



# Hereward Primary School

## Inspection Report

**Unique Reference Number** 114935  
**LEA** ESSEX LEA  
**Inspection number** 279478  
**Inspection dates** 6 December 2005 to 7 December 2005  
**Reporting inspector** Mr. Godfrey Bancroft LI

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

<b>Type of school</b>	Primary	<b>School address</b>	Colebrook Lane
<b>School category</b>	Community		IG10 2LS
<b>Age range of pupils</b>	3 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	020 8508 6465
<b>Number on roll</b>	277	<b>Fax number</b>	020 8508 8428
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr. Raymond Warner
<b>Date of previous inspection</b>	28 February 2000	<b>Headteacher</b>	Mrs. Geraldine Blair

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 6 December 2005 - 7 December 2005	<b>Inspection number</b> 279478
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## **Introduction**

The inspection was carried out by three Additional Inspectors.

## **Description of the school**

The school is larger than average size. The social and economic circumstances of the community are below average, although the percentage of pupils known to be eligible for free school meals is slightly above the national average. Attainment on entry is below that expected for children at that stage. The percentage of children with special educational needs is close to that found in most other schools. The percentage of children from homes where English is an additional language is average. The percentage of children from minority ethnic groups is lower than usual. The school's nursery is designated by the local education authority to provide for children who have special educational needs.

## **Key for inspection grades**

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

## **Overall effectiveness of the school**

### **Grade: 2**

Inspectors agree with the school's self-evaluation that it is a good school. Children in each school year enjoy their learning and their behaviour is outstanding. From below average attainment on entry, children achieve well and make good progress. By the time they leave at the end of Year 6 standards are average. Children in the Foundation Stage attain standards that are close to those expected for their age. Provision for the learning of these children is good. Children's personal development and well-being are good, although attendance is below average. The quality of teaching and learning are good and meet the needs of most learners well. Occasionally, the work planned for the most able children does not challenge them enough. In some lessons, teachers do not involve children sufficiently in enabling them to decide how well they are progressing and in considering what they need to do to improve further. The curriculum, including the range of additional activities that enhance children's learning, is good. The school cares well for the children and provides them with good guidance and support. The leadership and management of the school are good and the governing body undertakes its duties effectively. Parents and carers have very positive views of the school. The issues of the previous inspection have all been fully resolved. The school is well placed to ensure future improvements and gives good value for money.

### **What the school should do to improve further**

- Ensure that the work provided for the most able children challenges them well and enables them to attain high standards. - Maintain its efforts to support parents and carers in helping their children to attend as often as they should. - Make sure that all teachers involve children fully in understanding how well they doing and what they need to do to improve further.

## **Achievement and standards**

### **Grade: 2**

Children achieve well. Attainment on entry is below that expected for children at that stage, especially in their personal, social and emotional development and in communication, language and literacy. The provision for learning in the nursery and reception classes is good and children make good progress. Children in Years 1 and 2 also make good progress. In 2005, standards at the end of Year 2 in reading, writing and mathematics were average, having improved steadily over the last three years. However, far fewer children attained the higher than expected level in mathematics than in reading and writing. In Years 3 to 6, children continue to achieve well, although their rate of progress slows down slightly and standards at the end of Year 6 show some year-on-year variations. This is caused mainly by the varying numbers of children who have special educational needs and by the numbers who join and leave the school, other than at the usual times. However, progress, in relation to children's prior attainment, remains good. In 2005, at the end of Year 6, standards were average, overall. However, standards in English were lower than in mathematics and science.

This was because far fewer children attained the higher than expected levels in English. Children who have learning difficulties and disabilities achieve well. The small number of children who speak English as an additional language do well, attaining higher standards than their English speaking peers. The school sets suitably challenging targets for children's attainment.

## **Personal development and well-being**

### **Grade: 2**

Provision for children's spiritual, moral, social and cultural development is good. Many children join the school with limited social and communication skills. The school addresses these needs well and pupils rapidly develop into polite and confident young people. Children care about each other and, during lessons, work amicably and constructively in pairs and small groups. They readily assume positions of responsibility and relish the opportunity to become a 'buddy' or, for example, a member of the newly formed school council. Through religious education and geography, children develop a good understanding of the major world faiths and their differing customs and beliefs. Children's behaviour and attitudes are outstanding. There is a strong sense of identity and children are exceptionally proud of their school. They say that incidents of bullying are rare and that staff respond quickly and sensitively to resolve such incidents. Despite the school's best efforts attendance remains just below the national average. This is mainly because too many parents take their children on holiday during term time. Children have a very good understanding of how to keep themselves safe, the importance of eating healthily and of taking regular exercise. They play an active role in the school community and raise funds for local and national charities. Children's good personal development and their acquisition of the basic skills of reading, writing and mathematics equip them well for their future life within the world of work.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching is good overall, with some outstanding features. During the inspection there was no teaching that was inadequate. Teachers have high expectations of children's work and attitudes. They have outstanding relationships with children and manage their classes effectively. As a result, children love learning and make good progress. Children with learning difficulties and disabilities receive a good level of support from knowledgeable teaching assistants. Lesson planning is satisfactory, but some teachers do not give enough attention to providing work that challenges the most able children sufficiently. In many lessons teachers have good subject knowledge; the pace of teaching is lively and they use resources well to capture children's interest. For example, in an outstanding physical education lesson in Year 3, the teacher's very good subject knowledge enabled her to explain and demonstrate very clearly what she wanted children to achieve. In some lessons, more able children are not always set work that challenges them enough. Teachers often provide constructive feedback

which gives children clear guidance on what they need to do to improve their work. However, this good practice is not established in all classes. Some teachers do not use the time at the end of lessons to involve children in understanding how well they are doing and what they need to do to improve further.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is rich and varied with appropriate time given to all subjects. An effective emphasis is placed on the development of children's literacy and numeracy skills. Provision for physical education is outstanding. Children enjoy participating in a very good range of competitive sports and other physical activities. This outstanding provision makes a very positive contribution to helping children to lead active and healthy lifestyles. Children have good opportunities to participate in many different and interesting learning activities which promote their creative skills. For example, they work together very effectively to write and publish the school newspaper which enables them to use their literacy and information and communication technology skills well. It also encourages them to develop their entrepreneurial and teamwork skills. The broad range of extra-curricular clubs includes dance, chess and cricket. These opportunities help children to be well motivated and to develop their self-confidence. Educational visits also enrich children's learning very well. The school has established strong links with the local secondary school and sports clubs. The needs of children with special gifts and talents are catered for well through opportunities to attend summer school workshops and special events to develop their skills.

## **Care, guidance and support**

### **Grade: 2**

The school continues to provide very good care for all its children. Teachers know the children very well and are quick to spot and respond to any emerging difficulties. Children who have learning difficulties and disabilities are supported well and the school works closely with external agencies to ensure the needs of these children are met. Procedures for child protection, health and safety and first aid are comprehensive. Children speak highly of their teachers and say that they feel very well looked after. The provision of this high quality support and care ensures that pupils remain enthusiastic about coming to school and are keen to learn. Teachers keep a close eye on children's personal and academic development. They provide individual and group targets for improvement in literacy and numeracy. Children in Year 6 are very clear about the level at which they are working and what they have to do in order to improve. However, children in some other classes are less clear.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The headteacher and her deputy provide enthusiastic and effective leadership. This successfully lays the foundation on which staff and children are enabled to do their best. Governors also do a good job and are very supportive of staff and well informed about the school. They benefit greatly from the support and guidance provided by the chairman. The procedures by which the school evaluates its own performance are thorough and accurate. The school undertakes a detailed analysis of children's attainment to inform its planning for improvement. The development plan is good and shows clearly how improvements will be brought about. The evaluation of improvements is also thorough, enabling the school to know how well it is doing. Staff with additional responsibilities, such as the subject leaders undertake their duties effectively. The school is good at communicating with parents and considering their views. Parents and carers think the school is outstanding. They are particularly impressed with the support they receive from the headteacher, the approachability and kindness of staff and the enthusiasm their children show for learning. Office and support staff work effectively to ensure the smooth day-to-day running of the school. Financial management is good and governors work effectively to ensure the available resources are used wisely. The issues identified by the previous inspection have all been addressed successfully. The school is well placed to ensure its continued improvement in the future.

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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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	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

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	4	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	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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**

We really appreciated the way in which the children at Hereward helped us during the inspection. Your parents and carers think your school is very good. You are very proud of your school, so you will be pleased to know that we think it is a good school too. We think you all do as well as you can in your work. You are very good at working hard and your teachers and teaching assistants are good at helping you. We were also very impressed by your outstanding behaviour and the ways in which you help each other. The school is very good at caring for you and making sure you are safe. This is helping you to enjoy your time at school and to become more and more confident about the way you learn. We think your headteacher leads your school and cares for you all very well. Your school governors are also good at making sure that everything at your school works well. There are one or two things that your school can do to become even better. It will be helping you and your parents and carers to make sure you attend as often as you can. In lessons, your teachers will be making sure that the work they set for you is hard enough to challenge even the most able children. Teachers will also be making sure that you all understand fully how well you are getting on and what you need to do to become even better. Well done. Keep working hard and doing your best.