



Harvey Road Primary School

Inspection Report

Unique Reference Number 117131
Local Authority HERTFORDSHIRE
Inspection number 290733
Inspection dates 10–11 October 2006
Reporting inspector Gillian Smith

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

Type of school	Primary	School address	Harvey Road
School category	Community		Croxley Green, Croxley Green
Age range of pupils	3–11		Rickmansworth, Hertfordshire WD3 3BN
Gender of pupils	Mixed	Telephone number	01923773801
Number on roll (school)	240	Fax number	01923773804
Appropriate authority	The governing body	Chair	Mr Arnold Baker
		Headteacher	Mr Nick Rowlands
Date of previous school inspection	5 February 2001		

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Harvey Road Primary School is average in size. Most of the pupils are from White British backgrounds although 12 minority ethnic groups are represented. Eleven per cent of pupils speak English in addition to their home language but few are in the early stages of learning English. The proportions of pupils entitled to free school meals and with learning difficulties or disabilities are well below the national averages. The proportion with statements is average. Many pupils come from homes that are economically or socially advantaged and pupils' attainment on entry to the school is above average. There are slightly more girls than boys. The present head has been in post since September 2005.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school and it provides a good standard of education. This judgement closely matches the school's view of its effectiveness. Its motto, 'Be happy, show respect, seek success', is clearly reflected in its work. The school has an excellent reputation and enjoys the overwhelming confidence and support of parents. Parents rightly feel that the school prepares their children very well for the future. Its success in achieving its aims is due to good and effective leadership and management. The headteacher has managed to improve an already successful school and has developed a strong, stable team that works very well together. The senior leadership team has an accurate view of the school and, although standards are exceptionally high and achievement is good, there is no complacency. Pupils thoroughly enjoy their education and mature into confident, articulate young people. Their personal development and well-being are outstanding. Pupils' views are valued and they initiate change through an effective school council. They behave very responsibly and older children take very good care of the younger ones. Pupils are developing an extremely good range of skills that will help them to become good citizens. The good curriculum is enhanced by numerous clubs and activities that reinforce pupils' learning very well. Good links with community organisations enrich the curriculum. Adults provide good quality care, guidance and support, with the standards of pastoral care being particularly high. Procedures for the assessment of pupils' work in subjects other than English, mathematics and science, however, do not always provide teachers with the information they need to help pupils improve. Pupils fully understand the importance of adopting a safe and healthy lifestyle. Links with outside agencies are good and pupils' health and safety are promoted well. Teaching is good overall. Teaching, learning and achievement are satisfactory in the Foundation Stage. Children enter the nursery with above average standards and these are maintained as they enter Year 1. Teaching and learning are good throughout the rest of the school and older pupils make particularly rapid progress. Procedures to monitor the standard of pupils' work are rigorous and Year 6 pupils attain exceptionally high standards in all areas, apart from writing. This prepares them very well for the skills they need later in life and at work. Pupils use computers confidently and have an increasingly wide range of opportunities to use their writing skills in different subjects. Effective procedures for the tracking of pupils' progress help teachers to provide good support for individual pupils as and when the need arises. Provision for pupils with particular gifts or talents has improved and the number of pupils achieving the highest levels in national tests is consistently high. Improvement since the last inspection has been good. All staff share a common desire to improve the school further. Well-informed governors provide strong support and challenge. The school has good capacity to improve and provides good value for money.

What the school should do to improve further

- Raise the standard of writing so that it more closely matches the standards reached in mathematics and science. - Develop more effective assessment systems in subjects other than English, mathematics and science. - Improve children's progress in the Foundation Stage so that it matches that made by pupils in the rest of the school.

Achievement and standards

Grade: 2

With the exception of 2003, standards in English, mathematics and science at the end of Year 6 have been exceptionally high for the last six years. Overall standards at the end of Year 2 are more variable but are consistently above the national average and, in 2006, they were exceptionally high. Pupils' overall achievement, including those with learning difficulties and disabilities, is good. Although the standard of writing in Year 2 is consistently good, rapid progress is not maintained and by Year 6 the standard is close to the national average. From their favourable starting point on entry to the nursery, pupils make satisfactory progress throughout the Foundation Stage and good progress in the rest of the school, especially in Years 3 to 6. Many pupils in Year 6 reach exceptionally high standards in English, mathematics and science and, in 2006, national test results exceeded the school's appropriately challenging targets.

Personal development and well-being

Grade: 1

Pupils thoroughly enjoy their time in school. They work hard and their attendance and behaviour are exemplary. Pupils develop a strong sense of personal responsibility and become increasingly independent learners. They also feel safe and say that bullying is rare. They trust the adults around them and say that teachers manage any incidents very effectively. There have been no recent exclusions. Pupils' spiritual, moral, social and cultural development is good overall, with their moral and social development being outstanding. Provision for spiritual development is good, although pupils' awareness of the contribution made by other cultures to British life is not as good as it should be. Pupils make a good contribution to day-to-day school life and the wider community. Many pupils, and all of Year 6, have designated jobs and these help them to develop the skills needed to become responsible citizens. Pupils run the influential school council professionally and these skills prepare them very well for the next stage of their education and for the world of work. They fully understand the importance of adopting a healthy lifestyle and have a good awareness of finance. For example, they have established and manage the school's 'healthy tuck shop'.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning in the Foundation Stage are satisfactory and adults build adequately on the children's prior knowledge and understanding. Teaching and learning elsewhere in the school are good and teachers provide activities that match pupils' interests and abilities. Most teachers have high expectations and pupils respond well to the challenges set. Teachers encourage pupils of all ages to take responsibility for their own learning and use their initiative. Pupils respond extremely well; relationships

are very good and they listen carefully, eagerly undertaking the work provided. Learning support assistants support pupils well, enabling them to make good progress. Teachers probe pupils' understanding very effectively and successfully develop their confidence in speaking and listening. They are working well together to raise the standard of pupils' writing in Year 6. Procedures to assess and monitor the standard of pupils' work in English, mathematics and science are good but are less effective in other subjects.

Curriculum and other activities

Grade: 2

The curriculum in Years 1 to 6 is adapted well to meet pupils' needs and interests. The effective personal, social and health education programme makes a positive contribution to pupils' very good personal development. Parents provide strong support, and close links with the local community and other schools contribute to an outstanding range of musical and sporting activities. Pupils in Years 5 and 6 attend master classes in creative subjects such as drama, stage craft and art, and the range of additional activities outside the school day is exceptional. Many pupils enjoy clubs such as orchestra, choir and salsa dancing. Pupils in Years 5 and 6 also undertake residential trips and all classes visit local places of interest. The curriculum for the Reception and Nursery classes is satisfactory. While there are some good focused activities, the curriculum is sometimes too formal and opportunities are missed for pupils to build on their learning. There is good provision for pupils of all abilities, including those who speak a language other than English at home. Pupils with particular gifts or talents attend masterclasses in areas such as mathematics, history and philosophy. Computers are used well to help pupils with their learning.

Care, guidance and support

Grade: 2

The school takes exceptional care of pupils' health and their emotional well-being. Child protection measures are robust and risk assessments procedures are good. There are close links with specialist community agencies so that pupils with particular needs receive good support. Good assessment procedures for monitoring pupils' progress in English, mathematics and science help teachers to identify and support individuals. Assessments are used to set appropriate targets in English and mathematics and pupils play an important part in reviewing their own progress. Marking has developed and is often good in English, showing pupils how well they have done and what they need to do to improve. This good practice is not always adopted in other subjects however.

Leadership and management

Grade: 2

The headteacher, supported well by senior staff, has built successfully on the school's commitment to the maintenance of high standards. All adults work as a very good team and, along with parents, share a strong sense of common purpose. Many strategies

are used to monitor the work of the school. Information from lesson observations and the analysis of test results is used well. Senior staff have a good understanding of the school's strengths and identify key areas where improvement is needed. Procedures for teachers' professional development are good. Strategic planning for school improvement is good and addresses all priorities for development thoroughly. However, the school improvement plan is not as precise as it could be, as timescales and success criteria are not always clearly specified. Subject leaders are developing their role well but some do not yet have the assessment information needed to raise standards. The governing body carries out its responsibilities well and provides good challenge for senior staff.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	1
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

12 October 2006 Dear Children Harvey Road Primary School, Harvey Road, Croxley Green, Rickmansworth, Hertfordshire, WD3 3BN Thank you very much for making us so welcome when we visited your school recently. We would like to let you know what we found. You were quite right when you told us that yours is a good school. You develop into confident, articulate young people. You try hard during lessons and enjoy learning new things. You progress well, building on the sound beginning in nursery and reception classes. By the time you leave school at the end of Year 6, you are doing exceptionally well in English, mathematics and science. Your teachers work really hard and they give you some very interesting things to do. They help you if you have difficulties and give harder work to children who find things a bit too easy. You behave very well indeed and, if you have problems, you feel able to ask for help. We are really impressed with the work of the school council and the way the school listens to your suggestions. A very wide range of extra activities takes place after school and during lunchtimes. We are very pleased to see that so many of you take part, although the salsa dancing looked very difficult! There are a few things your teachers could do to make your school even better. These are to: - Help you to improve your writing even more. - Look more closely at the work you do in all your subjects so that they can tell you about the progress you are making and how you can improve. - Help those of you in the Nursery and Reception classes to make faster progress. Best wishes for the future Gillian Smith Lead Inspector