

Inspection of a good school: Kelvedon Hatch Community Primary School

School Road, Kelvedon Hatch, Brentwood, Essex CM15 0DH

Inspection dates:

29 and 30 November 2022

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The next inspection will therefore be a graded inspection.

What is it like to attend this school?

Pupils at Kelvedon Hatch Community Primary School embody the school's values of kindness, honesty, confidence, perseverance and safety. They are friendly, polite and welcoming. They say their school is a safe place where learning is enjoyable and adults look after them.

Pupils behave well around the school. They are keen to learn and focused in their lessons. A small number of pupils who struggle with their behaviour are well supported by adults. Learning is rarely disrupted. Bullying is not tolerated, and on the rare occasions incidents happen, staff deal with them quickly.

Staff have high expectations of pupils. They want them to be the best version of themselves, and teach them how to achieve this. This is an inclusive, supportive school, where pupils come first. Leaders are developing an ambitious curriculum so that pupils can learn as well as possible, but they have not yet finalised their work in all subject areas.

The school helps pupils develop their skills and talents through a rich extra-curricular offer. This includes chess and mindfulness clubs as well as a range of sporting activities. Pupils enjoy trips to landmarks such as Colchester Castle and Southend beach. They are inspired by visits from successful authors and local careers events.

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

Leaders have an ambitious vision for the school's curriculum. They are determined that it will prepare pupils for later life. They are reviewing each subject to ensure plans clearly identify what to teach and when to teach it. Some plans are well established, and pupils learn and achieve well in these subjects. For example, in mathematics, pupils build their

knowledge and skills well over time. This helps them become competent mathematicians. In other subjects, new plans have been recently introduced, and need more time for pupils to learn the key concepts and content. In a small number of subjects, leaders have not yet reviewed the plans. Pupils do not learn as well in these subjects. Leaders have achieved much in English, mathematics, science and history. They now need to complete their work to refine the other subject areas.

Teachers have good subject knowledge and mostly deliver lessons with clarity. They have high expectations of pupils. They stretch those who have mastered the basics and support those who find learning tricky. Staff use assessment to make decisions about teaching. Teachers mostly check what pupils already know at the start of lessons and use further checks to make sure pupils understand new learning well.

Learning to read is a priority. Leaders promote a love of reading in a variety of ways. These include author visits, a breaktime reading club and a reading competition to encourage regular reading at home. These are all having a positive impact, and pupils appreciate the importance of reading. The books pupils take home match the sounds they know and help them to practise sounding these out. A structured phonics programme was introduced in September. Pupils in Reception and key stage 1 are progressing through the programme and teachers are quick to identify and support those who are not keeping up. Some staff do not yet understand the school's approach to the teaching of reading. They do not follow the strategies and routines leaders intend for them to use. Sometimes, opportunities to orally rehearse new sounds are missed, and pupils' progress is hampered.

Leaders are refining the system for identifying pupils with special educational needs and/or disabilities (SEND). They help teachers plan for these pupils and liaise with external professionals where appropriate. Pupils with SEND work with caring and skilled adults, who ensure they are integrated with their classmates as much as possible. They usually follow the same curriculum as their peers, with activities that are adapted as appropriate.

Pupils are proud of their work. They talk excitedly about their learning and recall fondly trips they have been on to enhance their cultural understanding. For example, Year 2 pupils remember dripping ice creams on a hot day in Southend-on-Sea. Pupils explore their own interests, getting involved in glockenspiel or ukulele lessons, participating in end of term performances or being on the school council. They understand why we have rules and why we should treat everyone fairly. Older pupils show maturity when discussing difference. They know about democracy and can compare different religions.

Leaders maintain a high profile and a positive presence around the school. Staff are full of praise for them and appreciate their support. The school has been through a turbulent time, and leaders have faced many challenges. The governing body is developing its capacity, with the help of the local authority. Governors are mindful of the need to support leaders' well-being so they can continue to drive school improvement.

Safeguarding

The arrangements for safeguarding are effective.

Leaders know their pupils well and prioritise their well-being. Those responsible for safeguarding ensure vulnerable pupils are identified and properly supported so they may thrive. Staff are aware of the systems for reporting any safeguarding concerns and do this promptly when the need arises. Regular training and updates ensure there is a culture of vigilance in the school.

Pupils learn about personal safety through personal, social and health education (PSHE). They learn about online safety in computing lessons. They know what to do if they are worried about something and trust adults in school to keep them safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some curriculum plans have not yet been updated to match leaders' ambitions. The curriculum in these subjects is not coherently planned and sequenced, meaning that pupils do not build their knowledge as well as they should. Leaders should ensure there is consistency across all curriculum areas so that pupils can achieve as highly as possible.
- There are inconsistencies in the approaches that staff use to teach, particularly in phonics. This means pupils' learning is not always as secure as it could be. Leaders should continue with their programme of targeted staff training to ensure high-quality teaching throughout the school and in all subjects.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in May 2012.

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.

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	114945
Local authority	Essex
Inspection number	10200316
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	190
Appropriate authority	The governing body
Chair of governing body	Sylvia Wilson
Headteacher	Simon Weston
Website	www.kelvedonhatch.essex.sch.uk
Date of previous inspection	8 November 2016, under section 8 of the Education Act 2005

Information about this school

- The school has had several changes of leadership since the last inspection. The current headteacher, who was formerly the deputy headteacher, took over when his predecessor left in April 2022.
- The school has applied to convert to academy status and is planning to join the Discovery Education Trust (DET). The chief executive officer of the DET has been supporting the school as an associate headteacher since September 2022.
- The local authority has been supporting the governing body of the school through a strategic intervention board (SIB) since September 2022.
- At the time of the inspection, the school was not making use of any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in her evaluation of the school.

- The inspector held meetings with the headteacher, two assistant headteachers, one of whom is the special educational needs coordinator, five members of the governing body, two members of the SIB and the school effectiveness partner (SEP) from the local authority.
- The inspector carried out deep dives in the following subjects: reading, mathematics and science. For each deep dive, she discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of their work. The inspector also listened to a sample of pupils read to a familiar adult. She looked at evidence from other subjects, including history and geography.
- The inspector met the special educational needs coordinator to discuss provision for pupils with SEND. She also met the subject leader for PSHE to discuss pupils' wider development.
- To inspect safeguarding, the inspector met with the designated safeguarding lead (DSL) and two deputy DSLs. She scrutinised the single central record of recruitment and vetting checks. The inspector also spoke to governors, staff and pupils to evaluate safeguarding.
- The inspector reviewed a range of other school documentation and policies, including the school development plan, reports from the SEP and minutes of governor meetings.
- To gather pupils' views, the inspector spent time observing and speaking to pupils. There were 15 responses to Ofsted's pupil questionnaire.
- To gather parents' views, the inspector reviewed the 48 responses and 37 free-text responses submitted to the online survey, Ofsted Parent View.
- The inspector gathered staff members' views by speaking to several of them and reviewing the 23 responses to Ofsted's staff questionnaire.

Inspection team

Caroline Crozier, lead inspector

His Majesty's Inspector

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