

# Hylands Primary School

Benjamin Close, Romford, RM11 1DA

**Inspection dates** 8–9 May 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires 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 fell significantly below national figures.
- Attainment at the end of Key Stage 1 in reading, writing and mathematics has been significantly below the national average for the past three years.
- Pupils' rates of progress are not consistently rapid in all subjects and across all year groups.
- Teaching is not yet consistently good in all year groups. Teachers sometimes set work that is too easy for the more able pupils.
- Books are regularly marked, but pupils are not always given clear guidance about the precise steps they must take to improve their work.
- Leaders of subjects and key stages are not yet fully involved in checking pupils' progress in lessons or the quality of teaching because some are very new to their roles.
- Leaders, managers and governors understand the need to improve achievement but have not yet secured sustained improvement because targets, until recently, were not ambitious enough.

### The school has the following strengths

- Progress in Years 4 and 6, particularly in reading and writing, is good because teaching is effective.
- Attainment in phonics (the linking of sounds to letters) in the national Year 1 screening checks was above average in 2013. In the Year 6 spelling and grammar test, attainment was well above the national average in 2013.
- New leaders and managers have made a good start in improving the school.
- 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 the school's work and checking on improvements to pupils' performance and progress.
- Behaviour is good. Pupils enjoy school and their families are confident that they are looked after well and feel safe.

## Information about this inspection

- The inspectors observed 22 lessons or parts of lessons taught by 16 teachers. Additional activities included observations during lunchtimes and a school assembly.
- One lesson was observed jointly with the headteacher. In addition, the headteacher accompanied an inspector on a series of short visits to classes to review pupils' written work. The deputy headteacher joined an inspector in checking pupils' books 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 subject and school leaders. A meeting was also held with a representative of the local authority.
- The inspectors took account of 73 responses to the online questionnaire (Parent View) as well as informal discussions with parents and carers. The views of the staff were taken into account through meetings and 47 responses to staff questionnaires.
- The inspectors listened to pupils read and discussed their choice of books.
- The school's own attainment records for the current, as well as previous, academic years were scrutinised in addition to published information on pupils' achievement. Planning documents were examined, as well as records relating to pupils' safety and welfare, including the school's single central record of security checks on staff, the behaviour logs and attendance records.

## Inspection team

Patricia MacLachlan, Lead inspector	Additional Inspector
Rosemarie McCarthy	Additional Inspector
Joan McGrath	Additional Inspector

## Full report

### Information about this school

- Hylands Primary School is larger than the average-sized primary school. The Early Years Foundation Stage comprises a Nursery and two 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, those in public care or children from service families) is slightly below the national average.
- The large majority of pupils are of White British heritage, with small proportions from Other White and African groups. The proportion of pupils who speak English as an additional language is in line with 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 also below the national average.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress in reading, writing and mathematics.
- The school has experienced some changes of senior staff since the previous inspection. The headteacher was appointed in March 2013, with a new deputy headteacher joining the school six months later. The Early Years Foundation Stage leader was promoted to this post in September 2013 when three new phase leader appointments were made.

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

- Improve teaching so that all is consistently good or better by making sure that:
  - teachers set work that is not too easy for pupils, especially the more able, so that they are required to think deeply about their work
  - marking is effective across all years and subjects and shows pupils how to improve their work, and that staff check that pupils have followed up with corrections.
- Improve pupils' achievement, especially in writing, by setting challenging targets for pupils in all year groups, and regularly involving the pupils in checking on their progress towards these targets.
- Improve the leadership and management of teaching by extending the roles of subject and phase leaders so that they are fully involved in making regular checks on pupils' progress in class.

## Inspection judgements

### The achievement of pupils requires improvement

- Pupils' achievement is not 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 figures. Standards at the end of Key Stage 1 have been below the national average in reading, writing and mathematics for the last three years. This is because, until recently, targets were not ambitious enough and teachers' assessments were not accurate.
- Achievement for current pupils is better than it was last year, but progress is inconsistent across different subjects and year groups. Progress in Years 2, 4 and 6 is stronger than it is in other year groups, and progress is stronger in reading than in writing. Pupils are set targets; but, until this year, expectations were not consistently high enough and this is why attainment declined.
- Systems have now been strengthened this year for moderating teachers' assessments to make sure that these are accurate. Progress information on all pupils is now checked systematically by class teachers who are held accountable by school leaders. The headteacher makes sure that additional support is given to any pupils who are falling behind. This has already resulted in increased proportions of Year 6 making better progress since autumn 2013. Evidence from books also suggests that more pupils in other years are making more rapid progress.
- More-able pupils, in all Key Stage 2 year groups, are now making better progress, given their starting points, than their classmates. However, this is a very recent improvement. While there has been an effective focus on assisting those with lower attainment levels to catch up, there is less emphasis on giving hard work to the more able pupils to help them attain the highest levels.
- Attainment and progress by the end of Year 2 have been poor in recent years. However, Year 1 pupils are now making more rapid progress and current information indicates that Year 2 pupils will attain better scores than in previous years.
- The numbers who attained the expected standard in the Year 1 phonic check improved significantly between 2012 and 2013. The system of teaching phonics has been revised and current assessments show that this improved trend is continuing.
- Achievement in the Early Years Foundation Stage is improving because carefully planned activities result in most children leaving the Reception classes with good levels of development. However, given that most children join the school with skill levels that are in line with expectations for their age, leaders are aware that they should make sure that more pupils make the transition to Year 1 with higher levels of literacy.
- The pupil premium funding is used for a range of booster sessions for eligible pupils. As a result, pupils supported by the premium have narrowed the gap in achievement between them and other pupils. In Year 4 they caught up with the English and mathematics scores of their classmates. In 2013, eligible pupils in Year 6 were six months behind in reading and mathematics, but 12 months behind in writing. Pupils currently in receipt of support through the funding are currently no more than six months behind their peers in their scores for all subjects.
- Disabled pupils and those with special educational needs make broadly the same progress as their classmates. The system of checking their support and progress has been improved recently.
- Pupils who speak English as an additional language and those with ethnic minority heritages do make good progress. In 2013, pupils with a first language other than English performed significantly better than their peers in reading.
- In 2013, pupils' attainment in the spelling, punctuation and grammar test was well above average. Boys achieved significantly better than the average for boys nationally. This is because the teaching of spelling, punctuation and grammar is frequent and well organised across the school.

**The quality of teaching requires improvement**

- Teaching requires improvement. This is because it has not promoted consistently good progress, especially in writing, as a result of a legacy of weaker teaching and assessment practices in the past.
- 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 pupils are not yet making good progress over time in all years and subjects.
- One of the main reasons for this is that although marking is frequent and teachers make encouraging comments, teachers do not always mark pupils' work with precise guidance for how it can be corrected and improved among all year groups. This slows down progress. The feedback about pupils' writing in subjects other than English is not always linked to their literacy targets.
- In addition, teachers do not always do enough to extend pupils' language and reasoning skills. For example, they do not ask enough questions, particularly of the most able pupils, that require extended and thoughtful answers.
- When the pace of learning is brisk, pupils are fully engaged and make good progress. For example, in Year 4, pupils were energised at the start of a mathematics session with a rapid challenge to define factors. Pupils were eager to answer questions because the teacher's expectations were high and the questions probing. Pupils were challenged to explain to each other how to divide numbers. As result of skilful questioning, many pupils were able to draw conclusions about prime numbers. 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 in this way.
- 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 of phonics in the Early Years Foundation Stage is stronger than in some other areas of learning. This is because adults do not always exploit the children's interests by posing stimulating questions. Nonetheless, improved tracking of the children's responses is supporting better progress.

**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 with each other. 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.
- Pupils take great pride in their well-designed new environment and the striking displays of their work. They talk excitedly of 'their school' and offer constructive suggestions to 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. This is validated by a certificate of good practice from Plymouth University.
- Typically, pupils are well mannered. This is because all staff set a good example of being polite and courteous, be it in class or the playground, and pupils quickly respond to this.
- Pupils understand what bullying means, believe that the number of incidents is declining and speak of the ways in which they are quickly helped if there is any unkind behaviour. The anti-

bullying policy has been revised with the help of the student council and governors make sure that it is applied consistently by all adults.

- A good range of sports clubs, and participation in projects such as bulb planting help to promote a healthy lifestyle.
- Attendance has risen since the previous inspection and is now in line with the national average because of efficient checking. Exclusions are not resorted to because behaviour management is effective.
- An 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 equipment, such as tablet computers, that have been provided for them.

## **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 in writing. During that time, leadership and management were not sufficiently effective in ensuring good achievement.
- However, a galvanised governing body and new senior leadership team have 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 new headteacher and her leadership team have begun to improve the quality 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.
- Subject and phase leaders are not yet fully involved in leading staff development or checking teaching in their respective areas, and this slows down the drive for school-wide improvement.
- The management of staff performance ensures that only those teachers who meet required standards and whose pupils achieve well move up the salary scale. The headteacher does not shirk difficult conversations and underperformance is now tackled more quickly and effectively than in the past
- The school's improvement plan shows that leaders have accurately identified the areas requiring development. The staff are strongly supportive of the drive for improvement. 'We are led very well and made fully aware of how we can develop professionally' is a typical comment.
- Strong spiritual, moral, social and cultural development is planned in the subjects and activities offered to pupils. Pupils have time for reverent reflection in assemblies. They express moral viewpoints in their discussions and through practical actions such as acting as 'buddies' to the younger children. The curriculum widens cultural horizons with international map and artefact displays. Visits to places like the British Museum and participation in music festivals build social confidence
- Management of the Early Years Foundation Stage has steered improved provision since the previous inspection. Children are encouraged to participate in carefully planned activities. Well-established routines promote positive relationships and good behaviour. Leaders work with the local authority to check the accuracy of their assessments.
- Safeguarding systems meet statutory requirements and policies are thoroughly reviewed. Leaders promote equality 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 those who do not usually attend sports clubs. The 'Boccia team' of pupils with special needs, funded by the grant, won the gold medal at the recent London Youth games
- The local authority assists the school's drive for improvement by providing training from the borough's early years and literacy consultants to improve teaching. Since September 2013, the local authority school improvement team has supported the new headteacher with frequent pupil progress reviews and shared lesson observations. Effective governor training has been organised. The school also draws on support from a cluster of local schools to check that

teachers are awarding grades consistently.

■ **The governance of the school:**

- Members of the governing body know the standards of achievement and teaching in the school. This is because the headteacher's summary reports provide clear information and governors are now asking more challenging questions about pupil outcomes. The governing body has improved its effectiveness by working with the local authority to reorganise its operations and by undertaking a focused training programme. Governors have an accurate understanding of how pupils are performing compared with national standards because they use the published data to compare pupils' performance with national figures. They make systematic and regular visits to the school on 'governor days' to make sure that reported improvements are taking place. Governors understand the link between teachers' pay increases and pupils' progress because they have revised the pay policy. Governors receive summaries of teachers' performance from the headteacher. They are aware of what support has been provided to improve teaching and if there has been any underperformance. Checks are made that the pupil premium funds are spent on the intended groups and governors hold school leaders to account for the impact of the expenditure on pupils' performance. Safeguarding arrangements meet requirements and the budget is carefully managed to support the school improvement plan.

## 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

<b>Unique reference number</b>	102276
<b>Local authority</b>	Havering
<b>Inspection number</b>	444147

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	489
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Louise Prideaux
<b>Headteacher</b>	Valerie Yates
<b>Date of previous school inspection</b>	28–29 June 2011
<b>Telephone number</b>	01708 743704
<b>Fax number</b>	01708 743704
<b>Email address</b>	office@hylands.havering.sch.uk

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