

Harold Wood Primary School

Recreation Avenue, Harold Wood, RM3 0TH

Inspection dates 13–14 March 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Require improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils' achievement is not as good as it was at the time of the previous inspection.
- In tests at the end of Year 6 in 2013, attainment and progress in writing at the end of Key Stage 2 fell significantly below national averages, and progress in reading and mathematics also declined.
- Attainment at the end of Key Stage 1 in writing also fell below the national average last year.
- Pupils' rate of progress is not consistently rapid in all subjects and across all year groups, and some pupils are unclear about how to reach their target levels.
- In some lessons pupils do not make enough progress because the pace of lessons is not well adapted to pupils' levels of understanding.
- Teachers do not do enough to extend pupils' language and reasoning skills. They do not ask enough questions, particularly of the most able, that require extended and thoughtful answers.
- Leaders and managers until recently were not making sure that pupils' work covered all the necessary skills. Some topics were taught superficially, and this led to declining attainment.

The school has the following strengths

- In the Early Years Foundation Stage, children make good progress across most areas of learning as a result of good teaching.
- Behaviour is good. Pupils enjoy school and are confident that they are well looked after and feel safe.
- Spiritual, moral, social and cultural opportunities are strong and, as a result, pupils develop as well-rounded individuals.
- School governors are now very active in supporting and checking on improvements to pupils' performance and progress.

Information about this inspection

- Three inspectors observed 21 lessons or parts of lessons taught by 14 teachers. Additional activities included observations at a breakfast club and at lunchtime. A visit was made to a special activity in which parents joined their children in Year 4 for a mathematics lesson.
- One lesson and a series of short visits to classes were observed jointly with the headteacher. Pupils' books were checked by an inspector with the deputy headteacher to see how well groups of pupils are now progressing in a range of subjects.
- Meetings were held with groups of pupils, representatives of the governing body and school leaders, and a brief discussion was held with a representative of the local authority.
- The inspectors took account of the 39 responses to the online questionnaire (Parent View) and considered the views communicated during discussions with parents. The views of the staff were gathered through meetings and 26 staff questionnaires.
- The inspectors listened to pupils reading, discussed their choice of books with them and examined the work in pupils' books.
- The school's own attainment records for the current academic year were checked in addition to previously published information on pupil achievement. Planning and monitoring documents, records relating to pupil safety and welfare, including the school's single central record of checks on staff and attendance records, were also examined.

Inspection team

Patricia MacLachlan, Lead inspector	Additional inspector
Barbara Breed	Additional inspector
Noureddin Khassal	Additional inspector

Full report

Information about this school

- Harold Wood Primary School is larger than the average-sized primary school. The Early Years Foundation Stage comprises three Reception classes.
- The proportion of pupils eligible for support from the pupil premium (extra money provided by the government for pupils, including those eligible for free school meals, in public care or from service families) is below the national average.
- The large majority of pupils are of White British heritage, with small proportions from Caribbean and African groups. The proportion of pupils who speak English as an additional language is below the national average.
- The proportion of disabled pupils and those who have special educational needs supported at school action is below the national average. The proportion of pupils supported through a statement of special educational needs or at school action plus is below the national average.
- The school meets the current floor standards, which are the standards for attainment expected by the government.
- The school has grown since the previous inspection and building work is currently under way to accommodate the expanded numbers.
- The school has experienced some changes of senior staff since the previous inspection. The Early Years Foundation Stage leader post is covered temporarily until a permanent appointment is made. Mathematics leadership is currently the responsibility of the deputy headteacher until a newly appointed leader can take up the post.

What does the school need to do to improve further?

- Improve teaching so that it is at least consistently good by:
 - making sure that marking is consistently helpful in all subjects by giving precise details about how pupils can improve their work to reach higher attainment levels
 - training all adults to ask questions and devise activities that check pupils' understanding at more frequent intervals during lessons and refine tasks, if necessary, to help pupils to acquire knowledge more quickly
 - making sure that all teachers include activities that require pupils to give extended answers with considered explanations, thereby helping pupils, particularly the most able, to develop better language and reasoning skills.
- Improve pupils' achievement, especially in writing and mathematics, by setting challenging targets for pupils in all year groups, and regularly checking on their progress towards these targets.
- Improve the leadership of teaching and learning by recruiting and developing middle leaders with strong subject knowledge so that they can check and improve teaching in their respective subject areas.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils' achievement is not as good as it was at the time of the previous inspection. In tests at the end of Year 6 in 2013, attainment and progress in writing at the end of Key Stage 2 fell significantly below national averages, and progress in mathematics and reading also went down. Standards at the end of Key Stage 1 also fell below the national average for the higher levels in writing.
- Achievement for current pupils is not good because progress is inconsistent across different subjects and year groups. Progress in Years 3, 4 and 6 is stronger in reading and writing than it is in mathematics. Progress is better in Years 1, 2, 4 and 6 than it is in other year groups. Although pupils are set targets, expectations were not consistently high enough across the different year groups until recently and attainment declined.
- Systems have now been strengthened for moderating teachers' assessments. Progress information on all pupils is now checked systematically by the class teachers, who are held accountable by school leaders. The headteacher ensures that additional support is given to any pupils who are falling behind. This has already resulted in increased proportions of Year 6 pupils making better progress since autumn 2013. Evidence from books also suggests that more pupils in Key Stage 1 are making appropriate progress.
- In Key Stage 1, the proportion of pupils in 2013 who reached the expected standard in the Year 1 phonics (the linking of sounds to letters) check was a little below the national average. This was a considerable improvement on the previous year because of better training for teachers. Current assessments show that this improved trend is continuing and shows the school's capacity to improve.
- Achievement in the Early Years Foundation Stage is good because most children join the school with communication skill levels that are well below those expected of children their age. With carefully planned teaching, they leave the Reception classes with levels of language and mathematical skills that are in line with the national average.
- The extra money provided under the pupil premium initiative is used for a range of additional activities for pupils in the target group. In 2013 the target pupils in Year 6 were almost a year behind their classmates in all subjects. However, the gap between the target pupils and their peers currently on roll has now narrowed to less than three months.
- Increased numbers of disabled pupils and those with special educational needs are making expected progress this academic year because the system of checking their support and progress has been strengthened. In addition, pupils who speak English as an additional language make good progress.
- An increasing proportion of higher-ability pupils now are making good progress in Year 6 as a result of special activities designed to help them attain high levels in mathematics and English.

The quality of teaching

requires improvement

- Teaching requires improvement because it has not promoted consistently good progress, especially in writing, as a result of historic weakness in subject leadership.
- The school's own evaluation of the quality of teaching shows that some in the past was not good enough and this led to pupils not making enough progress. Teaching has now improved as a result of focused leadership and management. This is improving pupils' achievement, but they are not yet making good progress over time in all years and subjects.
- The main reasons for this are that teachers do not always maintain an appropriate pace in lessons, adapting them where necessary to the rate at which pupils are learning new material.

This slows down progress. In addition, teachers do not always do enough to extend pupils' language and reasoning skills, for example with the most able pupils.

- When the pace is brisk, pupils are fully engaged and make good progress. For example, in Year 2, pupils were energised at the start of a mathematics session with a rapid challenge that reminded them how to multiply by 2, 5 or 3 and 4, according to their ability levels, so that they could answer questions quickly. Pupils were eager to answer questions because the teacher's expectations were high. Pupils were challenged to explain to each other how to double 16 and as result of skilful questioning by adults, they went on to double 13. Because the teacher managed the adults in the classroom well, all pupils had an opportunity to explain their calculation methods in more depth. However, not enough teaching promotes reasoning like this.
- Pupils who find the work difficult have skilful, focused support in class to help them make progress. The pupils who are capable of attaining higher levels are set extension challenges, but these are not always hard enough.
- Teaching in the Early Years Foundation Stage is good. Adults skilfully exploit the children's interests by posing stimulating questions to encourage the children's use of vocabulary and observations of numbers and volumes. Their tracking of the children's responses helps adults to support rapid progress.
- Marking is thorough, with some useful written advice from teachers in English books about how to correct work in progress. However, some pupils do not always follow up their teachers' suggestions and need more long-term guidance about how to reach their own target levels.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Their attitudes to learning are good as a result of the strong relationships established by teachers and other adults in the classroom. Pupils want to live up to their teachers' expectations and learners of all ages work cooperatively. Behaviour is good rather than outstanding because pupils' attitudes to learning are not exemplary across all classes.
 - Pupils behave well outside lessons, interacting constructively with adult helpers in the dining room and playground. The school is effective in promoting positive relationships. Pupils share the playground areas sensibly and safely. They understand the behaviour policy, which is applied consistently by all adults.
 - Pupils take pride in their environment and the striking displays of their work. They talk excitedly of 'their' school and anticipate the ways in which the new building programme will make it better.
 - The school's work to keep pupils safe is good. Pupils feel well looked after by the adults around them. They have a good awareness of personal safety, including cyber safety, because it is well covered in lessons and assemblies. Routines for keeping pupils safe during the building work are clearly understood because they have been reinforced by the site management team during memorable assemblies.
 - Typically pupils are well mannered. This is because staff all model courteous interactions, be it in class or on the playground, and pupils quickly respond to this.
 - Pupils understand what bullying means, believe that the number of incidents is small, and speak of the ways in which they are quickly helped if there is any unkind behaviour.
 - A well-attended breakfast club and good range of clubs, including netball, football, hockey, tag rugby and basketball, help to promote a healthy lifestyle.
 - Attendance is above the national average and this is maintained by rigorous checking. Exclusions are not resorted to because behaviour management is effective.
 - The overwhelming majority of the parents who responded to Parent View believe that the school provides a safe and caring environment. Pupils enjoy coming to school and are very pleased with the activities and clubs that have been provided for them.
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The leadership and management **require improvement**

- Leadership and management require improvement because pupils are not making consistently good progress in Key Stages 1 and 2. Since the previous inspection, published results show that pupils' attainment and progress have declined, most particularly in writing. During that time, leadership and management, particularly middle leaders, were not sufficiently effective.
 - However, a galvanised senior leadership team has now made a good start in improving the school in a relatively short space of time. Nevertheless, pupils' progress remains uneven across different classes and some aspects of teaching require improvement.
 - The energetic team of headteacher and her deputy have begun to raise the standard of teaching by checking lessons and pupils' work frequently. This has had some recent and positive impact on pupils' progress, particularly in Key Stage 2. The management of staff performance ensures that only those teachers who meet required standards move up the salary scale. Underperformance is now tackled more quickly and effectively.
 - Middle leaders are not yet involved in leading staff development or checking teaching in their respective areas, and this slows down the drive for school-wide improvement.
 - The school's improvement plan shows that leaders have accurately evaluated the areas requiring development. Staff are strongly supportive of the drive for improvement.
 - Strong spiritual, moral, social and cultural development is planned in the curriculum. Pupils have time for reflection in assemblies, enriched with weekly visits from church leaders. They express moral viewpoints in their discussions and through practical actions such as maintaining bird boxes and planting bulbs. The curriculum widens cultural horizons with a Commonwealth theme that has enlivened art and humanities lessons with South African- and Maori-inspired activities. Visits to places like the Sea Life Centre and outdoor education centres build social confidence.
 - Management of the Early Years Foundation Stage shows good support for progress at this age. Children are enthused by participation in well-planned themed activities such as 'superheroes' and the garage workshop. Leaders work with other schools to check the accuracy of their assessments. They have also arranged additional support from an outside agency to meet the needs of children who have difficulties with speaking and listening.
 - Safeguarding systems meet statutory requirements and policies are systematically reviewed. Leaders promote equal opportunities and tackle any discrimination that may arise.
 - The additional government sports funding has been used to improve teachers' skills by engaging specialist trainers to help them teach better physical education lessons. Additional clubs have been provided for Key Stage 1 children, and this has improved lunchtime behaviour.
 - The local authority assists the school's drive for improvement by providing training from the borough's Early Years and mathematics consultants to improve teaching. An external review of the governing body and effective governor training have been undertaken. The school also draws on support from a cluster of local schools to check that teachers are marking consistently. School leaders have, in addition, engaged a consultant to train staff to teach English more effectively.
 - **The governance of the school**
 - The committed governing body has a sound understanding of how pupils are performing compared with national standards. They use published data and school leaders' reports to challenge the school about the rate of pupils' progress. They make regular visits to the school to satisfy themselves that reported improvements are borne out and now join senior leaders in scrutinising pupils' books. Governors ensure that there is a clear link between teachers' pay progression and their pupils' progress. They have revised the appraisal policy and receive summaries of teachers' performance from the headteacher. Governors are aware of what
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support has been provided to improve teaching and the actions that are taken to tackle underperformance. Governors check that the pupil premium funds are spent effectively for the eligible pupils and publish detailed reports on the impact on attainment made by the funds. They also have a secure overview of the additional sports funding. Oversight of safeguarding is systematic and the governing body has undertaken appropriate training. Governors have taken a strategic role by approaching the local authority for an external review of their own effectiveness and reorganising their committees and working practices this academic year to hold the school to account more systematically.

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	102269
Local authority	Havering
Inspection number	440958

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	413
Appropriate authority	The governing body
Chair	Greg Brome
Headteacher	Alison Dowding
Date of previous school inspection	14-15 March 2011
Telephone number	01708 345473
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