

Hereward Primary School

Colebrook Lane, Loughton, IG10 2HR

Inspection dates 27–28 June 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- All groups of pupils make excellent progress in reading, writing and mathematics. They acquire very good personal skills.
- Children get off to a very good start in the Nursery and Reception classes. They do well in all aspects of their learning and make very good gains in their personal development.
- Teaching is outstanding. Staff have very high expectations for pupils' progress. They make sure all pupils have the chance to do equally well because work is interesting and very well matched to pupils' abilities.
- Behaviour and safety are excellent. Pupils say they feel entirely safe and get on extremely well together in this large school. They support each other very well in their learning. They contribute enthusiastically to the school through their school council and the varied posts of responsibility they fulfil.
- The school promotes pupils' all-round development very well. Pupils' achievements are celebrated and their skills and talents are encouraged to flourish.
- Leadership and management are outstanding. All leaders are fully committed to ensuring pupils do their very best. Systems for checking the school's work are robust and highly effective in improving pupils' achievement.
- Leaders, including governors, maintain pupils' high levels of achievement and outstanding teaching because they strongly promote a common aim and a highly consistent approach amongst staff. Training is used very well to develop staff's expertise.
- Leaders recognise the need to maintain a focus on further raising pupils' attainment in writing and on improving attendance.

Information about this inspection

- Inspectors observed 21 lessons, of which two were joint observations with senior leaders. 16 members of staff were seen teaching.
- Meetings were held with groups of pupils, members of the governing body, school leaders and staff. Discussions were held with a representative from the local authority and an improvement consultant.
- Inspectors spoke to pupils during lessons about their work, looked at their books and listened to them read.
- Inspectors took account of 56 responses to the online questionnaire (Parent View) and spoke to parents during the inspection.
- Inspectors analysed responses from 33 questionnaires completed by school staff.
- Inspectors observed the school’s work, looked at achievement data and attendance information, improvement plans, systems for checking the quality of teaching and documents relating to safeguarding.

Inspection team

Vivienne McTiffen, Lead inspector

Additional Inspector

Susan Cox

Additional Inspector

David Belsey

Additional Inspector

Full report

Information about this school

- The school is much larger than the average-sized primary school.
- Most pupils are of White British and other White backgrounds.
- The proportion of pupils from minority ethnic groups is average. The proportion of pupils who speak English as an additional language is below average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion supported through school action plus or with a statement of special educational needs is above average.
- The proportion of pupils known to be eligible for free school meals and for whom the school receives additional income, (the pupil premium), is above average.
- The Early Years Foundation Stage comprises a Nursery, which children attend in the morning or afternoon, and two Reception classes.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The school holds the Eco-Schools (Silver) award.
- A privately run playgroup shares the school's site. This was not included in the inspection. It is not managed by the governing body and is subject to a separate inspection.

What does the school need to do to improve further?

- Further raise pupils' attainment in writing by:
 - providing more opportunities for pupils to write at length in a range of subjects to extend their skills.
- Maintain recent improvements in raising attendance rates and seek further ways of working with families to ensure attendance matches the national average by Easter 2014.

Inspection judgements

The achievement of pupils

is outstanding

- Children start in the Nursery and Reception classes with skills that are much lower than those expected for their age, especially in communication, reading and writing, and in their social development. Their confidence rapidly develops, they make good progress in all areas of learning, including in their personal development, and they are very well prepared for their learning in Key Stage 1. Pupils' attainment in reading, writing and mathematics has improved to average this year.
- As they move through the school, all groups of pupils, including pupils eligible for the pupil premium, make excellent gains from their low starting points. The 2012 Year 6 test results show that the proportions of pupils making and exceeding expected progress in Key Stage 2 is above average. A high proportion of pupils do better than expected in reading, writing and mathematics.
- Pupils' attainment in writing is average and is improving. By the end of Year 2, pupils begin to write at length and use punctuation correctly. By the end of Year 6, they write with confidence and maturity. Boys say that their writing is improving because they like the topics they write about. For example, in an English lesson seen during the inspection, pupils in Year 5 and Year 6 wrote interesting accounts about characters linked to their learning about the Second World War.
- Pupils, however, do better in reading than they do in writing. They say they really enjoy reading stories and information books. All pupils, and especially boys, take a keen interest because they choose from a good range of books which are well matched to their ability. Staff instil in pupils a real zest for reading.
- By the time pupils leave the school, their attainment in mathematics is above average. Pupils do practical and problem-solving work, often for meaningful real-life purposes. They use their mathematical skills very well to sort data and record results in science, geography and history.
- Disabled pupils and those who have special educational needs make very good progress towards their learning targets because they receive support that is precisely matched to their needs. Many have personalised work programmes so that they succeed in line with their abilities and enjoy their education to the full.
- Pupils from minority ethnic groups and those who speak English as an additional language make the same levels of progress as their peers. Those who join the school with little or no English make rapid progress because they are skilfully helped to develop their language skills.
- In 2012, although pupils eligible for the pupil premium made better progress than similar pupils nationally, their attainment at the end of Year 6 was lower than that of their classmates. In the current Year 6, these pupils' attainment in mathematics is similar to that of their classmates but it remains half a term below in reading and a term below in writing.

The quality of teaching

is outstanding

- Teachers skilfully build on previous learning and check that pupils understand what to do. They ask the right questions and quickly correct any misunderstandings. Staff consistently ensure pupils know what they are expected to learn by the end of lessons and make sure they are fully

motivated to learn.

- Methods for marking pupils' work are highly consistent and effective. As a result, pupils know how well they are doing and what they need to do to improve quickly. Frequently, pupils check each others' work and judge for themselves how well they are doing. Teachers set clear targets for pupils to work towards.
- Teachers maintain very good pace throughout lessons and keep pupils on their toes so that they make the best possible progress. For example, during a mathematics lesson, the teacher used a computer program very well to set the pace for pupils' quick mental recall of number facts. The lesson swiftly moved on to tasks that required pupils to set their own level of challenge which they enjoyed.
- Teachers make sure pupils use reading, writing and mathematics skills widely. There are good examples of extensive writing in English lessons but there is scope for pupils of all abilities to write more fully in other subjects. Teachers plan frequent use of computers so pupils make very good progress in acquiring technology skills.
- Teachers develop vocabulary and pupils' speaking and listening skills very well. For example, during the inspection, teachers enabled children in the Reception classes to name the abdomen and thorax when describing parts of a butterfly. In Year 4, the teacher skilfully encouraged pupils to share examples of a fact and an opinion so that they clearly knew the differences between them.
- Teaching assistants play a valuable role in helping individuals and small groups of pupils, including disabled pupils and those who have special educational needs, to make very good progress towards their learning targets. They run social skills groups and give extra help in class to build self-esteem and to enable pupils to become confident and successful learners.

The behaviour and safety of pupils are outstanding

- Pupils are very keen to learn. They develop a mature and serious approach to their work. They are highly attentive in lessons and value their teachers' help to do their best. One pupil said, 'Our teachers aim high. The work is perfect and we get pushed.'
 - Behaviour is excellent. Pupils have a very strong understanding of the difference between right and wrong. They say they feel safe, a view strongly supported by parents. They know about different forms of bullying and talk sensibly about how to handle any problems they may encounter. They appreciate the high level of support they get from the staff. One pupil commented, 'It doesn't matter what the problem is, it will be sorted.'
 - Limited accommodation created by current building work causes no major upheaval and the school's daily running continues smoothly. Pupils respond extremely well to staff during lunch and playtimes and utilise available space very well. The school has made the most of the building work to reinforce pupils' understanding of potential hazards and staying safe.
 - Pupils willingly accept responsibilities to help the school and others. They take an interest in others and like being trained as play leaders to help out at playtimes. Pupils value the opportunities they are given to discover new talents and skills. They enjoy making decisions in the school council. The 'Eco Eagles' improve the school environment and check energy
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efficiency, reflected in the school's Eco-Schools award.

- Attendance is slightly below average but improving year on year due to the school's concerted efforts. Leaders are making good progress in helping parents to see the effect of poor attendance on children's learning. The number of pupils who stay away from school for long periods of time is reducing. The school recognises that continuing to improve attendance remains a priority.

The leadership and management are outstanding

- The headteacher and the deputy headteacher and the well-established leadership team are relentless in their drive to improve and are highly ambitious for pupils and staff. Clear priorities for continuous development are set. As a result, the school successfully maintains outstanding achievement and teaching.
- Robust systems are used very well to check the effectiveness and consistency of teaching. Challenging targets are set regularly and performance is checked very carefully. Training for staff matches the needs of the school and raises teaching skills. This outstanding school receives 'light-touch' support from the local authority and leaders ensure continued good use of external advice and expertise.
- Leaders create a harmonious and very well-run school, where all pupils and staff are valued. The progress of every pupil is closely checked to identify any who are not on track to achieve highly, reflecting the school's commitment to equality of opportunity. Discrimination of any kind is not tolerated. One pupil commented, 'Everyone in this school stands out in a different way; no one is more special than others.'
- In the Early Years Foundation Stage, leaders check thoroughly how well each child is doing to ensure work is very well matched to children's abilities. Very well-kept 'Learning Journeys' collate children's work and provide very good evidence of their progress over time. Strong links are established with parents to maximise their involvement in their children's learning.
- Leaders ensure the school offers a wide range of subjects, enhanced by a rich array of experiences. Outside help and links with other schools promote pupils' sporting and academic skills, helping them to do well in French and physical education. Work with actors and artists develops pupils' creativity and cultural understanding. Appropriate homework extends pupils' learning and is well received by parents.
- The school spends its pupil premium funding on extra staffing and resources to raise achievement and to improve attendance. Careful consideration is given to meeting the needs of individual eligible pupils, including building their self-esteem and confidence. The school's data show that the attainment of eligible pupils is improving strongly and gaps are closing rapidly.
- **The governance of the school:**
 - Governors are fully committed to continued improvement. They visit the school regularly and are very well informed about how well it is doing. They are fully aware of the connection between good teaching and good achievement and how it links with teachers' pay and make suitable decisions about staff training. Governors analyse information about pupils' progress frequently and ask questions if pupils are not doing well enough. They recognise specific barriers to learning that may affect the school's performance but keenly seek resolutions.

Governors manage finances well. They authorise the pupil premium spending and check information on pupils' progress. They ensure all governors receive the training necessary to develop their leadership skills. Governors carry out their responsibilities very well and ensure that robust safeguarding arrangements meet national requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	114935
Local authority	Essex
Inspection number	411798

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	382
Appropriate authority	The governing body
Chair	Raymond Warner
Headteacher	Geraldine Blair
Date of previous school inspection	15 January 2009
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