

Henham and Ugley Primary and Nursery School

School Lane, Henham, Bishop's Stortford, Hertfordshire CM22 6BP

Inspection dates

23–24 September 2015

Overall effectiveness

Good

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The school has improved significantly since the previous inspection as a result of strong leadership and governance. Teachers usually plan activities well. Pupils enjoy them and find them challenging.
- The social development of pupils is a strength of the school. Pupils are caring and supportive of each other both in lessons and when at play.
- Teaching and learning are good throughout the school. There are some particularly strong features of teaching in Year 6.
- Senior leaders respond quickly to any weaknesses they observe in their frequent checks of teaching and learning.
- By the end of Key Stage 2, pupils' attainment is high and is improving. Pupils are well prepared for their move to secondary education.
- In 2014, many pupils made greater progress than expected through Key Stage 2 in English. Progress in mathematics was in line with the national average.
- Pupils enjoy a wide range of extra-curricular activities.
- Teaching in the early years is good and children quickly settle into the routines of school life. Adults know the children very well and plan interesting activities that meet their development needs.

It is not yet an outstanding school because

- Some of the younger boys do not write as well as they should.
- The presentation in some pupils' exercise books is not good enough.
- The teaching and learning of foundation subjects, with the exception of physical education, are not checked rigorously enough by their leaders.

Full report

What does the school need to do to improve further?

- Ensure pupils continue to practise the language they need before they write, building on the work already begun, to raise the attainment of younger boys in writing.
- Raise teachers' expectations of the way pupils present their work, including letter formation, so that pupils develop a renewed pride in their work and improve the quality of their handwriting.
- Ensure all subject leaders check the quality of teaching and pupils' progress in their subjects, as is being done in English, mathematics, science and physical education, and drive forward any necessary improvements.

Inspection judgements

Effectiveness of leadership and management is good

- Senior leaders are relentless in their pursuit of the best education for their pupils. For example, since the previous inspection, they have enabled staff to visit, learn from and work with other schools. Staff have selected strategies and approaches carefully and applied these to help Henham and Ugley Primary become a good school.
- The school's leaders have created a culture in which expectations of both standards and behaviour are high. Leaders act as strong role models and, as a result, pupils behave well and try hard.
- Senior staff check the quality of teaching frequently and rigorously. Their swift action to tackle weaknesses has driven significant improvements since the previous inspection. The school has the capacity to improve further.
- Senior leaders check the progress of different groups of pupils and use this information effectively to identify the right support for pupils and any additional training that staff need.
- The curriculum has been revised in the past academic year and pupils are very positive about the changes made and the challenges they provide. Pupils appreciate the wide range of extra-curricular activities offered to pupils after school.
- The PE and sport premium for primary schools is used very well. The school takes part in many inter-school competitions and enjoys much sporting success. The teaching of PE has improved because teachers are more confident in their teaching of different sports and pupils are more active. New equipment and technology have been used to enhance lessons and to help pupils evaluate how well they are doing in gymnastics and athletics.
- The school council and 'eco-warriors' make a positive difference to school life. Their work embodies the school's code of conduct to be kind, be safe and be responsible. Individual liberty is developed by pupils making decisions as to how their work is presented and the extent to which they challenge themselves during lessons. This all contributes towards the promotion of fundamental British values.
- Teachers at different stages of their careers have all received relevant training that has led to significant improvements in teaching and learning. Staff are very positive about the opportunities they have had, for example visiting an outstanding school. Teachers are becoming more reflective on their teaching and pupils' learning, thinking carefully about what went well and what could be improved. Teaching assistants are well supported, for example through their weekly discussions with the deputy headteacher.
- Senior leaders have brought in support from different organisations to help with the school's improvement, including the local authority. These have been effective in helping the school identify action points for improvement.
- Leadership of English, mathematics, science and physical education is strong but this is not yet consistent. In some subjects, leaders are not checking rigorously enough the progress pupils make or the quality of teaching. As a result, they are unable to identify where improvements need to be made.
- **The governance of the school**
 - The governing body is ambitious and very well informed. Governors are passionate about providing the best possible education for all pupils.
 - Governors have a detailed knowledge of the strengths and weaknesses of the school. They know what is being done to improve teaching and raise standards.
 - Safeguarding is at the heart of governors' work. They are very well trained and in a strong position to ensure that pupils are kept safe.
 - Governors are particularly effective in how they use assessment information. Their detailed knowledge enables them to challenge senior leaders thoroughly.
 - The governing body's management of the performance of teachers is rigorous. Governors are provided with a broad range of evidence to help them make decisions about pay increases.
 - The governing body's oversight of the school's finances is effective. They have ensured that additional funding is used very effectively.
- The school's arrangements for safeguarding are effective. Staff are well informed and have received up-to-date training in how to keep pupils safe.

Quality of teaching, learning and assessment is good

- Teaching is good throughout the school. The school's records of checks on teaching show that it has improved significantly since the previous inspection, particularly during the last school year. Parents agree that their children are well taught and are set appropriate homework.
- English, including phonics (the blending of letters and sounds), is taught well and the teaching of reading is a real strength. Pupils achieve well in the phonics check at the end of Year 1. They leave school with high standards in reading and writing.
- Teaching in mathematics is generally good. Pupils display high levels of skill in their calculations and when solving word problems. However, pupils are not consistently provided with sufficient opportunities to deepen their understanding of mathematical concepts.
- All pupils are set demanding work. Pupils talk eloquently about the challenges they are set and how 'teachers are very encouraging'. Teachers plan tasks with different degrees of 'trickiness' and pupils select the level of work they think is appropriate for them. Sometimes they realise they could take on harder work and so they seek out a more difficult task. Pupils are very positive about this way of learning.
- Teachers explain new information clearly and confidently to pupils. Teachers use the assessment information they hold about pupils well and plan tasks which match their ability. Teachers are quick to recognise in lessons when pupils are ready to be moved on in their learning. This was particularly evident in a Year 2 English lesson where adults gave timely and appropriate feedback showing pupils how to improve their work and as a result strong progress was made.
- Teaching assistants are mostly well deployed although this is not yet consistent in all classes. In a Year 6 lesson, the teaching assistant worked effectively with a small group to provide them with further challenge as they had been so successful in their work the previous day.
- Teachers apply the school's marking policy consistently. Pupils know how to improve their work and are given time to respond to their teacher's feedback. Pupils also assess their own understanding against guidance provided by the teacher and this helps them to find out what they understand and what they need to do next.
- Parents are provided with clear information about how well their child is doing at school. The report that parents receive at the end of the autumn term is particularly helpful in showing parents how well their child has settled and what their targets are for the year. The end-of-year report is very detailed and tells parents about their child's progress in all subjects.
- Teachers' expectations of how pupils should present their work are not high enough. The work in some exercise books is untidy, letters are not formed correctly and work is scribbled out.
- Teachers have recently started to use new strategies in their teaching of writing. All pupils are now rehearsing the language they need before they write. This has not yet made an impact on attainment.

Personal development, behaviour and welfare are good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. The school has a carefully planned curriculum for personal, social and health education and is also involved in the local authority's healthy schools programme. Pupils have a sound understanding of how to stay safe, manage risk and keep healthy. When talking to an inspector during breaktime, pupils were very clear about what constitutes a healthy snack.
- Pupils have many opportunities to take responsibility. For example, older pupils act as 'play buddies' at lunchtime. They use team games and other activities very effectively with younger children to keep them active during their break. A gardening club, debating club, bible study group and film club, as well as the many opportunities for team games, means pupils develop their interests beyond the classroom and develop skills for life.
- Pupils are encouraged to think for themselves and make good decisions in many aspects of their learning. In all lessons, teachers challenge pupils with activities of different levels of complexity. Pupils are encouraged to choose an activity which challenges them. They then review their progress as they work and decide whether they could work at an even higher level. Staff and pupils talk very enthusiastically about this approach to learning.
- Pupils have good understanding of the different types of bullying. They say that incidents of bullying are very rare. They are well informed about how to stay safe when using the internet. Pupils feel very safe

and they enjoy coming to school as is reflected in the high attendance. Parents also agree that their children are safe in school.

- The school promotes pupils' social, moral, spiritual and cultural development very effectively. The curriculum and collective worship provide pupils with opportunities to think about moral issues and world religions. Pupils have opportunities to play a wide range of instruments or sing in the choir. Pupils in Year 4 visited a local school to meet an author during the inspection. Pupils' social development is very strong. From their first days in school, children are encouraged to support each other in their learning and their play.

Behaviour

- The behaviour of pupils is good. The school is a calm and orderly place where pupils are well behaved, both in class and on the playground. They are confident and polite. Parents also agree that pupils are well behaved.
- At lunchtime, pupils take part in many activities. The outdoor area provides an exciting environment in which pupils can play constructively, explore, be active or sit and reflect in the quiet area.

Outcomes for pupils

are good

- Pupils make good progress throughout the school in English and mathematics. This is confirmed by the school's own records of pupils' progress and by looking at pupils' work from the current and previous school year.
- The progress of disabled pupils and those who have special educational needs is good. They have a clear understanding of what they need to do to improve their work. This aspect of the school's work has been well led and assessment information has been used well to provide timely additional support.
- Pupils whose attainment was below average at the end of Key Stage 1 make good progress throughout Key Stage 2. They know what they need to do to improve their work and they have very positive attitudes towards their learning. They feel that they get good support from adults, learning partners and by using specialist equipment.
- The most-able pupils explained to inspectors how they use feedback from teachers to improve their work and this was evident from what inspectors observed. These pupils are currently making very strong progress. In 2014, the attainment and progress of these pupils at the end of Key Stage 2 was better than similar pupils nationally.
- Attainment of current pupils is high. Since the previous inspection, attainment has improved in English and mathematics. It is now well above the national average at the end of Key Stages both 1 and 2. In 2014, progress from pupils' different starting points in English and mathematics was above that of similar pupils nationally.
- The attainment in writing of boys in Key Stage 1 is lower than that of the girls the same age. The school has identified the problem and has started to tackle the issue, supported by the governing body. The school's actions to improve the teaching of writing are still relatively recent and have not, as yet, had the desired impact.

Early years provision

is good

- The early years are well led and staff work extremely well together, creating a strong team and providing good early years provision. The information the school has about children is used well to plan appropriate activities in both the nursery and reception classes.
- Time is used well in sessions and adults use every opportunity to engage with the children and move them on in their learning.
- Children behave well. Staff make clear how children are expected to behave, and adults reinforce this and model behaviour effectively. Children are polite. For example, during the inspection, one boy waited patiently because he did not want to interrupt the teacher and said, 'Excuse me, my wall has fallen over'. The teacher praised his good manners. This was typical of relationships in the early years.
- Children enter school at a level generally above what might be expected for their age. They make good progress, their attainment is above the national average and they are ready for the work in Year 1.

- Staff promote children's personal development and welfare well. The outdoor environment provides many opportunities for children to work and play together and even the youngest children are able to concentrate on activities for sustained periods. Children feel safe and secure and they are well looked after.
- Adults in the early years actively encourage communication with parents, who agree that they are well informed about their child's progress. They value the weekly newsletter, which gives information on the focus of literacy teaching during the week and a mathematics challenge. Transition to Year 1 is also strong and, as a result, children settle very quickly into school life and routines.

School details

Unique reference number	114975
Local authority	Essex
Inspection number	10001927

This inspection 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	189
Appropriate authority	The governing body
Chair	Paul Maxin
Headteacher	Sue Giles
Telephone number	01279 850213
Website	www.henhamugley.essex.sch.uk
Email address	admin@henhamugley.essex.sch.uk
Date of previous inspection	11–12 September 2013

Information about this school

- This is an average-sized primary school.
- Pupils are predominantly of White British heritage.
- The proportion of disabled pupils and those who have special educational needs is average.
- The proportion of pupils who are known to be eligible for the pupil premium is very low. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and children who are looked after by the local authority.)
- Nursery children attend the school part time and children in the Reception year are in school full time.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.

Information about this inspection

- The inspectors observed teaching and learning in parts of 16 lessons, some jointly with the headteacher. Inspectors also observed pupils' behaviour and attitudes in the classroom, at breaktimes and at lunchtime.
- The inspectors listened to pupils read and looked carefully at pupils' work.
- Discussions were held with members of the governing body, a representative of the local authority, senior leaders, foundation subject leaders, other staff and pupils.
- The inspectors looked at the school's documentation including: information on pupils' progress throughout the school, safeguarding policies, the school's development plan, records used by the school to check how well it is doing, minutes of meetings of the governing body, records of pupils' behaviour and attendance and displays in classrooms and around the school.
- The inspectors took into account the 89 responses to the online questionnaire (Parent View) and talked to parents at the beginning of the day. The inspectors also analysed the 27 questionnaires completed by staff.

Inspection team

Desmond Stubbs, lead inspector

Ofsted Inspector

Vickey Parsey, team inspector

Ofsted Inspector

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