

Inspection of a good school: Havelock Primary School, Nursery & ARP

Havelock Road, Southall UB2 4PA

Inspection dates:

7 and 8 February 2024

Outcome

Havelock Primary School, Nursery & ARP continues to be a good school.

What is it like to attend this school?

The school places high importance on its school values and teaching about equality and respecting the rights of others. Pupils are encouraged to share their views and listen to each other. They take part in democratic processes to elect pupil representatives to take on responsibilities. These include pupil ministers for sports, travel, the playground and reading.

The school encourages pupils to recognise and share their feelings. For example, in the Nursery Year, children are asked how they are feeling each day when they arrive at school. The school fosters supportive, nurturing interactions between pupils. Many pupils share the view that there are trusted adults in school who will help them sort out any problems that may arise. Pupils behave responsibly and respectfully. If any bullying happens, the school deals with it effectively. Pupils are safe and they feel safe.

The school has high expectations for all pupils' achievement. Teaching checks regularly that pupils remember important information. Teaching is adjusted appropriately to address any gaps or misconceptions, including for pupils who attend the specially resourced provision for pupils with special educational needs and/or disabilities (SEND) (specially resourced provision). For example, where needed, pupils have additional time for physical education to help develop physical skills so that movement is controlled and precise. Typically, pupils achieve highly.

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

The school's curriculum matches the breadth and ambition of the national curriculum. The school outlines the knowledge and skills they want pupils to know in different subjects. Knowledge is sequenced effectively from the early years onwards. This enables pupils to build knowledge cumulatively as they move up through the school. Pupils with SEND receive effective help and support to learn the curriculum. The school takes advice and accesses training from external therapists and SEND professionals. Appropriate adaptations are made to enable pupils with SEND to learn effectively. This includes pupils

with SEND who attend the school's specially resourced provision. Pupils have regular opportunities to recall prior knowledge and connect it to current learning. For example, in Year 3, pupils learn how to solve division calculations with remainders. They build on this knowledge in Year 4 when learning how to calculate problems with decimal numbers.

Pupils have a variety of opportunities to read and enjoy books. Pupils at the early stages of learning to read receive phonics teaching daily. This starts from the Reception Year onwards or whenever they join the school. The school checks pupils' knowledge and skills to recognise letters and the sounds they make. Pupils read books matched securely to their phonics knowledge. Teaching is matched accordingly. Phonics is taught in a systematic way across the school. However, occasionally teaching demonstrates sounds incorrectly, errors which pupils then copy. This embeds misconceptions and hinders pupils from learning to read as well and as swiftly as they could. The school is aware of this, and has training and checks so that phonics is implemented correctly.

The school maintains regular communication and engagement with staff. This includes on issues such as workload. Staff appreciate leaders' consideration for their well-being when decisions are made. The members of the governing body take part in training to understand their responsibilities. This includes to understand their duties to safeguard pupils' welfare. The governing body has appropriate knowledge to provide effective support and challenge to the school.

Pupils are focused and attentive in class. This includes pupils in the specially resourced provision and those in early years. Lessons are not interrupted by low-level disruptive behaviour. The school provides useful information to pupils, parents and carers about the importance of regular school attendance. If frequent absence is a cause of concern, the school takes swift and appropriate action. This includes acting on advice from the local authority and providing support for families.

The school teaches pupils about beliefs and ideas that are different to their own. The curriculum includes content about a range of religious traditions and teaching about different types of families. Pupils are taught key information about safety. This includes age-appropriate information about how to stay safe online. Pupil digital leaders provide useful information for parents about online safety in the school newsletter. Pupils have access to a range of extra-curricular clubs. These include art, cooking and dancing. Pupils often take part in sporting competitions with other schools. The school makes sure that pupils have equal access to these opportunities.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Occasionally, teaching demonstrates phonics sounds incorrectly, which pupils then copy. This embeds misconceptions and hampers pupils in learning to read swiftly and as

fluently and confidently as they could. The school must provide training to ensure that sounds are consistently modelled correctly and continue to monitor phonics teaching.

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 first ungraded inspection since we judged the school to be good in October 2018.

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	101900
Local authority	Ealing
Inspection number	10296704
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	392
Appropriate authority	The governing body
Chair	Mike Kelleher
Headteacher	Jonathan Bailey
Website	www.havelockprimaryschool.com
Date of previous inspection	8 October 2020, under section 8 of the Education Act 2005

Information about this school

- There have been changes in leadership since the previous inspection. The school has two headteachers. Jonathan Bailey and Naz Abaeian were appointed as co-headteachers in September 2023. However, Jonathan Bailey is currently leading the school as the sole headteacher for an interim period.
- The school has a specially resourced provision, known as the ARP, for up to 36 pupils with moderate learning difficulty, autism or speech, language and communication difficulty. All pupils have education, health and care plans.
- The school organises and manages before- and after-school childcare provision for pupils on roll at the school.
- The school does not make use of 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 the school and has taken that into account in her evaluation of the school.

- The inspector held meetings with the headteacher and other senior leaders. She also spoke with representatives of the governing body and a representative of the local authority.
- The inspector carried out deep dives in these subjects: early reading, mathematics and physical education. For each deep dive, the inspector held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector also discussed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, the inspector: 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.
- The inspector visited the dining hall and playground to observe behaviour.
- The inspector also analysed responses to Ofsted's online surveys from staff and parents.
- The inspector spoke with some parents in the morning at the school gates.

Inspection team

Andrea Bedeau, lead inspector

His Majesty's Inspector

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