

Inspection of Ardleigh Green Infant School

Ardleigh Green Road, Hornchurch, Essex RM11 2SP

Inspection dates: 5 and 6 March 2024

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

Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Verity Hoffman. This school is part of the Empower Learning Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Simon London, and overseen by a board of trustees, chaired by Keith Butcher.

Ofsted has not previously inspected Ardleigh Green Infant School under section 5 of the Education Act 2005. However, Ofsted previously judged Ardleigh Green Infant School to be outstanding, before it opened as an academy.

What is it like to attend this school?

Pupils, staff and parents and carers typically described this highly successful school as 'amazing'. The school's values, including teaching pupils to be resourceful and responsible, are well embedded throughout the school. Pupils draw on their resilience when faced with challenges; they know it means not giving up. Pupils talk enthusiastically about the school and they sing with gusto when performing the school's song. They keenly accept the varied opportunities to take on leadership in the school. They thrive in roles such as playleaders and school librarians.

Pupils behave in an exemplary manner. They have extraordinarily positive attitudes to their learning. The school makes sure that pupils' well-being is a priority and that their needs are considered. For example, the 'nest' provides a calm space where skilled adults work with pupils so that they are ready for learning. Pupils know that the school staff care about them. Staff know pupils well and take their views into account. For instance, the school offers clubs such as Spanish and science in response to pupils' suggestions.

Pupils realise the school's high expectations. At the end of Year 2, pupils leave the school with a rich and well-rounded body of knowledge.

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

The school has an ambitious and meticulously planned curriculum. Across all subjects and in the early years, staff have considered carefully what pupils learn and in what order. In Reception, staff plan learning that helps children to learn well across all areas of learning. Pupils build on their knowledge as they move through the school. They use increasingly rich vocabulary in their responses to teachers' questions. Teachers are skilled in adapting activities following timely checks on what pupils remember. As a result, pupils build their new learning on well-laid foundations, making links and connections with what they already know. Pupils produce work of a very high standard and achieve well.

Accurate identification and assessment of pupils with special educational needs and/or disabilities (SEND) mean that these pupils receive the high-quality provision they need. Where appropriate, they learn the same ambitious curriculum as the rest of their classes, with skilful support from staff to help remove any barriers to learning. For example, the careful selection of resources helps pupils with SEND to access learning.

Reading has a prominent place in the school. Pupils enjoy hearing their teachers read stories to them. The phonics programme is delivered to a high standard. Staff teach the youngest children to recognise letters and the sounds that they make. Pupils in Years 1 and 2 continue to develop their phonics knowledge and read with accuracy and fluency. Rigorous assessment identifies when pupils are at risk of falling behind. Staff support these pupils in practising their reading skills. As a result,

pupils catch up swiftly. Teachers carefully select books that match the sounds pupils have learned.

Pupils listen to their teachers, concentrate on their learning and work hard in class. They are genuinely interested in the views of others and talk about their feelings freely. In Reception, children are encouraged to be independent and to work and play with others. Teachers provide additional 'knowledge books' that help to extend pupils' learning, such as on 'international cuisine' and 'London landmarks'. Leaders have worked hard with families to bring attendance back in line with the national average.

The school introduces pupils to the importance of concepts such as equality. Pupils are taught about the importance of healthy eating and a healthy lifestyle. They have opportunities to support others. For example, pupils who are 'school ambassadors' relish the responsibility of helping out at a local baby group. The school offers a wide range of extra-curricular clubs to nurture pupils' interests and talents.

Leaders, including the trust and local governance committee, encourage staff to develop their skills, and they ensure that staff are well trained. Leaders listen to the views of the staff and are considerate of their well-being.

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	149452
Local authority	Havering
Inspection number	10290397
Type of school	Infant
School category	Academy converter
Age range of pupils	5 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	266
Appropriate authority	Board of trustees
Chair of trust	Keith Butcher
CEO of the trust	Simon London
Headteacher	Verity Hoffman
Website	www.agi.havering.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school is part of the Empower Learning Academy Trust.
- The headteacher took up post in September 2023. The headteacher was previously the head of school in the predecessor school.
- The school does not use any alternative provision.

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. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, physical education and computing. For each deep dive, inspectors 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. Inspectors also discussed the curriculum in some other subjects.
- Inspectors met with school leaders, the CEO of the trust, members of the local governing committee and a representative from the local authority.
- To evaluate the effectiveness of safeguarding, the 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 considered responses to Ofsted's online surveys for parents and staff.

Inspection team

Sara Morgan, lead inspector	Ofsted Inspector
Abi Misselbrook-Lovejoy	Ofsted Inspector
Tom Hart	Ofsted Inspector

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