

Hylands Primary School

Inspection report

Unique Reference Number	102276
Local Authority	Havering
Inspection number	368241
Inspection dates	28–29 June 2011
Reporting inspector	Barbara Breed

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

Type of school	All-through
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	454
Appropriate authority	The governing body
Chair	Allan Gopal
Headteacher	Graham Player
Date of previous school inspection	Not previously inspected
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Age group	3–11
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Introduction

This inspection was carried out by four additional inspectors. Twenty two lessons were observed taught by 20 teachers and support staff. Inspectors visited classrooms, and observed behaviour in lessons, at playtime, lunchtime and around the school. They held meetings with members of the governing body, teaching staff and members of the school council. They observed the school's work, and looked at samples of pupil's work, school policies, school development plans, assessment information and safeguarding procedures. Questionnaires from 130 parents and carers and 43 staff and were analysed to help inform the inspection process.

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

- The quality of teaching, learning and assessment and how well it is contributing to progress for all pupils, particularly the more-able pupils.
- Whether there are differences in attainment between Key Stages 1 and 2 particularly in pupils' writing.
- If the quality of support for those pupils with special educational needs and/or disabilities is effective.
- How effectively senior leaders have managed the integration into one school and move into the new building.

Information about the school

This is a larger than average sized primary school which opened as Hylands Primary School in September 2009 following the amalgamation of two local primary schools, Edwin Lambert and The Manor Primary. The proportion of pupils known to be eligible for free school meals is broadly in line with the national average as is the percentage of pupils having special educational needs and /or disabilities. The number of pupils from minority ethnic groups and those who speak English as an additional language is small in number, but increasing. The Early Years Foundation Stage children are taught in a Nursery and two Reception classes. The school has a breakfast club run by the governors. The school did not take part in the Key Stage 2 national tests in 2010.

The school moved into a new building two weeks prior to the inspection following delays which meant that the school was unable to transfer on the planned date.

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

Hylands Primary School provides a good standard of education. Despite the recent disruption because of amalgamation and a move to a new building, the school ensures that pupils continue to enjoy attending and achieve well. Pupils are proud of their new building and are excited about the new facilities such as improved information and communication technology (ICT) facilities, large classrooms and extended grounds. The headteacher, senior staff and members of the governing body have a clear vision about what needs to be done to improve the school further.

Children in the Early Years Foundation Stage make a sound start to their school life. They generally make satisfactory progress, particularly in gaining confidence and learning class routines, but there are not enough activities that inspire and engage more reluctant learners or challenge those who are more able. There are too few opportunities to involve children in their own learning. Pupils in Key Stage 1 also make satisfactory progress, but their writing skills are a weaker aspect of their English attainment. In Key Stage 2 pupils' progress accelerates, often because teaching is more consistent, so by the time they leave school they reach broadly average attainment. In some subjects such, as English they reach higher than the expected levels. Pupils with special educational needs/and or disabilities are supported well, enabling them to make good progress.

Teaching, particularly in Key Stage 2, ensures generally good progress, but not all teaching is consistently good through the school and senior leaders recognise that more consistency is needed so pupils make good progress across all ages. Where teachers have a high expectation of their pupils, their learning is challenged, with carefully considered activities appropriate for the differing abilities in the class. Where teaching is less effective, there is too much reliance on teachers talking rather than pupils learning for themselves or being encouraged to reflect on and discuss their learning. Behaviour in class is good, with pupils eager to learn. During an unexpected fire drill, pupils conducted themselves in a calm manner and were able to return to class quickly to continue their learning. Pupils say they feel safe in their new school and know how to stay healthy. They make a valuable contribution to different charities and links with local community groups are developed well.

Senior leaders, supported by the governing body, have not been distracted from ensuring that pupils' welfare and achievement have been the main priority during recent disruptions. The school development plan clearly outlines how improvements will be made. This is informed by analysis of data and from regular audits of teaching and learning, although this information is not always used effectively enough so that good practice is shared with all staff. Most parents and carers are satisfied with the school although there have been some concerns about communication over the move into the new school. The

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senior leaders acknowledge it has been more difficult to keep all members of the school community fully informed despite efforts to do so.

The school's self evaluation is accurate and the senior leadership team, including the members of governing body, know what needs to be done to continue improvement. Given the effective way the recent changes have been managed, the good use of self-evaluation and that pupils' well-being has been maintained, the school has good capacity to further.

What does the school need to do to improve further?

- Ensure that teaching is consistently good across the school by:
 - sharing the good teaching practice already evident in the school
 - developing teachers' questioning skills in order to challenge all pupils
 - using information on pupils' progress more effectively so that teachers can monitor progress carefully to inform and modify planning.
- Improve provision and outcomes in the Early Years Foundation Stage by:
 - ensuring that there are more opportunities for children to make choices in their own learning
 - using children's interests as a starting point for activities in order to engage and inspire their learning
 - providing more opportunities for children to write spontaneously and in 'real life' situations.

Outcomes for individuals and groups of pupils**2**

Most pupils enjoy attending school and are particularly excited about their new building. Comments such as 'our new school is light and colourful' and 'I love my new school' reflect their enthusiasm. Behaviour is good both in lessons and around the school. Pupils are sociable, take turns in games and are polite to visitors. They understand that eating healthily is a good thing and both packed lunches and the meals provided by the school are well balanced. Sports and dance clubs ensure pupils' good participation levels. The school council promotes links with various charities and local community groups such as the local hospice. Pupils' ICT skills develop well and, combined with their secure levels of basic skills, prepares them well for the future.

Pupils leave the school at broadly average levels and achieve well. Given their starting points when they enter nursery, this represents good progress. Pupils make particularly good progress in Key Stage 2. In English, writing is linked to real life experiences, such as a recent trip to Southend and to popular books that have captured their imaginations. Pupils use these stories to develop their use of vocabulary and improve their descriptive writing. They write in a variety of different genres including diaries, persuasive writing and fantasy. This quality of writing is not so evident in Key Stage 1, where pupils are not always confident in their writing ability. For example, pupils in Year 2 are not given enough opportunity to write independently at length. The senior leadership team is aware of this and is taking steps to remedy weaknesses. Reading in groups with the teacher or a member of support staff helps pupils develop their comprehension skills. In mathematics

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pupils' basic number skills are broadly average. In a lesson in Year 2 pupils were keen to apply these skills to activities on data collection and in Year 5 work on the properties of shapes. Pupils with special educational needs and/or disabilities are identified quickly and effective support, both in and out of the classroom, ensures they make good progress. This is also true of pupils who speak English as an additional language, as regular and specialised teaching helps them to develop their vocabulary to good levels so they can fully access activities in lessons.

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	3
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

How effective is the provision?

The generally good teaching ensures there is a balance of support and challenge for pupils. Teaching assistants and other adults in the classroom are deployed well to meet the differing needs of the class. Pupils make good progress, but this is more marked in Key Stage 2 as teaching has more rigour and demands more of the pupils. References to personal targets and effective marking in books encourage pupils to reflect on their learning and understand their next steps to improvement. Good use of ICT and an imaginative approach linking different subjects and ensuring practical activities also enhances pupils' learning. In classes where progress is less marked, there is too much reliance on teachers talking rather than allowing pupils to respond at length or learn more independently. Some questioning by teachers is either not challenging enough or provide pupils with sufficient opportunities to reflect on their learning. Teachers' marking is usually

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regular and there are some good examples where teachers provide clear and helpful feedback for pupils, but this is not always the case for all classes.

The well-planned curriculum is helping pupils make links between different subjects. For example, pupils were interested in further exploring their knowledge of Vikings and then carrying out some artwork linked to the writing of that period. Pupils are responding well to this approach, although it is developed better in some subjects than others, as recent revisions to planning are not yet fully in place. Activities in ICT are strengths because they are relevant to the needs of pupils and also because they inspire pupils in terms of their writing, artwork and animation techniques. The school takes part in sports events and Year 5 and Year 6 pupils were delighted to win a local basketball competition.

The school's good levels of care, guidance and support have been one reason why the transition into the new building has been successful. Pupils generally feel happy and safe and know who to speak to if they have any concerns. Their responses recorded in their questionnaires were largely positive, particularly about their teachers. While most parents and carers feel that their children are happy in school some are concerned that the amalgamation, and resulting days lost, has impeded their learning. The school recognises these legitimate concerns, but has strived to minimise any disruption. Leaders believe that the benefits of having a new school and building are starting to pay dividends, reflected in the pupils', parents' and carers' initial enthusiasm for the new surroundings. Links with professional agencies ensures that potentially vulnerable pupils are supported well and there are good transition links with local secondary schools.

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 and senior leaders, supported by members of the governing body have successfully brought two communities together. They are fully aware of the areas that still need to be developed and leaders use their diagnosis skills accurately to pinpoint improvement accurately. Combining information on pupils' progress from two schools has been a challenge so that this information is not readily available to all members of staff. Monitoring of teaching takes place regularly and teachers understand general areas for improvement across the school. The leadership team have not, however, sufficiently used the skills of their teaching staff to illustrate good teaching or to observe the work of others. Middle leaders have clear guidelines on how to successfully lead a subject or key stage in order to ensure consistency of approach and ensure accountability.

The governing body has supported the school throughout the amalgamation and visit the school regularly to gauge progress. There are two dedicated governor days a year where

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governors visit classes with a focus and some governors have a subject responsibility which they report on in meetings. Safeguarding routines follow national guidance and policies are reviewed regularly. Training for specific staff and governors is up to date as are checks and vetting procedures for all staff. The new building is secure and risk assessments are in place. Equal opportunities are promoted well and any instances of discrimination are not tolerated. The school monitors the progress of different groups of pupils carefully to identify any potentially vulnerable groups needing support, although at present no significant differences have been noted. Pupils' involvement with the local community is good and the school has been successful in bringing two communities together to create a harmonious ethos. Pupils are aware of the differences within communities the United Kingdom, although the school is investigating links with other schools nationally to make their awareness more tangible. Links with a school in India, with exchanges of information and pictures, contribute to global understanding and promote good levels of community cohesion.

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	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children make a sound start to the school and are becoming familiar with their new surroundings. Children are happy, safe and healthy. Their behaviour and relationships are good. Children enjoy their learning and engage well with each other and adults. There is a range of activities provided, usually based on a theme, although in the Nursery, these themes are not as evident as in the two Reception classes. For example, the Reception classes had both provided a pretend garden centre and caf linked to their theme, which was not the case in the Nursery. The choices provided for children across all classes are too teacher directed with too few opportunities for children to initiate their own activities. Opportunities are missed to develop children as active learners and use their own interests as a starting point for spontaneous activities. For example one reluctant learner cited

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'Space' as something he enjoys. Despite being given some writing/ mark making opportunities about space, there were no pictures, resources or imaginative role play opportunities provided to support his or others' learning further.

Activities enable children to willingly take part in what is provided but there is not enough challenge for more- able children. Success is celebrated when children achieved something special, such as writing their name independently, and assessments are carried out in order to track the children's progress. Children come into the Nursery with skills and knowledge that are below those expected for their age. While they make up some ground in their learning, not all children make more rapid progress. Many start in Year 1 at the levels expected, but a significant proportion do not. The leader has plans to develop provision and outcomes but these are not always long-term enough or identify the focus on what would make learning better, such as the identification of potentially vulnerable groups, as well as provision and challenge for the more able.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The senior leaders have worked with parents in order to ease the integration of two different communities into one new school. Parents and carers recognise this has been a difficult and challenging time for all concerned, but most feel that their children receive a good education in a happy, secure setting. However, there have been some common concerns voiced in the inspection questionnaire about lack of communication and extended times when the school has been closed. The senior leaders acknowledge these concerns and have tried to maintain good levels of communication for the majority, if not all parents. Inspectors investigated these concerns and the school communicates with parents and carers in a variety of ways including through the Managed Learning Environment, a texting service, regular newsletters and home/ school communication books in every class. The school is reviewing its procedures to see how this aspect might be improved in the light of the concerns of a small proportion of parents.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hylands 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 130 completed questionnaires by the end of the on-site inspection. In total, there are 454 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	70	54	50	38	9	7	0	0
The school keeps my child safe	68	52	56	43	4	3	0	0
My school informs me about my child's progress	46	35	64	49	17	13	1	1
My child is making enough progress at this school	48	37	57	44	18	14	1	1
The teaching is good at this school	51	39	68	52	7	5	0	0
The school helps me to support my child's learning	41	32	66	51	14	11	3	2
The school helps my child to have a healthy lifestyle	38	29	77	59	8	6	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)	39	30	66	51	12	9	0	0
The school meets my child's particular needs	34	26	79	61	11	8	1	1
The school deals effectively with unacceptable behaviour	39	30	61	47	17	13	6	5
The school takes account of my suggestions and concerns	32	25	69	53	18	14	4	3
The school is led and managed effectively	40	31	62	48	14	11	6	5
Overall, I am happy with my child's experience at this school	50	38	60	46	13	10	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).

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">■ 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.



1 July 2011

Dear Pupils

Inspection of Hylands Primary School, Romford RM11 1BQ

I am writing to let you know about the findings from the inspection. Your new school looks very exciting and you are happy to be in the new building. The majority of your parents and carers think you are happy at the school and that it provides a good education for you. We agree.

Here are some of the things that we found out.

- Children in the Nursery and Reception classes have a happy time and are well cared for. They enjoy the activities with adults and are making satisfactory progress.
- You behave well in lessons and around school.
- Well done for making good progress, particularly in Key Stage 2.
- Your teachers give you interesting ideas for your writing and help you improve in reading and mathematics.
- You have interesting things to do in school, such as using computers, learning about Vikings and different sporting activities.
- You are good at keeping active and healthy, taking turns when playing and enjoy your new playground.
- If you find the work difficult your teachers help you understand and ask other people to work with you as well.
- Teaching is usually good in the school, but we think it can be even better.

We have asked school leaders to improve teaching further by doing two things.

- Help your teachers get even better by sharing their ideas with each other, asking you questions that make you stop and think before you answer them and by knowing how well each one of you is doing and what you need to do to improve.
- Use the ideas of children in Nursery and Reception to make their learning even more fun and interesting.

You can help your teachers by keeping up your good behaviour and trying hard to answer difficult questions.

Yours sincerely

Barbara Breed

Lead inspector

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