

Inspection of Harvey Road Primary School

Harvey Road, Croxley Green, Rickmansworth, Hertfordshire WD3 3BN

Inspection dates: 31 October and 1 November 2023

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	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since October 2011.

What is it like to attend this school?

Harvey Road is an exciting place to learn. Children develop curiosity and a keenness to learn in the early years. This continues to develop as they get older. Pupils develop positive and meaningful relationships with staff. Pupils feel safe. They trust adults to help them with any worries or concerns.

Pupils learn an ambitious curriculum that enables them to achieve highly. They are prepared very well for secondary school. Pupils look forward to their lessons. They want to do well and are proud of their achievements.

Pupils develop a 'can-do' attitude. This helps them to overcome challenges and learn from their mistakes as part of 'learning to learn.' Pupils follow the rules and routines of the school. They emulate the kindness shown to them by staff. As pupils get older, they happily take on responsibilities around the school.

Pupils appreciate the wide range of activities available such as the art, Spanish, chess and textile clubs. Pupils can showcase their talents and interests in school concerts and sporting competitions. School trips and visitors help pupils to learn more about the past, their community and the wider world. Visitors to the school include musicians and local councillors. The school's 'Eco-Battlers' take an active part in looking after the environment.

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

Leaders want all pupils to be the best they can, academically and personally. They have brought this vision to life by carefully designing the curriculum and ensuring that staff teach well. The curriculum sets out everything that pupils need to learn to be successful. Pupils build a secure understanding across the range of subjects they study. They achieve very well in national tests and assessments. Pupils' work is of a high quality.

Teachers use their strong subject knowledge to explain new concepts clearly. They use a range of resources and techniques effectively to help pupils learn well. Pupils have plenty of opportunities to practise what they have learned. Teachers quickly identify pupils' misconceptions and gaps in knowledge. They provide extra teaching so that pupils who are falling behind keep up with their peers.

Reading lessons start as soon as children join the school. Children in the early years quickly learn all the sounds that letters make. Teachers build on this success by providing pupils with opportunities to develop fluency and confidence. Teachers give extra support to pupils who need to catch up. Adults share their love of reading. Pupils know why reading is important. They enjoy reading about the wider world and different cultures.

Staff work together to adapt lessons and resources for pupils with special educational needs and/or disabilities (SEND). Pupils' individual plans set out small

and measurable targets. Teachers regularly check pupils' progress. They ensure that pupils with SEND get the teaching and help they need to achieve well.

Teaching in the early years is also highly effective. Staff are keenly focused on helping children to socialise well. They regularly share new words, sentences and poems for children to learn. As a result, children learn new ways of expressing themselves.

A focus on positive behaviour permeates the school, right from the start. In the early years, children are taught to take responsibility for their surroundings and their own learning. Pupils learn the importance of respect and kindness for everyone. Pupils take great care with their work. It is neat and presentable. Pupils' attention to detail increases the likelihood that they will remember what they've learned. A calm and purposeful atmosphere helps pupils to learn well. Pupils' learning is very rarely disturbed by others' behaviour. Pupils attend well. The school works with families to ensure regular attendance.

Pupils learn that it is good to be unique and that it is important to develop strength of character. The school provides many opportunities for pupils to develop new interests. For example, the weekly music appreciation assembly broadens pupils' knowledge of music, musicians and creative expression. The school's curriculum for personal, social and health education helps pupils to learn how to keep safe and healthy. There is a strong emphasis on checking and supporting pupils' social, emotional and mental well-being. Parents speak highly about this caring school.

Governors carefully support and challenge leaders to make the school's vision a reality. The school listens carefully to staff, parents and pupils. Pupils appreciate the way their thoughts and opinions are included in decision-making. Staff are proud to work at the school. They feel valued and work hard for the community they serve.

Safeguarding

The arrangements for safeguarding are effective.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	117131
Local authority	Hertfordshire
Inspection number	10294960
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	240
Appropriate authority	The governing body
Chair	Douglas Hull
Headteacher	Nick Rowlands
Website	www.harveyroad.herts.sch.uk
Date of previous inspection	13 October 2011

Information about this school

- The school does not use any alternative provision.
- The school provides before- and after-school care on site.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The lead inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- Meetings were held with the headteacher, deputy headteacher, senior teacher, subject leaders and the special educational needs coordinator. The lead inspector also met with eight governors, including the chair of the governing body.

- The lead inspector met with a representative from the local authority to gather information about school support and development.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and computing. For each deep dive, inspectors held discussions about the curriculum with the subject leader, looked at curriculum plans, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work.
- Inspectors also looked at other curriculum plans and pupils' work, including for art, science, physical education and personal, social and health education.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors took account of the 168 responses and free-text comments submitted to the online survey for parents, Ofsted Parent View.
- Inspectors reviewed the 28 responses to Ofsted's staff survey and the 143 responses to Ofsted's pupil survey. Inspectors also spoke to pupils during playtimes and lunchtimes and during lessons to seek pupils' views. Inspectors spoke with a group of staff to gather their views.

Inspection team

Nerrissa Bear, lead inspector

His Majesty's Inspector

Laura Hewer

Ofsted Inspector

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