

Inspection of Hare Street Community Primary School and Nursery

Little Grove Field, Harlow, Essex CM19 4BU

Inspection dates: 14–15 January 2020

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Good

What is it like to attend this school?

Pupils, staff and parents are extremely proud to belong to this exciting school. The headteacher has created a happy and friendly atmosphere that has ensured that the school is at the centre of the local community. Staff go out of their way to get to know every family.

Relationships between staff and pupils are warm and caring. Staff have high expectations and aspirations for pupils. All staff work extremely well together to achieve the school's vision for pupils to be 'caring, challenging, respectful and creative' learners.

Pupils are a credit to the school and the local community. Their behaviour is exemplary and they show a genuine care and respect for each other. Older pupils relish their different roles, such as being members of the learning council and acting as play leaders at break and lunchtimes. They do so wholeheartedly to make sure that they perform this role to their best ability.

Pupils learn the skills they will need in later life at an early age so that, by the time they leave the school, these are firmly embedded and understood. Pupils develop into rounded individuals as a result of the desire and commitment of every member of staff to ensure that pupils aspire to be great.

What does the school do well and what does it need to do better?

The headteacher, staff and governors have exceptionally high expectations. They are highly ambitious for all pupils to achieve well. They make sure that the school provides a curriculum that is vibrant, engaging and interesting to all pupils. As a result, pupils have, for several years, achieved extremely well in published test results.

Planning of the curriculum takes account of developing real-life, hands-on experiences to firmly develop pupils' understanding, especially for the disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND). For example, within science pupils participate in a range of scientific investigations. Pupils appreciate the experiences that they receive and told inspectors that they 'help us to see the learning through our own eyes'.

Teachers and additional adults work well together to plan lessons that develop and build superbly on prior learning across the whole curriculum. As a result, pupils find it easy to remember what they have learned and can acquire the skills being taught quickly and confidently.

Leaders make sure that reading is a high priority from the start of early years. Pupils benefit from a teaching programme of phonics that is followed

consistently by all teachers and adults. Children in the early years are soon able to read and write accurately and confidently.

Across the school, reading is promoted exceptionally well. Pupils and staff speak fondly of the 'Reading Doorway' and 'Love That Book' programmes that leaders of English have created to great effect. For example, one pupil told inspectors that 'time passes quickly when you're lost in a book'. Reading books are well matched to the pupils' needs across the whole school. As a result, pupils in key stage 2 develop quickly into mature independent readers. Teachers encourage pupils to stretch themselves in reading. They are provided with high-quality reading materials that challenge their reading ability and understanding of the wider world.

Children in the Nursery and Reception classes make an excellent start in school. This is because the early years curriculum is firmly rooted in ensuring that children master the key skills at an early stage. This not only ensures that the vast majority of children reach a good level of development by the end of Reception, but also makes sure that children are more than ready for the next stage of their education.

The leadership of SEND is highly effective. Staff receive regular, purposeful training that ensures that they have a strong and secure understanding of how to support pupils, whatever their need. All staff show a very strong determination that every pupil should have access to all aspects of school life. Leaders' vision and aspirations for these pupils are very high. As a result, pupils with SEND receive very effective provision and achieve extremely well.

Leaders manage the workload of staff well. In return, staff dedicate themselves to helping pupils succeed. All staff that spoke to inspectors agreed that leaders care about them. Staff appreciate the training that they receive and feel that they are constantly improving as a result. This has allowed the headteacher to develop a strong group of teachers and support staff who are all aiming for the same thing; providing pupils with high aspirations of themselves and strong achievement for all groups of pupils.

Leaders have ensured that pupils have an exceptionally wide range of activities and experiences. There are many clubs and school trips that all pupils have equal opportunities to attend. The school goes above and beyond to ensure that there is something for everyone and involve the pupils in these decisions. For example, pupils were keen to develop a photography club. As a result, almost all pupils attend at least one club, with a large majority attending more than one.

Safeguarding

The arrangements for safeguarding are effective.

Pupils feel safe in the school. They know what to do if they have any worries or concerns. They have a sound and comprehensive understanding about how to keep safe when using the internet.

All staff know what to do to protect pupils. Regular, purposeful training keeps staff up to date and aware of the different risks pupils may face. Staff know how to report any concerns they may have. Staff listen carefully to pupils. The headteacher and other senior leaders seek the support and advice of other agencies straight away. Record keeping is detailed and up to date. Leaders have a strong and deep understanding of local issues having an impact on their families.

Pupils told us that there was no bullying in school. They were also very confident that if it were to happen, teachers would sort it out immediately. An overwhelming majority of parents endorsed this view.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	133255
Local authority	Essex
Inspection number	10083938
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	460
Appropriate authority	The governing body
Chair of governing body	Clare Bull
Headteacher	Timothy Voss
Website	www.harestreet.essex.sch.uk
Date of previous inspection	19 September 2018

Information about this school

- Hare Street is a larger than average primary school with two classes in each year group.
- The proportion of disadvantaged pupils is above the national average.
- The proportion of pupils with SEND is above the national average.
- Most pupils are from White British backgrounds. The proportion of pupils from minority ethnic backgrounds is average. They come from a wide range of backgrounds. An above-average proportion speak English as an additional language.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with the headteacher, deputy headteacher and other senior leaders, and leaders responsible for individual subjects. We held discussions with teachers and with pupils, and members of the governing body as well as a representative from the local authority.

- In order to check the effectiveness of safeguarding, we checked the school's single central record of pre-employment checks, met with the school's designated safeguarding leaders, spoke with staff and pupils, and checked the school's child protection records.
- We observed pupils during breaktimes and as they moved around the school.
- We took account of 24 responses to Ofsted's staff survey and 24 responses to Parent View. We also took account of 25 free-text comments from parents.
- We looked in depth at the following subjects: reading, writing, mathematics, science and art. We met with the leaders of these subjects, visited lessons, looked at pupils' work, spoke with pupils about their work, spoke to teachers and listened to pupils read.

Inspection team

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