

# Inspection of Harrow Lodge Primary School

Rainsford Way, Hornchurch, Essex RM12 4BP

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Inspection dates: 15 and 16 June 2022

## **Overall effectiveness**

**Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Early years provision

**Outstanding**

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

## **What is it like to attend this school?**

Pupils arrive at school with a smile on their face. Nala, the school dog, welcomes them at the gate. They are proud to be part of this school community. Relationships with staff are positive. Pupils value the care and help given by staff. They are very happy and safe here.

Pupils behave exceptionally well in lessons and around the school. They demonstrate high levels of respect and kindness towards each other. Staff do not tolerate bullying and deal with it seriously on the rare occasions it occurs. Pupils have hugely positive attitudes towards their learning and there is no disruption in lessons.

In early years, the outside environment provides rich learning opportunities for all children. In Reception, the quails have pride of place. Children take great care of them. They feed and water them and have even planted vegetables that they know quails enjoy eating.

Staff boost pupils' aspirations. Older pupils learn about possible future careers. Recently they learned about being an architect, app designer or engineer. They worked on a project and took part in some work experience. In Year 5, pupils learn about how to manage money. They learn about opening an account, saving, payments, and how to avoid debts.

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

Leaders have carefully planned an ambitious curriculum, including for pupils with special education needs and/or disabilities (SEND). Each subject has been expertly sequenced. Leaders at all levels are extremely knowledgeable in the areas for which they are responsible. They keep up to date with research and professional development. In turn, they support colleagues to improve their practice. In mathematics, for example, leaders have worked with specialists to make sure that all staff are confident in using resources appropriately.

Leaders have identified themes that are repeated and built on over time. For example, one of the themes in history is 'Hierarchy and Power'. In Reception, they learn about kings and queens. As pupils move up the school, they learn more through events such as the Queen's coronation and the Kingdom of Benin. By building on these themes each year, it is easier to make links and observations. This is similar in science. One example is how pupils build on their knowledge about plants. In Reception, they grow, observe and measure plants. Adults model the correct terminology. Each year, pupils' understanding deepens. This helps them know and remember more.

Teachers check pupils' understanding in each lesson. They make appropriate adaptations for them if needed. This means that all pupils, including any with SEND, make excellent progress. Teachers track this progress in lessons. They use this information to inform their next steps and make any adaptations, if needed.

Staff take extra care to identify everyone's strengths and talents in each subject. They make sure that they provide the right level of challenge. Many pupils attend extra lunchtime and after-school clubs in physical education (PE), music and art. Leaders have made sure that clubs are accessible for all pupils, including disadvantaged pupils. They also subsidise musical instrument lessons. This is in addition to class music lessons.

Reading is a priority. All staff receive regular training and deliver the reading programme consistently and with confidence. Pupils who have fallen behind make rapid progress. Books match pupils' decoding level. Pupils routinely use their phonics strategies to decode unknown words. Staff have invested in a range of quality new books. They arrange regular visits to the local library. Pupils enjoy reading.

Pupils treat each other with respect. They know about healthy relationships. They understand democracy and the rule of law. They vote for their school council representative after candidates have delivered a manifesto. They recently voted for the outdoor play equipment and the new school uniform they preferred.

Pupils can demonstrate good leadership skills in several ways. Pupils can take on the role of play leaders, prefects, reading buddies and peer mentors. Some pupils spend their own lunch break in Reception and help the children with their learning. Many older pupils lead lunchtime clubs. Pupils organise their own fundraising events for their chosen charities in addition to whole-school events. All pupils have a trusted adult they can discuss any worries or concerns with.

Staff and leaders at all levels are deeply committed to the school. Staff report that leaders look out for them and make sure that workload is manageable.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders, including governors, make sure that safeguarding is always a priority. All staff receive regular training and weekly safeguarding newsletters. They are aware of national and local issues, and make sure they know what signs to look out for. Staff report even the smallest concerns. These are picked up by the safeguarding team and responded to immediately. Referrals are made when necessary. The team liaises well with all outside agencies to ensure the best for their families.

Pupils know how to keep safe. Older pupils are prepared for the move to secondary school and know what the possible risks are to travelling to school on their own. All pupils know how to keep safe online. They can discuss any worries with an adult.

## **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 information from Ofsted Parent View 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

<b>Unique reference number</b>	145111
<b>Local authority</b>	Havering
<b>Inspection number</b>	10227603
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	396
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Susan Asser
<b>Headteacher</b>	Lynette Searle
<b>Website</b>	<a href="http://www.harrowlodgeprimary.com">www.harrowlodgeprimary.com</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school joined the Partnership Trust in February 2018.
- The number of pupils on roll has reduced and the school now has two forms of entry.

## Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors held meetings with senior leaders from the school. They met with four members of the governing body, including the chair of governors. They also met with the local authority school improvement partner and the director of educational standards from the multi-academy trust.

- Inspectors met pupils to understand their views on the school.
- Inspectors did deep dives in the following subjects: early reading, mathematics, PE, science, art and design. As part of the part of the deep dives, inspectors met with leaders to discuss curriculum plans, visited lessons with senior leaders, met with teachers and looked at pupils' work. They also looked at documents and work in computing and history.
- Inspectors considered the well-being and behaviour of pupils during lesson visits and around the school. They observed pupils as they arrived at school in the morning.
- Inspectors considered the effectiveness of safeguarding through discussions with leaders, teachers and support staff. They looked at records relating to safeguarding, including pre-employment checks.
- Inspectors spoke to most of the staff about their workload and well-being. They also looked at the staff, pupil and parent surveys and talked to a number of parents at the school gate.
- Inspectors reviewed a wide range of documentation provided by the school. This included the school improvement plan, school evaluation, curriculum documentation and school policies.

### **Inspection team**

Aliki Constantopoulou, lead inspector	Her Majesty's Inspector
Lando Du Plooy	Ofsted Inspector
Andrea Bedeau	Her Majesty's Inspector

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