

Harvey Road Primary School

Inspection report

Unique Reference Number	117131
Local Authority	Hertfordshire
Inspection number	379354
Inspection dates	13–14 October 2011
Reporting inspector	Calvin Pike

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	240
Appropriate authority	The governing body
Chair	Miriam Mugan
Headteacher	Nick Rowlands
Date of previous school inspection	10 October 2006
School address	Harvey Road Croxley Green Rickmansworth WD3 3BN
Telephone number	01923 773801
Fax number	01923 773804
Email address	admin@harveyroad.herts.sch.uk

Age group	3–11
Inspection date(s)	13–14 October 2011
Inspection number	379354

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.

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 information 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'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011



Introduction

This inspection was carried out by three additional inspectors. The inspection team visited 13 lessons or part lessons taught by 10 teachers. Inspectors held meetings with members of the governing body, staff and groups of pupils and spoke informally to parents and carers. They observed the school's work and looked at a large selection of documentation, including that related to safeguarding, planning, monitoring, and other assessment information. The inspection team scrutinised inspection questionnaires returned from 101 parents and carers, as well as those from staff and pupils.

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

- What is the impact of the school's measures to improve standards in writing?
- How effectively does the revised curriculum improve the achievement of different groups of pupils across the school?
- To what extent have school leaders been successful in driving forward improvement, especially in the Early Years Foundation Stage?

Information about the school

Harvey Road is an average-sized primary school. Just under a quarter of pupils are from a wide range of different minority ethnic groups, with a very small proportion at the early stages of speaking English as an additional language. The proportion of pupils known to be eligible for free school meals is very low. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is below average. The school has the Activemark, Healthy Schools status and Bronze 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?

1

The school's capacity for sustained improvement

1

Main findings

Harvey Road is an outstanding school. Its continued drive for improvement has enhanced pupils' progress. Attainment in English and mathematics, which was good at the last inspection, is now even higher. The quality of pupils' learning is outstanding, with most teachers using assessment effectively to plan work that suits pupils' abilities. The vast majority of parents and carers are very positive about the work of the school. They say, for example, 'The staff both nurture and challenge the children' and 'The school provides a safe, happy environment in which to learn'.

The headteacher, deputy headteacher and senior teacher form an exceptionally effective senior leadership team, inspiring and giving direction to the school. Through excellent monitoring systems that also involve subject leaders, senior leaders have a very clear understanding of the school's strengths and areas for development. This is shared effectively and underpins strategic planning. Leaders set high expectations for staff and pupils. This builds a strong staff team that works together extremely well and is committed to improving practice.

Most teaching is good and some is outstanding. In the best lessons, teachers use resources innovatively, including making the most of information and communication technology (ICT), to involve pupils actively and ensure levels of challenge are high for all. Although some teaching fell short of outstanding, effective marking that shows pupils and parents and carers how to improve and homework that builds well on class work, lead to pupils' outstanding progress. In addition, substantial curriculum changes have contributed effectively to pupils' progress and the continued rise in standards. This is because the curriculum is now more interesting and relevant. A Year 6 visit to The Globe theatre, for example, was followed by pupils reflecting on their learning through their individual website blogs and an atmospheric class performance of a section of Macbeth in assembly that captivated the whole school. In the Early Years Foundation Stage, children are motivated with praise and supported well but information about their skills on entry to the school is not always used to provide challenges that consistently meet the needs of all pupils.

Pupils have an excellent awareness of keeping safe. For example, they shared key issues about road safety and understood that wearing distinctive clothing could help to ensure all pupils stay together during their imminent visit to Hampton Court. Pupils' outstanding behaviour and sensitivity to others supports the school's caring ethos. All pupils have opportunity to give their views regularly through the school's 'suggestion box' and their school council representatives. They take on

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

responsibilities, such as play buddies and play leaders, enthusiastically. Pastoral care is outstanding as staff know pupils very well and additional support provided closely matches specific needs.

The school's fast rate of improvement, the excellence of the leadership team, a strong governing body and robust self-evaluation processes combine to give it an outstanding capacity to continue to improve.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by:
 - ensuring all teachers can use information about levels of progress in subjects other than English and mathematics to plan challenges that better meet the full range of pupils' abilities
 - extending the school's current examples of innovative use of resources, including ICT, to involve pupils in their learning
 - improving the use of information about children's skills on entry to Early Years Foundation Stage to meet their needs more fully.

Outcomes for individuals and groups of pupils

1

Pupils gain considerable enjoyment in their learning because they take active roles in most lessons and are keen to contribute and support one another. In class they work exceptionally well independently as well as in small groups and show pride and confidence in sharing their achievements. For example, Year 1 pupils, inspired by the teacher's enthusiasm about different two- and three-dimensional shapes, could name and describe them confidently; they then asked if they could tally the similar shapes they were to investigate as 'Shape Detectives' when finding them on the school site.

Attainment has risen further since the last inspection and is high in all year groups and above expectations at the start of Year 1. The school's close tracking of pupils' progress identifies potential underachievement and is acted upon without delay. As a result, previous gaps in performance between boys and girls and for some middle attaining pupils have been closed. Standards in writing have risen. Pupils with special educational needs and/or disabilities also make outstanding progress. This is because they are given specific targets that help them improve and teachers and teaching assistants are closely involved in evaluating the impact of the support they provide. The relatively few pupils who are at an early stage of speaking English as an additional language receive good support so that they are fully engaged in their learning and progress very well.

Pupils understand the issues involved in following healthy lifestyles as is reflected in the school's Activemark and Healthy Schools status. They all learn to swim in the school's pool and the proportion of pupils involved in school sports, or sports clubs provided through the school, is high. Pupils are sensitive to each others' emotional needs and they express concern for each other. They make a considerable

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

contribution to the community as members of the Junior Local Council, taking part in events to reduce graffiti and litter, or raising funds to support charities, such as Great Ormond Street Hospital or to improve Kenyan water supplies. Pupils are keenly interested in ecological, social and ethical issues and discuss them passionately. This was reflected in their success in participating in a recycling competition, in their energy saving initiatives and in their visit to the House of Commons and the follow-up visit to school by a local MP. Pupils have memorable opportunities to celebrate the richness of the different cultures and religions within and outside the school. They talked excitedly about the language week in which they practised languages spoken by their peers, about their visits to churches, a synagogue and a Hindu temple and about visitors of different faiths to the school. Pupils’ high levels of basic skills, excellent work habits and confidence in interacting with each other and adults prepare them very well for secondary school.

These are the grades for pupils’ outcomes

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

How effective is the provision?

The curriculum is creative and exciting, building on key skills to develop numeracy, literacy and ICT across different subjects. Its improvements in recent years ensure that learning is carefully staged to support pupils’ needs and more actively engage them as learners. Each class is involved in a visit to a place of interest linked to their topic for the term. Themed weeks, specialist music teaching and a range of visitors to school also help stimulate pupils’ interests. Links with local secondary schools and with a local university add to the school’s outstanding curriculum with support for French, mathematics, science, dance and drama. Regular features of the curriculum

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

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

include learning Spanish and an extensive personal, social and health and citizenship education programme that gives pupils a secure understanding of life issues including those related to drugs, relationships and e-safety.

Teachers’ good subject knowledge helps motivate pupils in their learning. All teachers plan work to suit pupils’ different abilities. For example, in a Year 5 lesson where pupils worked on equivalent fractions, all groups were excitedly engaged in different levels of activity that enabled them all to make good progress. Some were using resources to order fraction sizes and explain their answers while others were supported very well by a teaching assistant to tackle simpler fraction conversions. In the best lessons, teachers helped pupils initiate their own ideas, such as in a Year 6 class where pupils explored different story openers with their talk partners. In other outstanding lessons, teachers use resources very effectively to stimulate pupils’ interests, such as in a Year 2 lesson on road safety where short video clips helped reinforce their understanding in advance of an organised walk outside school in preparation for a forthcoming class trip. Where teaching is not as strong, pupils are not so actively engaged in their learning or the challenges provided, usually in subjects other than English and mathematics, are not as effective in extending the learning of all pupils. Pupils receive good quality feedback, orally and in their books. Along with well-focused homework, this enables pupils, helped by their usually supportive parents and carers, to continue to develop their skills and understanding effectively between lessons, so contributing to their outstanding progress.

One parent commented, ‘I cannot imagine a better environment, either academically or pastorally, for them to grow up in.’ Many parents and carers praised the school for the care and support given to their children. Close partnerships with external agencies and the school’s outstanding care, guidance and support benefits all pupils, including those whose circumstances may make them more vulnerable and their families. The school’s inclusive approach to pupils’ needs allows every child to feel at home and to make the transitions from year to year very smoothly.

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	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The key factor in the school’s continued improvement is the way the headteacher, supported by an effective leadership team, has inspired staff and pupils with a passion to strive for more-ambitious targets. This has contributed to all pupils have equal opportunities, enjoying their learning and achieving well. A well-established

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

annual cycle of monitoring and assessment gives leaders and governors a clear picture of how well the school is performing. This has enabled the school to intervene to improve the curriculum and make it more active, raise standards, especially in writing, and improve Early Years Foundation Stage provision.

Members of the governing body are extremely effective and provide clear strategic leadership and support. They challenge the school very well and offer insights that help the school anticipate developments that may require long-term planning for change. For example, they recently commissioned a report that compared the school’s current needs with those of schools where the population has a higher proportion of pupils who are at the early stages of speaking English as an additional language. In most aspects, members of the governing body discharge their duties very well. Safeguarding requirements are met well including excellent record-keeping and effective systems for assessing risks. Although one element related to school site safety had not been given sufficient focus, it was addressed without delay during the inspection. The governing body’s monitoring is closely linked to school development plan priorities and well informed by detailed reports, visits to school and close contact with parents and carers.

This inclusive school promotes equal opportunities very effectively and is committed to eradicating any discrimination. It encourages a genuine respect for the traditions of all groups within its community and is successful in helping all minority ethnic groups represented in the school achieve as well as the rest. Strong working links to the local and national groups confirm that community cohesion is promoted well even though the range of opportunities for pupils to learn more about cultures and circumstances internationally are less well developed. The school communicates with parents and carers well and holds regular meetings for them. It successfully engages parents and carers and treats their concerns seriously. There is an active Parent–Teacher Association. The school takes a leading role in local partnerships and in supporting other schools.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
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	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2

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

1

Early Years Foundation Stage

Children join the Nursery and Reception classes with skills and abilities that are broadly in line with those expected. Excellent induction arrangements and well-established routines help children settle quickly and happily. Progress is good because teachers match activities to children’s interests. By the time they transfer to Year 1, standards are above national expectations for all children. They exceed them in personal and social education as seen by the excellent way in which children relate to one another. In writing and in shape, space and measurement, learning is not as strong as other areas. Adults encourage pupils well and there is a good mix of activities led by adults and those chosen by children. Outdoor provision provides good learning experiences to help children develop good physical skills. In some cases, these do not sufficiently match the different needs of Nursery and Reception classes.

The quality of provision has improved since the last inspection because of changes brought about, especially over the last year, by the new leader of Early Years Foundation Stage, who is a leading teacher for the county. She has helped strengthen the team and improve planning, some aspects of outdoor play and the use of assessment. Although developments are not consistently applied, in practice they have enabled staff to provide a more appropriate range of challenges to match children’s needs and are helping to build a stronger picture of children’s achievements and good progress.

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

The response rate to questionnaires was above average, with many written comments by parents and carers. All parents and carers say that their children enjoy school. A vast majority of parents and carers replied positively to all questions. A very small minority of parents and carers felt their children could make better progress. A similar proportion felt that the school does not deal effectively with unacceptable behaviour and that account was not taken of their concerns and suggestions. Inspectors found that pupils make outstanding progress. The school has good procedures for dealing with unacceptable behaviour and responding to the

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

concerns of parents and carers. Inspection findings supported the views of the vast majority of parents who were happy with the work of the school.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Harvey Road 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 240 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	80	79	21	21	0	0	0	0
The school keeps my child safe	85	84	15	15	0	0	0	0
The school informs me about my child’s progress	68	67	30	30	2	2	1	1
My child is making enough progress at this school	65	64	27	27	6	6	2	2
The teaching is good at this school	71	70	29	29	1	1	0	0
The school helps me to support my child’s learning	70	69	27	27	4	4	0	0
The school helps my child to have a healthy lifestyle	72	71	26	26	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)	59	58	33	33	2	2	0	0
The school meets my child’s particular needs	68	67	31	31	0	0	0	0
The school deals effectively with unacceptable behaviour	69	68	24	24	5	5	0	0
The school takes account of my suggestions and concerns	64	63	29	29	5	5	0	0
The school is led and managed effectively	71	70	23	23	4	4	0	0
Overall, I am happy with my child’s experience at this school	81	80	18	18	1	1	0	0

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 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.



17 October 2011

Dear Pupils

Inspection of Harvey Road Primary School, Rickmansworth WD3 3BN

Thank you for welcoming us to your school and sharing your views with us through your questionnaires and our meetings. You told us how much you enjoy school and that you find your work interesting. Harvey Road provides you with an outstanding education. Here are some of the things it does particularly well.

- Standards of attainment are high and your achievement is outstanding.
- You have a very good understanding of how to keep healthy and stay safe.
- You show consideration for one another and your behaviour is excellent.
- The curriculum is exciting and stimulates your interests.
- The school cares for you exceptionally well, especially if you have difficulties.
- There is outstanding leadership from the headteacher and the senior team so at all the staff are involved in ensuring the school goes from strength to strength.
- The governing body is fully supportive of the school and keeps checking on how well it is doing.
- In recent years children in the Early Years Foundation Stage have made good progress.

We have asked your teachers to build on their best work to make more lessons outstanding. We have asked them to do this by using resources, including information and communication technology, to involve you all more in your learning. We have also asked them to use information about your levels of progress in all subjects to plan work that challenges you all. In the Early Years Foundation Stage, we have asked staff to get more information about children's skills when they come to the Nursery and then use that information more to plan lessons that meet everyone's needs more fully. You can all help by continuing to make suggestions about things you like to study and giving your views about learning.

Thank you again for your help during the inspection and best wishes for the future.

Yours sincerely

Calvin Pike
Lead inspector

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. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**