

# Inspection of Heronsgate Primary School

Whinchat Road, London SE28 0EA

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Inspection dates: 7 and 8 December 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

**Outstanding**

Previous inspection grade

Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged outstanding as its previous inspection under section 5 of the Education Act 2005. The school has not been inspected since February 2019.

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

This is an exceptional school. Staff and pupils are fully committed to the school's aim which is 'to discover and realise the genius in everyone'. Staff care for pupils well and ensure that they are kept safe.

Pupils love learning at this school. They particularly enjoy using technology to create images and making short films to capture what they have learned. Pupils gain a broad and deep knowledge in all curriculum subjects. They see any mistakes that they might make as an opportunity to learn more. Pupils try their best to continually improve their work. They achieve highly and are very well prepared for the next stage of their education.

Leaders have created a harmonious school community. They ensure that bullying is never tolerated, and potential concerns are tackled without delay. Pupils treat each other and visitors with great kindness and respect. They are taught to respect each other's differences. Staff have warm and nurturing working relationships with pupils. Pupils respond well to staff's high expectations. One pupil said, reflecting the views of others, 'If you are a kind person, this is the school for you'.

Parents and carers spoke highly about the school. They particularly like the way leaders take time and care to ensure that pupils have a positive and memorable school experience.

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

Leaders have created an ambitious and well-sequenced curriculum. In every subject, leaders have set out clearly what pupils should learn and when. Pupils revisit important learning to help them deepen their knowledge over time. In designing the curriculum, leaders have also fully considered the specific vocabulary that pupils need to understand and use in a subject. For example, in design and technology, pupils in Year 4 spoke about the process of making 'prototypes' to improve their final creations.

Teachers select tasks and resources to help pupils remember knowledge. Pupils like how they get to use a range of technology to record and connect knowledge between different subjects and topics. When pupils come to tackling new and increasingly complex concepts, teachers help them to use what they have previously learned. For example, in history, pupils in Year 5 understood how themes such as 'empire' and 'power' apply to different historical periods. They reflected in depth on the meaning of 'civilisation' in Ancient Egypt and the Mayan civilisation.

Teachers routinely check pupils' understanding of what has been taught in each subject. They use this information to adapt their teaching to meet pupils' specific needs.

Leaders have well-developed systems to identify and help pupils with special educational needs and/or disabilities (SEND). For example, they draw up precise plans to ensure that these pupils receive the support they need. Staff provide expert help to pupils with complex needs. Pupils with SEND achieve well and learn the curriculum alongside their friends.

Staff are well trained and highly skilled in teaching pupils to read using phonics. In the early years, children start to build their confidence and enjoyment for reading through a well-sequenced early reading curriculum. This curriculum continues into Year 1 and beyond, enabling pupils to develop phonics knowledge very well. They learn to read with accuracy and fluency, and demonstrate a love of reading. Pupils talked with enthusiasm about the different books that they read. Those who need extra help in reading receive effective targeted support to catch up quickly. As a result, these pupils also learn to read well.

Pupils are taught about and reflect on diversity and equality in society. This includes themes related to racism, disability and different kinds of family. Staff encourage pupils to have thoughtful discussions to promote their understanding. For example, in Year 2, pupils used terms such as 'gender' and 'skin tone' to reflect on discrimination in the past.

Pupils' behaviour is excellent in lessons and around the school. In every classroom, they show their excitement for learning. For example, in physical education, every pupil tries to give their absolute best effort to the different exercises. Pupils are proud to take on extra responsibilities in school, such as being 'digital ambassadors' and 'travel ambassadors'.

Pupils experience a wide range of opportunities outside of lessons. These are planned to help prepare them for the world beyond the school. Through the 'Heronsgate Charter', for example, they take part in enterprise activities, raise money for the local community and learn first aid.

Leaders and governors are highly ambitious for the school. This ambition is shared by staff. Everyone is committed to providing a high-quality education for all pupils. Staff said that they appreciate the training and support they receive and that leaders care about their well-being. One member of staff spoke for many when they stated, 'I would not want to work anywhere else'.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff receive regular safeguarding training. They know how to spot signs that pupils might be at risk, for example from neglect or domestic violence. Where any concerns are identified, leaders take rapid action and work with different agencies to keep pupils safe.

Procedures for recruiting new staff are robust. All appropriate checks are carried out.

Pupils learn how to keep themselves safe. For example, in personal, social and health education, they learn about inappropriate touching and how they should respond if they feel uncomfortable in a situation with another person.

## **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

<b>Unique reference number</b>	100158
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	10242299
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	770
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Michelle Beyram
<b>Headteacher</b>	Stephen Harris (Executive headteacher) Hafeez Khan and Shahnaz Ahmed (Heads of school)
<b>Website</b>	<a href="http://www.heronsgate.greenwich.sch.uk">www.heronsgate.greenwich.sch.uk</a>
<b>Date of previous inspection</b>	6 and 7 February 2019, under section 8 of the Education Act 2005

## Information about this school

- The school has two sites in the Royal Borough of Greenwich. Both sites educate pupils from the early years to Year 6.
- Since the previous inspection, the number on roll has increased and there have been changes to the senior leadership team.
- Leaders do not currently make use of any alternative provision for their pupils.

## Information about this inspection

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

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

- The inspectors held discussions with the executive headteacher and members of the senior leadership team, including the heads of school. Inspectors also met with curriculum leaders and a range of teaching and non-teaching staff.
- The inspectors also met with members of the governing body, including the chair of governors.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, computing, history and music. For the deep dives, inspectors discussed the curriculum with leaders, visited a sample of lessons, spoke with pupils and teachers, and looked at samples of pupils' work. Other subjects were also considered as part of this inspection.
- To inspect safeguarding, inspectors held meetings with senior leaders and governors. Inspectors spoke to staff and pupils to gain their views. Inspectors looked at records relating to safeguarding, including the single central record.
- Inspectors met with teachers who are new to the teaching profession and other staff to find out their views about the school, including how leaders support them to manage their workload.
- Inspectors considered responses to Ofsted Parent View, Ofsted's online survey for parents, including written comments. An inspector spoke to some parents informally at the start of the day.

## Inspection team

Andrew Rigby, lead inspector	Ofsted Inspector
Matea Marcinko	His Majesty's Inspector
Andrea Bedeau	His Majesty's Inspector
Polly Haste	His Majesty's Inspector

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