

# Harlyn Primary School

## Inspection report

---

<b>Unique Reference Number</b>	102383
<b>Local Authority</b>	Hillingdon
<b>Inspection number</b>	355180
<b>Inspection dates</b>	27–28 June 2011
<b>Reporting inspector</b>	Mike Capper

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

---

<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 of pupils on the school roll</b>	371
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jeremy Lister
<b>Headteacher</b>	Jackie Lack
<b>Date of previous school inspection</b>	25 June 2008
<b>School address</b>	Tolcarne Drive Middlesex HA5 2DR
<b>Telephone number</b>	020 8866 1290
<b>Fax number</b>	020 8868 7221
<b>Email address</b>	harlyn@hillingdongrid.org

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	27–28 June 2011
<b>Inspection number</b>	355180

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 19 lessons taught by 17 teachers. Meetings were held with parents and carers, members of the governing body, staff and groups of pupils. The inspectors observed the school's work and looked at school documentation, including teachers' planning, assessment information, safeguarding policies and samples of pupils' work. Inspectors analysed 101 questionnaires from parents and carers, 18 from staff and 99 from pupils in Key Stage 2. The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The impact of leaders in driving improvement and in raising attainment in Key Stage 1.
- The progress that pupils are making in writing.
- Pupils' responsibility taking and their knowledge of how to improve their work.
- The effectiveness of teaching at providing the right level of challenge for all, especially the more able in Key Stage 1.

## Information about the school

Most pupils come to this larger-than-average-sized primary school from the local community. The proportion of pupils identified as having special educational needs and/or disabilities is above average. Those pupils have a wide range of needs, including specific learning difficulties and behavioural, emotional and social difficulties. The proportion of pupils known to be eligible for free school meals is below average. The majority of pupils are from White British families, but since the last inspection the school has been admitting more pupils who speak English as an additional language. About a third of pupils are now from minority ethnic groups.

Children in the Early Years Foundation Stage are taught in the Nursery and in two Reception classes. Not all of the Reception Year children transfer directly from the Nursery, with about half coming from other pre-school settings. An increasing number of children in the Early Years Foundation Stage are at an early stage of English language acquisition. The school has a number of awards, including Healthy Schools accreditation and Eco-School status.

**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

Parents and pupils are rightly proud of this good school. As one pupil commented, 'I enjoy school because we do lots of exciting things!' There has been good improvement since the last inspection because of the drive and vision of the headteacher and other key staff who have worked successfully to maintain a good pace to developments.

Children get off to a good start in the Early Years Foundation Stage and then build on this well in the rest of the school. Pupils' attainment has been rising and it is above average by the end of Year 6. Leaders have successfully tackled a recent dip in attainment in Year 2 and pupils' progress is now good across the school.

There are many contributory factors to pupils' good achievement. Pupils are well cared for and this ensures that they feel extremely safe at school. Teaching and learning are good and pupils, including the most able in Key Stage 1, are challenged well in most lessons. While pupils' progress in writing is good overall, leaders know that there is still some inconsistency across the school. Although pupils write enthusiastically, there are a few occasions in lessons when written work is not pitched at the right level for all pupils. The teaching of letter sounds is strong in the Early Years Foundation Stage, but it is not embedded as well in the rest of the school, especially for lower-attaining pupils in lower Key Stage 2. That slows the pace at which pupils' spelling improves.

The pupils are superb ambassadors for the school. They behave well, work hard and develop very positive attitudes towards learning. They have a good awareness of the importance of looking after the environment and this is reflected in the school's well-deserved Eco-School award. Pupils take responsibility keenly and make sensible suggestions for improving the school. For example, school councillors are currently examining how to make the 'buddy system' more effective.

Pupils enjoy school thoroughly, especially the wide range of clubs and visits that bring subjects alive. They are especially positive about activities such as the recent science week, saying 'We were able to be real scientists!' The curriculum is focused very successfully on teaching basic skills in literacy and numeracy. Teachers work hard to integrate information and communication technology (ICT) into lessons, but pupils do not have enough access to computers in lessons so that they can use their skills in different subjects.

The school's engagement with parents and carers is outstanding. They are consulted regularly and are kept well informed about how they can help their children. That helps them to make a very positive contribution to their children's learning.

Self-evaluation is accurate and rigorous and this means that developments are pertinent to the needs of the school. There has been a sharp focus on improving the quality of teaching, especially in mathematics, and this has proved effective. The monitoring of

**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

literacy lessons has been limited in the past year and the school has plans already to increase its frequency to ensure that minor inconsistencies in how writing is being taught are identified and tackled even more quickly.

Leaders use data sharply to track the progress of different groups. Where the tracking has shown inconsistencies in progress, effective steps have been taken to tackle them. Successful actions, such as recent work on improving reading skills and improved attainment in Year 2, are ensuring sustained improvements in pupils' progress. All of these elements confirm the school's good capacity to sustain improvement.

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

- Improve resources for information and communication technology so that pupils are able to practise and develop their skills more frequently in lessons.
- Ensure that progress in writing is consistently good by:
  - ensuring that the teaching of phonetics (the sounds that letters make) is consistently strong in all year groups
  - focusing the monitoring of teaching and learning on literacy lessons to ensure that teaching always provides the right level of challenge for all pupils when writing skills are being introduced.

## **Outcomes for individuals and groups of pupils**

**2**

Most children are working at the levels expected for their age when they start school in either the Nursery or the Reception classes and, from these starting points, their achievement is good. Pupils' good enjoyment of school is reflected in above-average rates of attendance. Their enthusiasm for learning contributes significantly to the good progress that is seen in many lessons. In a good numeracy lesson in Year 6, pupils learnt quickly because they were encouraged to think like mathematicians. They cooperated well and explained clearly how they were going to interpret their data. In a good literacy lesson in Year 2, pupils showed a good level of independence as they found information and then began to record it into an information booklet. On the few occasions where progress in lessons is satisfactory rather than good, work does not always provide enough challenge for all. For example, in a lesson when pupils were cutting out, ordering and then sticking into books information about Ancient Egypt, most worked on the same activity whatever their capability.

Pupils with special educational needs and/or disabilities are supported well, ensuring that they learn quickly. They are keen to improve and take an active part in discussions. They work very hard when being taught in small groups, making especially good progress at these times. Pupils who speak English as an additional language make the same good progress as others in most lessons, improving their skills quickly.

Pupils become good young citizens and are well prepared for the next stage of their education. They are sociable and articulate and talk very confidently to visitors. Pupils show good concern for the needs of others by raising funds for charity, sometimes organising these for themselves. Pupils have a good awareness of how to live healthy lifestyles. They grow their own food in the school's gardens and learn about healthy eating in cookery club.

**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

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

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

## How effective is the provision?

Adults place pupils' well-being at the centre of their work and they 'go the extra mile' willingly to respond to the pupils' worries and concerns. Provision for pupils with special educational needs and/or disabilities ensures that they make good progress, with the use of additional support outside lessons being especially beneficial to their learning and social development. Pupils who speak English as an additional language are identified quickly and supported, although just occasionally in lessons adults lack confidence in tackling their specific needs. There are good partnerships with outside agencies to provide additional support for pupils whose circumstances may have made them vulnerable.

Teachers have high expectations of the pupils and they manage pupils' behaviour well. Work is interesting and purposeful so that pupils are engaged in lessons fully. Skilled teaching assistants have a good impact on learning. Teachers assess learning carefully and use this information well to plan what to teach next. There is good challenge in most lessons, but occasionally writing activities are too hard or too easy for some pupils. Pupils are clear about how to improve their work, although this feature of assessment for learning is not yet consistently strong across the school. Teachers mark work regularly and this is most effective when it gives pupils clear guidance about the next steps in their learning.

**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

The curriculum ensures that pupils develop good skills in literacy and numeracy, but ICT is not integrated fully into everyday learning because of a lack of computing resources in classrooms. Other subjects are linked together very successfully, especially in English, where pupils write enthusiastically in a range of activities. That has helped to ensure that pupils develop very positive attitudes towards writing. However, progress is occasionally slowed because not enough time is allowed for the teaching of phonetics in some classes.

There is an exciting range of activities outside lessons that enriches the curriculum. For example, sports clubs make a good contribution to pupils' understanding of healthy lifestyles and the school's good work in this area is reflected in its Healthy Schools award. Pupils in Year 6 speak very positively about their recent residential visit, where they say 'We learn to live together!'

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

This is a school that is improving because leaders at all levels are committed to doing the best for their pupils. The leaders' drive for improvement and ambitions for the school are firmly embedded and are shared by all staff. Leaders are doing the right things to iron out remaining inconsistencies in teaching and they have good plans in place to focus more sharply on monitoring literacy lessons in the next academic year. The governing body is supportive and provides good levels of challenge.

The school promotes equality successfully. Leaders check data carefully to ensure that no group is doing less well than others, although they do not yet evaluate fully participation in aspects of school life such as clubs. There is no evidence of discrimination, because pupils learn to respect different beliefs, reflecting the school's good contribution to community cohesion. Leaders are responsive to local needs and have established good partnerships with other schools in the United Kingdom and beyond. That means that pupils are developing a good awareness of their place in the world.

The school has good safeguarding procedures. Adults give safety a high priority and are vigilant in responding to any potential dangers that pupils may encounter.

**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

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

A parent summed up some of the key strengths of provision in the Early Years Foundation Stage when writing 'My child feels safe, is happy, likes her teachers and enjoys the variety of activities.'

Children are taught well in both the Reception and Nursery classes and this means that they make good progress. Consequently, their attainment is above average by the end of the Reception Year. Adults take good account of children's different starting points and there is a good focus on meeting the needs of those pupils with special educational needs and/or disabilities. Children in the early stages of learning English are well integrated, although there are occasional missed opportunities to move their learning on when they are working independently. Adults plan exciting activities and make good use of well-resourced outdoor areas to support learning in the Nursery and Reception classes. Children are encouraged to explore ideas for themselves and select where they are going to work sensibly. Learning is especially strong when topics are linked together. For example, as part of a topic on fairytales, children worked diligently and made good progress as they learnt about different materials, wrote letters and explored the concept of time.

Leaders monitor children's progress closely and set them clear targets for improvement. They have a good knowledge of strengths and weaknesses in provision and they are now working to strengthen their knowledge of how to meet the needs of the increasingly diverse intake that is including more children in the early stages of acquiring English.

There is a very strong partnership with parents and carers and the highly effective transition from the Nursery to the Reception classes helps children to settle very quickly.

**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

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

Parents and carers are almost unanimously positive about all aspects of the school's work. Positive comments included 'There is a safe, inclusive and respectful environment' and 'This is a lovely school where both the emotional and educational needs of the child are well cared for.' Very few concerns were raised, although a small number of parents and carers feel that the school does not tackle unacceptable behaviour well enough. Inspectors saw no unacceptable behaviour and found that there are good procedures for dealing with it if it does occur.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Harlyn 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 101 completed questionnaires by the end of the on-site inspection. In total, there are 371 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	71	70	29	29	1	1	0	0
The school keeps my child safe	71	70	29	29	0	0	0	0
My school informs me about my child's progress	42	42	56	55	3	3	0	0
My child is making enough progress at this school	54	53	42	42	3	3	0	0
The teaching is good at this school	56	55	44	44	1	1	0	0
The school helps me to support my child's learning	55	54	43	43	3	3	0	0
The school helps my child to have a healthy lifestyle	55	54	46	46	0	0	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)	48	48	47	47	2	2	0	0
The school meets my child's particular needs	52	51	47	47	1	1	0	0
The school deals effectively with unacceptable behaviour	37	37	52	51	8	8	2	2
The school takes account of my suggestions and concerns	38	38	55	54	5	5	1	1
The school is led and managed effectively	48	48	51	50	1	1	0	0
Overall, I am happy with my child's experience at this school	61	60	39	39	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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.

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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



29 June 2011

Dear Pupils

**Inspection of Harlyn Primary School, Pinner HA5 2DR**

Thank you for welcoming us to your school and completing our questionnaires. You were very polite and friendly when we talked to you. We agree with you that your school is good and that you learn new things quickly.

Here are some of the things we found out about your school.

- In the Nursery and Reception classes, you are very happy and make good progress.
- In Years 1 to 6, good teaching helps you to make good progress most of the time.
- You behave well and very enthusiastically take responsibility. There are lots of fun things to do outside lessons.
- You feel rightly that you re kept very safe and you develop a good understanding of the importance of being healthy. It is good that you are able to grow your own food in the school's gardens.
- All of the adults in the school are very kind and they give you good help if you are struggling with your work.
- The school is led and managed well and all the adults work very hard to make the school even better.
- Your parents and carers are very pleased that you come to this school.

What we have asked your school to do now.

- Make sure that your progress in writing is consistently good in every year group.
- Increase the number of computers in classrooms so that you can use ICT in different subjects more often.

We wish you all well for the future. You can all help your teachers by continuing to work hard all of the time!

Yours sincerely

Mike Capper

Lead inspector (on behalf of the inspection team)

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**