

The Henry Moore Primary School

Inspection report

Unique Reference Number	132230
Local Authority	ESSEX
Inspection number	293993
Inspection date	18 June 2007
Reporting inspector	David Speakman

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	495
Appropriate authority	The governing body
Chair	Mr W Cairns
Headteacher	Mrs M Evans
Date of previous school inspection	18 November 2002
School address	Kiln lane Church Langley Harlow Essex CM17 9LW
Telephone number	01279 427465
Fax number	01279 430274

Age group	4–11
Inspection date	18 June 2007
Inspection number	293993

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

Since being opened in 2001 as a new school, this school has grown significantly. With 495 pupils, it is now larger than the average primary school. Attainment on entry to the school covers a wide range but generally it is below that expected for children starting school. Most pupils are White British, but about a fifth comes from a wide range of other minority ethnic backgrounds. About five percent are at the early stages of learning English. The proportion of pupils with learning difficulties or disabilities is below the national average but, with a statement of special educational needs, is about average. Pupils in Years 3 to 6 are grouped, not only by their prior attainment, but also by their assessed confidence in learning.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Inspection outcomes agree with the school's own assessment that its effectiveness is good. In the school's short life, leaders and managers have achieved excellence in pupils' personal development, the curriculum, the level of care and guidance provided for pupils' academic and personal development and in the leadership of the headteacher and deputy, working closely with the senior management team. Despite its rapid growth since opening in 2001, the school has managed to win the confidence of parents, gain a good reputation locally and ensure that provision is in place to enable pupils to achieve well. A few parents expressed concern that they sometimes feel that they don't know enough about what is going on in school. The governors and headteacher are aware and have some exciting plans in mind to remedy this. The school provides good value for money.

Pupils' achievement is good. The quality of education in the Foundation Stage is good. Starting from a point that is generally below that expected for this age, most achieve the goals children are expected to reach by the end of Reception and some are able to work in the Key Stage 1 National Curriculum. Standards are rising steadily at the end of Year 2 and, this year, attainment is above average in reading and mathematics and broadly average in writing. Similarly, standards have been improving at the end of Year 6 and in 2006, were above average.

Pupils' personal development and their spiritual, moral, social and cultural development are outstanding. Behaviour in and around school is excellent. Pupils really enjoy coming to school, saying that learning at this school is exciting and interesting. They feel very safe and look after each other extremely well. They engage fully in the wide range of opportunities to eat healthy food and to stay physically fit. They are well prepared for the next stages of their education and make a good contribution to the school and wider communities.

The quality of teaching and learning is good overall, although it does range from satisfactory to outstanding. The quality and range of learning opportunities is outstanding in terms of the richness of the links between subjects that ensure pupils recognise a real purpose to learning and find it extremely interesting. The school provides excellent support and guidance for pupils' academic and personal development.

The quality of leadership and management is good overall, but that of the senior leadership team is excellent. Their insistence on high quality has been instrumental in establishing procedures to ensure improvement set against rapid growth. The roles of the subject leaders are not yet fully developed in terms of their monitoring and evaluation of the school's performance. Despite this, school self-evaluation is still good. It accurately identifies what the school does well and the main areas for development. There has been a good level of improvement since the previous inspection and the school has a good capacity to improve even further. Governance is good. A small core group of governors have been with the school since its opening and know the school extremely well. There are a number of governors that are new and still developing their roles in school leadership and management.

What the school should do to improve further

What the school should do to improve further

- Develop the roles of the subject leaders and the governors in monitoring and evaluating the performance of the school.

- Find ways to engage more with parents in order to provide them with important information about the school and to seek their views.

Achievement and standards

Grade: 2

Pupils achieve well at all stages of the school and by the time they reach the end of Year 6, standards are generally above average. This year, Year 6 test results are likely to be below those in 2006, but this group achieved well below average standards when they were in Year 2 and there has been a huge intake of pupils into the year group since then, many with learning difficulties or disabilities. School assessment data shows that this year group has made good progress since joining Key Stage 2. Children progress well in the Reception class and although a number of pupils achieve the goals children are expected to reach by the end of Reception early, there is a significant number of pupils who still need support in their personal, social and emotional development. There has been a steady rise in attainment at the end of Year 2 in reading, writing and mathematics and this upward trend has been continued this year. Pupils with learning difficulties or disabilities and those with English as an additional language progress as well as other pupils in their classes. The school groups Key Stage 2 pupils according to their potential and their confidence in learning. Pupils in all groups in this key stage progress equally well.

Personal development and well-being

Grade: 1

Pupils enjoy coming to school very much and their attendance is above the national average. They confirm that they feel extremely safe and well looked after in school. They say there is very little trouble. Behaviour on the playgrounds and in lessons is excellent and so pupils can get on with their learning and play without interruption. Pupils look after each other very well and those pupils that joined the school during mid-year say that they were made to feel very welcome by adults and pupils alike. The School Council plays an active role in the school and arrangements for council members to talk to their class mates during class council time means that all pupils' views are listened to and so their contribution to school and the wider community is good. Pupils take full advantage of opportunities to eat healthily and to engage in physical activity, and talk with very good levels of understanding about healthy lifestyles. Pupils develop good literacy, numeracy and computer skills and, combined with the ability to work cooperatively alongside other pupils, they are well prepared for the next stages of their education and the future world of work.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good at all stages and ensures that pupils are able to make good progress as they move through the school. Teachers have good knowledge of the subjects they teach and, combined with good use of interactive whiteboards, teaching points are made very clearly so that pupils can understand easily. Planning is thorough and detailed, with clear links made between subjects. This makes learning very interesting and pupils confirm this. However a few teachers do not fully embrace the excellent opportunities to link subjects to make learning more interesting and here, teaching is less engaging. Teachers use assessment information well

to match work to pupils of different ability so that pupils at all levels of attainment make good progress. Teaching assistants are effectively deployed and support pupils well. Relationships between pupils and adults are good and form the basis of pupils' excellent behaviour.

Curriculum and other activities

Grade: 1

The quality and range of learning opportunities are excellent. The curriculum fully embraces the spirit of excellence and enjoyment in learning, with all subjects of the National Curriculum and religious education being extremely well organised into half-termly themes, which pupils say they find very interesting. Personal, social and health education is fully included into planning, as well as creative and linguistic aspects such as role play and French for all pupils. Consequently, the curriculum makes a significant contribution to pupils' spiritual, moral, social and cultural development. Curriculum enrichment is excellent. There is a very good range of extra-curricular activities, which successfully meets the preferences of many pupils. A rich and varied programme of visits and visitors also helps to make learning activities interesting and varied.

Care, guidance and support

Grade: 1

The school shows very high levels of care for all pupils and provides an excellent standard of academic and personal guidance. Arrangements for child protection and pupils' and health and safety are fully in place and the school ensures that risk assessments on all activities are completed. There is a significant number of pupils in need of emotional support and the school employs a counsellor to support those that feel vulnerable from time to time. Great care is taken in placing pupils into teaching groups at Key Stage 2. As well as considering pupils' prior attainment, their confidence in learning is taken into account. In its first year, this arrangement has been very successful and pupils and parents alike express a great deal of faith in the effectiveness of these arrangements in building pupils' self-esteem and developing their learning skills. Pupils' academic progress is very closely monitored. Each individual is carefully tracked through the National Curriculum levels to make sure that they are all achieving well and making good progress.

Leadership and management

Grade: 2

Leadership and management are good overall. However, the direction provided by the senior leadership team, and in particular the headteacher and deputy headteachers, is outstanding. They have led the school through massive growth since the previous inspection and their determination to achieve high quality has supported the school in establishing early excellence in some major areas of its provision. They have monitored the school's performance carefully and have identified, quite accurately, the needs of these pupils. This has resulted in a very clear vision for school development. Importantly they have brought in a large team of teachers and teaching assistants, who already, through close monitoring of performance and clear and demanding expectations, provide good quality teaching that enables pupils to progress well. As the school has grown significantly, the senior leadership team recognises that the time has come to delegate more monitoring and evaluation responsibility to subject leaders and governors, many of whom are new to their roles.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
-------------------------------------------------------------------------------------------------------	-----------------------

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	2
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	2
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	1
The behaviour of learners	1
The attendance of learners	2
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	2

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?	1
How well are learners cared for, guided and supported?	1

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.

Annex A

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

Annex B**Text from letter to pupils explaining the findings of the inspection**

19 June 2007

Dear Pupils

Inspection of The Henry Moore Primary School, Harlow. CM17 9PH

Thank you for making me so welcome when I visited your school. I was only able to spend a short time with you but I was really impressed by what I experienced. I am very pleased to be able to report that you go to a good school with some excellent work in important areas. Good teaching means that you all progress well. The staff take excellent care of you and, because they have a really good knowledge of what each of you is capable of doing, they make sure that you all do well. You have exciting lessons, which you say you find very interesting and enjoy very much. I think the school's curriculum plans are excellent. The school is still quite young, but your headteacher and deputy headteacher have made sure that it has got off to a flying start. Now that the school is much bigger, the task of leading and managing it is getting too large for the few people that have made such a good job of it so far. I have therefore asked them to make sure that other senior teachers and the governors play a greater role in checking on the work of the school.

You play an important part in the school's success. I was very impressed by how well you behave in lessons and how keen you are to learn. This means that teachers and other adults helping them can get on with teaching without interruption. You all get on very well together and because you say pupils feel safe in school you talk about having a great deal of enjoyment in being there. I am sure that with your continued support through your excellent attitudes, behaviour and enthusiasm for learning, the school will continue to go from strength to strength.

I wish you all the very best for the future.

Yours truly

David Speakman Inspector