



Hatfield Heath Community Primary School

Inspection Report

Unique Reference Number 114878
LEA ESSEX LEA
Inspection number 279461
Inspection dates 14 November 2005 to 15 November 2005
Reporting inspector Mrs. Alison Pangbourne LI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Hatfield Heath
School category	Community		CM22 7EA
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01279730382
Number on roll	198	Fax number	01279 739023
Appropriate authority	The governing body	Chair of governors	Mr.R Lemon
Date of previous inspection	26 June 2000	Headteacher	Mr. John Clements

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Most of the children in this school are white British. There are a few children from minority ethnic families but none are at an early stage of learning English. The proportion of children entitled to a free school meal is low. The proportion of children with learning difficulties and disabilities is below average. These children have dyslexia, moderate learning difficulties and behavioural difficulties.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

This is an excellent school. Inspectors agreed with the school's self evaluation. Parents and children justifiably hold it in very high regard. When children start school, most of them have better skills than many 4 year olds. By the time they leave, when they are eleven years old, most of them reach standards that compare well with children in the top 5% of schools nationally. They make excellent progress because the quality of teaching is outstanding and they are encouraged to think for themselves and discuss their work. The way that the classes are organised means that the ratio of adults to children is high. Talented teaching assistants contribute positively to the excellent progress. The youngest children get an excellent start and the way that they are encouraged to work independently prepares them very well for future learning. The headteacher provides excellent leadership and has made sure that many improvements have taken place since the previous inspection. The school is already working to help children understand what they have to do to improve even further but this could be used more effectively. The school is continually striving to improve on what is already of an extremely high standard and the things that have already been done show that there is a very strong capacity to improve further. The school gives very good value for money.

What the school should do to improve further

- Make sure that all children know more clearly what they have to do to improve even further.

Achievement and standards

Grade: 1

When children start school, most have better skills and knowledge than those typical of 4 year olds. They make excellent progress because of the outstanding teaching and the way that they are encouraged to work independently and find things out for themselves. Children in Year 2 do much better than most children of their age in reading, writing, mathematics and science. They continue to make excellent progress through the school and in recent years, their standards have been very high; typically amongst the highest nationally by the time they leave the school. Those who left last year exceeded the already challenging targets that were set for them. All children reached the expected level for their age, including those with learning difficulties. Well over half reached the next level. This shows that those who have been identified as gifted and talented, more able children and those with learning difficulties all do extremely well. Pupils do so very well because they get lots of support, both individually and in groups, whenever they need it. There is a very good ratio of adults to children. A feature of the outstanding teaching is that teachers pay close attention to how children learn and they use a variety of ways to encourage them.

Personal development and well-being

Grade: 1

The provision for children's personal development is excellent. As a result, their attitudes to school and their behaviour are exemplary. They are polite and courteous and considerate of the needs of others. During the inspection, children were fully involved in their work and enjoyed activities, such as, in Year 6, rewriting 'Macbeth' in a modern setting. Children also enjoy the very good range of after-school activities, such as football and netball clubs for all ages. Through the school's involvement in the 'Healthy Schools' initiative, children have a very good understanding of how to remain healthy. There are very good opportunities for physical exercise. Children make a good contribution to the local community through participation in local events, including fund-raising for local charities, such as those supporting cancer research. There is a very strong emphasis on the development of the basic skills of literacy, numeracy and information and communication technology (ICT), to equip children well for their future life. Provision for spiritual, moral and social education is excellent. The school's programme of personal, social and health education teaches pupils about ways to stay safe. Excellent role models provided by adults equip children very well to deal with moral and social problems. Children have very good opportunities to understand their own culture through their links to the local community and visits to places of interest. They also have the opportunity to meet visitors from cultures other than their own, but these are more limited. Attendance is above average. Children enjoy coming to school and are proud of it and their achievements.

Quality of provision

Teaching and learning

Grade: 1

Teaching and learning are outstanding. Teachers know that children learn in different ways and they take care to meet their individual needs to help them make excellent progress. As a result, children are very eager to please and enjoy learning. From the reception class onwards, emphasis is placed on promoting confidence and encouraging personal and social development. Very strong emphasis is placed on children sharing and discussing what they know with each other. This helps them gain confidence further and promotes learning. For example, children in Year 6 learned facts about the twentieth century because they had researched them for homework and then explained them to their group when compiling a 'spider' diagram. Care is taken to ensure that activities particularly challenge and interest boys and girls. In the above lesson, for example, boys were keen to share what they had found out about sport and transport while girls chose fashion or music. Teachers have very high expectations and use every minute to extend learning. Talented teaching assistants give valuable support to children, particularly to those with learning difficulties. This helps them do extremely well. Children are set goals to aim for, to help them do even better but not all of them are fully aware of what these are.

Curriculum and other activities

Grade: 1

The school has given much thought to the way it presents its curriculum to meet the children's different needs and ways of learning. Currently, there is a focus on developing speaking and listening skills across the curriculum. All the subjects of the National Curriculum are covered, and there is a particularly strong programme of personal, social and health education, which provides good coverage of sex and relationships education and also teaches about the misuse of drugs. Classroom lessons are supplemented by a good range of lunchtime and after-school activities, both sporting and cultural, as well as visits to places of interest both locally and in London. There is excellent support for children with learning difficulties, which gives them equal opportunities to learn. Their needs are identified quickly. The school also makes great efforts to ensure a smooth transition to the wide range of secondary schools to which children transfer.

Care, guidance and support

Grade: 1

The school provides outstanding care and support for its children. Adults in the school know children very well. When problems are identified, prompt and very effective action is taken, for instance to deal with inappropriate behaviour. The school shows a very high level of commitment to the children and their families and links between home and school are very strong. All teaching staff have undertaken training for child protection and systems are in place. Risk assessments are carried out very thoroughly. Children feel safe in the school and know that there are adults they can talk to if they need help. The school is developing very effective systems to monitor children's academic progress and identify the next steps they need to take in their learning. As yet not all children have a clear understanding of the targets they have been set. Children also assess their own progress well and set their own individual targets, which are displayed on the classroom wall.

Leadership and management

Grade: 1

The headteacher is an exceptional and inspirational leader. The sense of teamwork is tangible. He has very successfully overcome the challenge of major staff changes, ensuring that new staff are very effectively integrated into the team and helped to reach their potential. As a result, the quality of teaching is excellent. The new deputy headteacher supports him ably. Staff say that there is a culture of openness and honesty that encourages them to seek out and share the best practice. This strong sense of teamwork and effective self-evaluation that also includes the governors is helping to drive the school forward. The governors watch over the school extremely well. The headteacher and governors are continually seeking ways to help each child succeed. There are a lot of children with learning difficulties in Year 4 and the class has received extra support for several years. This year they have an extra teacher to enable them to work in smaller groups. Year 2 is large and has two teachers to give

the children the best chance of doing well. It is this constant attention to addressing the needs of individuals that contributes to the school's success. The inspection team agrees with the school about how well it is doing. It is already working on helping children to understand what they have to do to improve further. The views of all members of the school community are welcomed and parents are extremely positive about the way the school is led and managed. The accommodation is well organised and well maintained. Resources are of a very high quality and children are rightly proud of their school.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	1	NA
The standards ¹ reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Following our visit to your school, we would like to thank you for helping us. We enjoyed talking to you and your teachers and watching you learn. What we liked best: - you all work extremely hard and your behaviour is excellent - you play very nicely with your friends - we were impressed by your very good manners and the way that you greeted us when we met you around the school - the way your headteacher runs the school is excellent and he wants you all to succeed in whatever you do - the teachers and teaching assistants give you the right things to do in your lessons and they help you to make excellent progress - you share your ideas with your friends and talk about what you have found out - you have lots of interesting things to do in your lessons - you and your parents are right in thinking that you go to an excellent school

What we have asked your school to do now to make it even better: - we have asked your teachers to make sure that you all know more clearly what you need to do to improve even further