning English as an additional language usually make rapid progress in learning to communicate in English.

In mathematics, most pupils make good progress in developing basic numeracy skills and their ability to solve mathematical problems. A few more-able girls find mathematics more difficult but manage to make at least satisfactory progress because the school is aware of their needs and is providing good additional support by, for example, giving older girls extra tuition in an all girl group. Pupils with special educational needs and/or disabilities make good progress because their needs are well met in lessons. They also receive effective additional support through individual and small group sessions targeted at meeting their needs.

In lessons, pupils concentrate well on their work, demonstrate a business-like approach to completing tasks and work exceptionally well in pairs and groups to help one another's learning. In a mathematics lesson, for example, pupils in Years 5 and 6 became engrossed

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in investigating patterns in square numbers and digital roots. They worked very effectively in pairs and groups to help one another identify and explain their findings. Pupils are adept at researching, often using ICT and the internet, to find information to support their cross-curricular topics. Very occasionally, they work rather slowly because they have been given too much time to complete a task or some, often more able, have finished and are waiting for others to catch up.

Pupils enjoy school and learning. They have a good understanding of what being healthy constitutes. Pupils have considerable responsibilities around the school. They act as play leaders, run the school council, look after younger pupils, contribute to school policies and help to preserve the environment. Raising funds for good causes at home and abroad forms part of pupils' contributions to the wider community. Their social skills are exceptionally good. They confidently initiate conversations and readily share ideas and resources. Older pupils are particularly reflective when given the opportunity to think about the wider world and life's bigger questions. Those from different backgrounds get on very well with one another. They learn about, and to respect, other cultures and religions through their topic work. However, pupils miss out on even deeper insights about diversity which better developed links with different types of schools in the United Kingdom and schools abroad could promote. Pupils thoroughly enjoy the creative subjects and demonstrate high standards in their artwork. ♦♦

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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How effective is the provision?

Teachers manage and organise lessons well and establish good working relationships with pupils. Confident use of ICT enables effective presentation of information and ideas to pupils. Teaching assistants know pupils' needs well and provide good support for their learning. Teachers plan well taking into account learning in previous lessons and clearly identify what they want pupils to learn. Very occasionally, work is not tightly enough matched to the needs of different groups. In most lessons there are good opportunities for paired talk and group work, which pupils enjoy. Teachers use questioning well to check pupils' understanding before moving on to the next stage of learning, amending plans where necessary. They provide useful and regular oral feedback based on careful assessment of pupils' progress. Good quality written feedback with constructive comments for improvements is more evident in pupils' literacy books than in their mathematics books.

The school's good curriculum is planned effectively to take into account the needs of mixed-age classes. A themed approach promotes effective links across subject boundaries and encourages good use of literacy and ICT across the curriculum. Regular opportunities in mathematics and science for practical investigation and problem-solving work develop pupils' thinking well. Subjects such as science and geography provide some opportunities for pupils to collect numerical information but do not extend these enough to develop, for example, pupils' skills of data analysis. The school's Activemark and Healthy Schools awards reflect the good provision and outcomes for healthy living. A very good variety of extra-curricular activities contributes to pupils' wider development. The breakfast club provides a healthy and positive start to the day.

Care, guidance and support are good with significant attention given to pupils' welfare and well-being. Liaison with other agencies and professionals is effective in supporting the needs of vulnerable pupils and their families. Work in progress includes further extending links between home and school to improve, for example, guidance for parents and carers on supporting their children with homework. Transition arrangements are robust.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has established a good team of staff who are all keen to improve and continue to raise standards. Middle managers are clear about their roles and are conscientious in fulfilling these. However, some have several roles, which means that they have less time than others for checking on, and hence helping to further improve, the

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quality of lessons. They nonetheless make a sound contribution to the school's self-evaluation by checking pupils' work and teachers' planning. The governing body provides good oversight of the school's work. Its members are encouraged, and confident, to ask probing questions about the school's performance. They are successfully developing their role in monitoring its effectiveness. The governing body ensures that safeguarding procedures are rigorous and all adults are thoroughly checked and vetted before working in school. Risk assessments are robust and good attention is paid to safeguarding training for all staff.

The school's approach to equality of opportunity is good and the performance of different groups is carefully checked. The large majority of pupils achieve well and the school is working to address the small differences in performance that remain. The school has established good local partnerships and relationships with other professionals as well as parents and carers. Parents and carers are consulted regularly about their views on different aspects of the school's provision. Links with the local community are strong and support the school's satisfactory promotion of community cohesion. The school itself is a very cohesive community. Its plans to promote community cohesion reflect a good understanding of its own context and pupils' backgrounds. Consequently, the curriculum has been developed to include good opportunities to learn about different cultures and religions. The school is working on establishing links with others in the United Kingdom and abroad to give pupils more first-hand experiences of those with values and beliefs different from their own.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children make good progress in all areas of learning and particularly so in literacy and their personal, social and emotional development. Most achieve the early learning goals

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and many exceed these. Well-developed activities successfully encourage children's development including their ability to work things out by themselves. There is a good balance of activities chosen by children and those that are directed by adults. Most adults interact well with children asking pertinent questions that extend children's thinking and ideas. Children work together very well and help one another with their work. They have lively and informative discussions with each other as a result of the high emphasis placed on developing key vocabulary and communication skills.

Children enjoy enormously the healthy daily snacks and very readily help to clear up afterwards. They are careful with equipment so as not to hurt anyone and make sure they are wearing aprons when engaged in activities involving water. Resources are used well including ICT. The outdoor area, though limited in terms of space, is well used and children move freely between it and their classrooms. Staff assess children's work well and maintain informed notes based on the keen observations they make. There are good links with parents. The phase is well led and managed. The coordinator is well focused on improving provision and has adopted the right priorities such as developing the outdoor area, which is not yet used to maximum effect. ◆◆◆

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

There was a relatively low number of responses to the questionnaire but of those parents and carers who did reply almost all are very positive about the school and their children's experiences. They are particularly happy with how the school keeps children safe and helps them to develop healthy lifestyles. Parents and carers are also very satisfied with their children's progress and the leadership and management of the school. Most of the written comments were positive and praised the staff and headteacher for the effectiveness of their work. A very small number of parents and carers have concerns about communication including feeling uninformed about the progress their children are making. Inspection evidence indicates that there are good mechanisms for communicating with parents, though some of these do not always meet the needs of all groups, such as working parents. Procedures for informing parents and carers about pupils' progress are good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Harold Wood Primary School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 85 completed questionnaires by the end of the on-site inspection. In total, there are 317 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	51	60	31	36	2	2	0	0
The school keeps my child safe	42	49	43	51	0	0	0	0
My school informs me about my child's progress	28	33	46	54	10	12	0	0
My child is making enough progress at this school	37	44	45	53	2	2	0	0
The teaching is good at this school	37	44	43	51	3	4	0	0
The school helps me to support my child's learning	36	42	41	48	7	8	0	0
The school helps my child to have a healthy lifestyle	47	55	36	42	2	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	34	40	42	49	1	1	0	0
The school meets my child's particular needs	35	41	48	56	1	1	0	0
The school deals effectively with unacceptable behaviour	30	35	44	52	6	7	1	1
The school takes account of my suggestions and concerns	28	33	46	54	5	6	2	2
The school is led and managed effectively	43	51	38	45	0	0	1	1
Overall, I am happy with my child's experience at this school	46	54	37	44	0	0	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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.



16 March 2011



Dear Pupils



Inspection of Harold Wood School, Romford, RM3 0TH



Thank you for giving us such a friendly welcome when we visited your school recently and for sharing your views with us. Your school provides you with a good education that helps you to make good progress. Children get a good start in Reception. You have regular opportunities to work on computers and to do practical work in science, which you enjoy. We liked the wide range of good quality artwork around the school.



You told us you enjoy learning and your very positive attitudes were obvious when we visited lessons. We also noticed how well you worked with one another and how helpful you are to your teachers. Staff take good care of you and you tell us you feel safe at school. We agree with you that behaviour is good. You enjoy eating healthily and a very great many of you take part in physical activities after school. There are a lot of after-school clubs for you to choose from.



Adults support you well in lessons and teachers keep a close eye on how well you are doing. They ask questions that make you think. Your headteacher makes sure that staff and governors put your learning and well-being first. All staff and the governing body are keen to make the school even better than it is. To help them do this, we have asked your headteacher and staff to:

- look for more ways of helping you, and especially some of the more-able girls, to make even more progress in mathematics
- improve the teaching even more so that all of it is good or better by making sure that no time is wasted in lessons and that work is always at just the right level of difficulty for everyone in the class.



To help your school improve, continue to do your best work at all times and check with your teachers on how you can make your work better, especially in mathematics. We wish you all every success in the future.



Yours sincerely



Gulshanbir Kayembe

Lead inspector

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