

Harold Wood Primary School

Recreation Avenue, Harold Wood RM3 0TH

Inspection dates

6–7 July 2016

Overall effectiveness

Requires improvement

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Requires improvement
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 school that requires improvement

- While safeguarding is effective, the way that leaders record and communicate their actions taken are not consistently methodical. Therefore, procedures supporting the safety and welfare of pupils are not of the highest quality.
- Middle leaders do not regularly challenge teachers to secure high standards or drive improvements. As a result, inconsistencies remain, particularly for the pupils making rapid progress.
- Since the last inspection, leaders have not ensured that pupils' spiritual development and understanding of respect and tolerance are fully promoted. Some pupils report that their peers are not always respectful to them.
- The curriculum covers the full range of national curriculum subjects. However, it does not provide regular opportunities for pupils' cultural development to impact fully on their learning.

The school has the following strengths

- Since the last inspection, governors have held leaders better to account. As a result, the outcomes of pupils and the quality of teaching, learning and assessment have improved.
- Pupils' reading, writing and mathematics skills are developed effectively. In 2016, key stage 2 results were above the national average in reading, writing and mathematics.
- The effectiveness of the early years provision is good. Children progress well from their starting points. Three in four children achieve a good level of development.
- Outcomes are good. A higher than average proportion of pupils achieve well in the phonics screening check in Year 1.
- The quality of teaching, learning and assessment is good. Teachers plan well and have secure subject knowledge. A greater proportion of pupils now make at least the good or better progress expected.
- The vast majority of pupils behave well in lessons and over time. Pupils attend school very regularly.
- Safeguarding is effective. The school's procedures meet statutory requirements. Pupils say they feel safe and the majority of parents agree.

Full report

What does the school need to do to improve further?

- Improve the effectiveness of leadership and management by ensuring that:
 - procedures for pupils' safety and welfare are of the highest quality
 - middle leaders set high expectations using their skills to evaluate and drive the improvement in teaching, so that pupils' progress is rapid in their areas of responsibility
 - pupils' cultural development contributes strongly to their learning.

- Strengthen pupils' personal development and welfare by ensuring that:
 - the school openly promotes pupils' spiritual development and understanding of respect and tolerance.

Inspection judgements

Effectiveness of leadership and management requires improvement

- In practice, safeguarding is effective. However, leaders' records of safeguarding-related incidents are not always recorded carefully enough. Specifically, dates and details of actions taken when incidents occur are not written down every time. The school recognises that this is important in holding staff to account and ensuring that records are of the highest quality for future reference.
- Pupils' spiritual development and understanding of respect and tolerance requires improvement. Leaders promote an open and welcoming culture to all. There is multicultural week and displays around the school promote British values. Despite this, some pupils report that they have seen peers being disrespectful to those who they see as different. A few isolated incidents of racism and homophobic bullying have been recorded since the start of the year and dealt with effectively.
- Middle leaders are enthusiastic in their roles. They undertake a regular programme to monitor the quality of teaching, learning and assessment and focus on the outcomes of pupils. However, they do not always challenge further improvement by setting the highest expectations for all teachers. While some middle leaders can describe how they undertake observations of teaching and review the work in pupils' books to develop teachers' professional skills, others are not as confident in challenging and identifying weakness. Therefore, while the standard of teaching is good overall, some variation in the quality of teaching, learning and assessment remains.
- Leaders do not fully use their skills to drive improvements in the standard of teaching. Therefore, some steps taken to support pupils are not as successful as leaders would like. For example, while leaders have ensured that strategies improve the performance of girls' writing and disadvantaged pupils, they acknowledge that in lower years improvements in the writing skills of a few boys have not been as rapid. Leaders shared a view that even greater challenge could be set for some most-able pupils.
- The curriculum is broad and pupils are taught a full range of national curriculum subjects. As a result, they gain a good understanding of reading, writing and mathematics supported by science and creative subjects which include history, religious education, computing and physical education. Pupils have a good understanding of social and moral development because of the curriculum. However, although the curriculum includes personal, social, health (PSHE), and citizenship education some pupils do not demonstrate understanding of all aspects of spiritual, moral, social, and cultural development. For example, pupils in the school council were not confident in identifying aspects of modern Britain and democracy despite knowing that their peers elected them. The school provides a suitable range of extra-curricular activities to develop pupils' social understanding and healthy lifestyles. For example, sports clubs and choir are a popular choice and pupils reported that they enjoy the breakfast and after-school clubs.
- The local authority has provided targeted continued professional development for middle leaders so that they have developed their skills in managing their areas of responsibility. However, a consistent day-to-day approach from leaders is not embedded across the school, although teachers' performance management targets do now reflect whole-school priorities.
- Leaders have addressed the areas for improvement from the last inspection. As a result, a higher proportion of pupils make better than expected progress because the quality of teaching, learning and assessment has improved. However, during the inspection leaders' effective understanding of the school's own assessment information was less clear. For example, two contrasting sets of information were provided regarding the starting points of children who join the school in the early years.
- The gaps in the performance of disadvantaged pupils in comparison to their peers narrow by the end of key stage 2. This is a result of the appropriate use of the pupil premium funding to support disadvantaged pupils' reading, writing and mathematical skills. Leaders focus carefully on the progress these pupils make across the school. They ensure that disadvantaged pupils, those who have special educational needs and/or disabilities and the most able make good progress in their learning from their starting points.
- The primary sport premium is well used to provide training for sports staff and play leaders so that pupils can access more sports activities as part of the wider curriculum. The school is a member of the local authority sports collective. Therefore, pupils are encouraged to participate in sports activities with local schools.

■ The governance of the school

- The governing body has increased its challenge to leaders since the last inspection. Governors bring an effective range of skills to their work and reflect on the progress the school makes. As a result, standards of teaching and outcomes for pupils have improved since the last inspection. Governors clearly described the work undertaken by leaders to improve the progress pupils make. Furthermore, they shared an accurate knowledge of the 2016 key stage 2 results, which at the time of the inspection had only been published for one day.
 - The governing body sub-committee evaluates well the use of the pupil premium and the primary sport premium spend. Records of governing body meetings show that probing questions are asked of leaders. The headteacher is required to provide regular reports to members of the governing body.
 - The governing body performs its statutory duties effectively. It ensures that performance management supports the overall development of the school. Governors are ambitious in their view to improve the school further and share a clear and informed understanding. Governors are attached to an area of responsibility and regularly visit to check the impact of the school's work.
- The arrangements for safeguarding are effective. Staff are appropriately trained to identify the risks of abuse and neglect. They are aware of the most recent safeguarding guidance 'Keeping children safe in education', July 2015 and understand the 'Prevent' and female genital mutilation duties. The single central record for checking the suitability of staff to work with children meets requirements. A very high proportion of parents who completed the Ofsted online survey (Parent View), feel that the school keeps their children safe.

Quality of teaching, learning and assessment is good

- Pupils make good progress across all key stages because of effective quality teaching, learning and assessment. Teachers plan work that meets the needs of pupils. This is particularly true of disadvantaged pupils, whereby any gaps with their peers' performance are addressed. This demonstrates the school's commitment to equality of opportunity, so that no pupil falls behind in their learning.
- Pupils who have special educational needs and/or disabilities are well supported through the appropriate deployment of teaching assistants. Adults work closely with teachers to help pupils learn by focusing on their development needs. As a result, pupils who have special educational needs and/or disabilities make good progress from their individual starting points.
- Teachers have good subject knowledge. They help pupils learn well and maintain their interest. For example, in history lessons pupils were observed keenly talking about their knowledge of ancient Greece and, how the Berlin Wall stopped people from being equal.
- Teachers follow the school's assessment policy effectively. As a result, pupils know how to improve their work. They understand the comments their teachers make in their books. For example, Year 1 pupils were able to describe to inspectors how they had improved their story writing by using adjectives in their story endings. In other classes visited, pupils' work showed that good progress was being made over time in their mathematics and writing skills.
- Reading is consistently taught across the school. The library is well resourced and an outdoor area for reading encourages pupils to read freely. Pupils who spoke with inspectors shared that they enjoyed reading at home and when in school. Pupils heard reading during the inspection were able to do so with confidence and expression. However, some less-able pupils were insecure in translating unfamiliar words. The teaching of phonics (the sounds that letters make) helps children in the early years develop their reading. Pupils make good progress in their reading skills and by the end of Year 1 almost all pupils achieve the expected standard in the phonics screening check.
- Leaders have focused on raising the quality of girls' writing across the school. A number of strategies have been used to raise the aspirations for girls including regular visitors to the school. Teachers have ensured that these strategies have been effective, through developing the quality of writing across the school. As a result, pupils show a positive attitude towards their writing in lessons. Pupils' work clearly shows they are challenged to develop their writing skills through a range of subjects, including history and religious education. Writing standards at the end of key stage 2, for all pupils, is above average.
- The teaching of mathematics has been a priority since the last inspection. As a result, pupils make good progress in developing their use of number, shape and calculation. The work seen in pupils' books and visits to lessons confirmed that pupils make good progress in improving their numeracy skills. For example, in the early years children were seen successfully developing their counting skills when adding numbers from one to 10.

- The most able pupils make at least the good progress expected of them. A group of the most able in Year 6 have been entered for GCSE mathematics. However, work in their books did not show a wide application of investigation work to challenge their rapid progress. Leaders agreed that a few most able-pupils were not always identified early, so that they make accelerated progress.

Personal development, behaviour and welfare requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement. During the inspection, it was seen that procedures for pupils' safety and welfare are not of a high enough quality.
- Despite the school promoting social and emotional literacy, of the pupils who spoke with inspectors, a few reported that they were aware of unkind behaviour in school. Furthermore, some say that pupils can be disrespectful. When talking with inspectors about their concerns they said that staff quickly deal with any problems, but some disrespect was because of people having differences. While inspectors did not witness any derogatory or disrespectful behaviour during the inspection, a few incidents of homophobic bullying and racism have taken place. The school's records show that isolated racist incidents, which occurred, were appropriately dealt with.
- Pupils are given the opportunity to self-reflect during assemblies and classes study religious festivals. However, pupils' cultural development is not strongly promoted around school. For example, few displays were seen around school aimed at promoting different faiths or backgrounds so that everyone is valued. Consequently, some pupils do not show a fascination for the world around them.
- Pupils say that they feel safe and that they trust their class teachers. They have a good knowledge of e-safety and are confident that if they feel unwell the school will help them.
- The school has developed a range of opportunities to promote pupils' healthy lifestyles. For example, there is a fruit bar available for pupils to have a healthy snack at breaktimes and an outdoor area has been developed using primary sport funding. The school council has ensured that a quiet space is available for relaxing and reading outdoors. However, the outdoor early years environment lacked wide opportunities for children to develop their welfare by freely exploring their areas of learning.
- The school develops pupils' self-confidence through performances in assembly and describing their learning in lessons. For example, inspectors visited an assembly whereby two pupils were speaking confidently to their peers about books they had read.
- A high proportion of parents who completed Ofsted's online survey convey that their children feel safe at school.

Behaviour

- The behaviour of pupils is good. Pupils say they enjoy school and a high proportion attend regularly. Attendance is above average overall. Exclusions are rare and none have taken place this year.
- Pupils are proud of their school and welcome visitors. They are aware of the progress they make and clearly understand the behaviour expectations of the school. As a result, pupils respond quickly to teachers' instructions and conduct themselves calmly.
- Pupils behave very well in lessons. They are keen to learn and sit with focus when listening to their teachers. Pupils' attitudes towards their learning are very positive. The school is a calm place and pupils move around with purpose, and without any disruption.
- Pupils have wide space available to play at break and lunchtimes. Staff ensure that pupils quickly move back to lessons at the end of break without delay. As a result, pupils are very punctual to their lessons.
- Parents and staff who completed Ofsted's online survey feel that the behaviour of pupils is good. Inspectors agree that pupils' behaviour seen throughout the inspection was of a high standard, although a small number of parents who completed the survey feel that pupils do not always behave well. However, almost all parents would recommend the school.

Outcomes for pupils are good

- Outcomes for pupils have improved since the last inspection. A higher proportion of pupils now make at least the progress expected or even better from their starting points.

- The gaps in the performance between disadvantaged pupils and their peers have continued to reduce. The school's own assessment information shows that in almost all year groups performance gaps have closed. The work of disadvantaged pupils seen during the inspection show that they make good progress over time in their reading, writing and mathematics.
- Pupils who have special educational needs and/or disabilities are well supported in lessons. Their progress is carefully checked so they are not allowed to fall behind in their learning. As a result, pupils who have special educational needs and/or disabilities make good progress from their individual starting points. This is supported by the school's own assessment information and the work seen in pupils' books.
- Most children enter the early years with skills broadly in line or below those typical for their age. They make good progress and are well prepared for their next stage of learning. More than three in four children enter Year 1 having reached a good level of development in the early years.
- In 2015 and 2016, the proportion of pupils who achieved the required standard in the phonics screening check was well above average. Almost all pupils successfully achieve the standard in Year 1.
- In 2016, Year 6 pupils performed above other pupils nationally in reading and mathematics. Pupils' writing skills were also above average. This is a result of the school's focus on the areas for improvement since the last inspection.
- The school's own assessment information shows that girls now make at least good progress in their writing skills. This was an area of weakness in 2015. Leaders have successfully addressed the gap in girls' writing. The work seen in pupils' books shows that all groups of pupils are making good progress and achieve at least age-related expectations. This includes boys in the school.
- Pupils make good progress in developing their reading and say they enjoy reading at home and when in school. Those pupils who read to inspectors did so with confidence, expression and appropriate fluency for their age.
- The most able pupils make good progress across all their subjects, including mathematics, English, science and topic learning. The work in their books shows that they are able to apply investigation work in science and have a good understanding of number and calculation. Leaders rightly agree that some most-able pupils are not always identified early, so that they can be challenged to make accelerated progress.

Early years provision

is good

- In 2016, more than three in four children achieved a good level of development in the early years. Children in the early years continue to achieve high outcomes over time. They are successfully prepared for the next stage of their education in Year 1.
- Most children enter the Reception Year with skills broadly in line with or below those expected for their age. They make good progress in all areas of learning and develop their phonics skills well. The behaviour of children in the early years is positive and most show a keen interest in their learning.
- Teaching in the early years supports children to make good progress. For example, children learn indoors and outdoors when exploring their opportunities for mark making, construction and the use of number.
- During the inspection, children were successful in their recording of letters and numbers to show how they added up two-digit numbers when counting 'star fish'. In another session visited by inspectors, the most able children were challenged to develop their sentence writing, while peers were writing simple words. However, inspectors were aware of a lack of vibrant resources to promote the welfare of children in the early years. For example, the outdoor area did not always stimulate children to make rapid progress and develop self-confidence by allowing exploration of number and creativity.
- Children who have special educational needs and/or disabilities and those disadvantaged children in the early years make similar progress to other children. They are well supported by teaching assistants who are deployed in the Reception Year and remain with the children when they move into Year 1. As a result, they ensure that individual children's needs are met. All groups of children make good progress and enter Year 1 having developed effective social skills through listening and speaking with adults.
- The school maintains effective links with parents through sharing children's work in their 'all about me books'. This allows parents to comment on the progress children make and review the quality of work.
- Effective transition arrangements are established with nursery provision in the area. During the time of the inspection, children from a local nursery who will join the Reception Year in 2016 visited the school. The leader of the early years explained that this was a new initiative and its impact is yet to be evaluated.

- Parents reported no concerns during the inspection regarding the effectiveness of the early years provision.
- Leadership of the early years has changed since the last inspection. The current middle leader is not secure in understanding the school's assessment information. For example, the leader provided differing information to inspectors regarding the assessment of children who enter the Reception Year. However, children are appropriately tracked and regularly assessed through visual assessments, photographs and verbal feedback.
- The leader of the early years ensures that children are prepared for their transition into Year 1. There is close work with other leaders in the school to monitor the progress children make, including the special educational needs coordinator (SENCo). Therefore, the needs of pupils are identified and met.

School details

Unique reference number	102269
Local authority	Havering
Inspection number	10009173

This inspection 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	504
Appropriate authority	The governing body
Chair	Greg Brome
Headteacher	Alison Dowding
Telephone number	01708 345473
Website	www.haroldwoodprimaryschool.co.uk
Email address	office@haroldwood.havering.sch.uk
Date of previous inspection	13–14 March 2014

Information about this school

- Harold Wood Primary School is much larger than the average-sized primary school.
- The school has grown in size since the last inspection. The early years, and Years 1 to 2 comprise of three classes in each year. In Years, 3 to 6 there are two classes in each year.
- The school has experienced several changes of senior staff since the last inspection. Middle leaders have been appointed and taken up year leader responsibilities since the last inspection. The early years leader has agreed responsibility until a permanent appointment is made. Mathematics leadership is the responsibility of the deputy headteacher.
- The proportion of pupils eligible for support from the pupil premium (additional government funding for disadvantaged pupils) is below the national average.
- The school receives additional funding for primary sports.
- The large majority of pupils are of White British background, 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 pupils who have special educational needs and/or disabilities is below the national average. However, a higher than average number of pupils are supported by a statement of educational need or an education, health and care plan.
- The school runs a breakfast and after-school club for its pupils.
- The school meets the current floor standards, which are the standards for attainment expected by the government.
- The school meets requirements on the publication of specified information on its website.

Information about this inspection

- Inspectors visited 36 part-lessons, many jointly with senior leaders. They discussed lessons that were jointly visited with senior leaders. Inspectors also attended an assembly, registration, and breakfast club.
- Inspectors held meetings with the headteacher, senior and middle leaders, a range of staff, including newly qualified teachers, and they listened to pupils read. Discussions also took place with the chair and vice-chair of the governing body and three other governors, the school council, groups of pupils, and representatives from the local authority.
- Inspectors scrutinised a wide range of documentation, including the work of pupils; records relating to their behaviour and attendance; minutes of meetings; information on the progress made by pupils; the schools' self-evaluation; records relating to the quality of teaching, learning and assessment; and the anonymised details of teachers' performance. Inspectors also reviewed safeguarding records, policies and procedures, including the single central record of recruitment checks made on staff.
- Inspectors took into account 154 parents' responses to Ofsted's online questionnaire, Parent View, and questionnaires completed by 12 members of staff.

Inspection team

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