

# Henham and Ugley Primary and Nursery School

## Inspection report

<b>Unique Reference Number</b>	114975
<b>Local Authority</b>	Essex
<b>Inspection number</b>	311776
<b>Inspection date</b>	23 October 2008
<b>Reporting inspector</b>	Jackie Cousins

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	196
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	36
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Charlie Martineau
<b>Headteacher</b>	Mrs Lesley Clark
<b>Date of previous school inspection</b>	15 November 2004
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	School Lane Henham Bishop's Stortford Hertfordshire CM22 6BP

<b>Age group</b>	3–11
<b>Inspection date</b>	23 October 2008
<b>Inspection number</b>	311776

**Telephone number**

01279 850213

**Fax number**

01279 850429

**Age group** 3–11

**Inspection date** 23 October 2008

**Inspection number** 311776

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://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 two Additional Inspectors.

Inspectors evaluated the overall effectiveness of the school and investigated the following issues; how good is children's progress in the Early Years Foundation Stage (EYFS); how effectively do leaders' monitor the progress and attainment of girls in Key Stage 1, and in Key Stage 2 of weaker year groups; and how successfully is the school using individual targets to increase pupils' progress, especially in science. Evidence was gathered from discussions with the headteacher, senior leadership team, subject leaders, teachers, pupils, the Chair of the governors and governors, observations of teaching and an analysis of school data on standards and progress, and parents' questionnaires.

Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

This is an average sized primary and nursery school. Most pupils are from White British backgrounds and a small proportion are from minority ethnic groups. The proportion of pupils who have learning difficulties and/or disabilities, or who have a statement of special educational needs is below the national average. No pupils are in the early stages of learning to speak English as an additional language. Children in the EYFS are taught in two classrooms in the main building, one for the Reception class and one for the maintained Nursery which offers separate morning and afternoon provision. A slightly higher than average proportion of pupils join or leave the school during the taught year. The school has the National Healthy Schools Award, Basic Skills Award, Bronze Eco Award and Active Mark.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Henham and Ugley Primary and Nursery is a good school. The pupils get a super start to their education from Nursery to Year 6. Pupils of all abilities settle quickly into school life. This is because a very good partnership is in place between the school staff and parents. One parent summed it up when they said, 'We are very happy with the teaching and the way any concerns are dealt with swiftly, and praise is given when deserved.' Almost all parents who responded to the questionnaire are really pleased with the care their child receives and the progress they are making.

Pupils' personal development is a superb strength of the school and is outstanding. This is because all staff give pupils a committed and effective level of care, guidance and support. They adopt healthy lifestyles outstandingly effectively because the school encourages them to eat well and take regular exercise. For example, aerobics sessions take place twice weekly for Reception to Year 2 classes and three times a week in Years 3 to 6. The personal, social and health education sessions enable pupils to learn extremely well about how to keep themselves safe inside and outside school. The school works carefully to safeguard pupils and procedures meet requirements. Pupils' spiritual, moral, social and cultural development is good. They learn to reflect about their own and others feelings well. The school council encourages all pupils to offer ideas about how to make the school even better. Pupils recycle many materials extremely successfully and remind adults to turn off lights. Behaviour is excellent in lessons and at break times. Attendance is above average and pupils have positive attitudes to learning. Inspectors strongly agree with a parent's comment, 'My children were prepared for senior school very well, both academically and socially making the transition a stress free experience.'

The school's leadership places enormous importance on maintaining high standards. This means that provisional results show that attainment in 2008 in Year 6 were exceptionally high in English and significantly above average in mathematics. The school sets and has met challenging targets. The school's leadership plans to increase the pupils' rate of progress in science, because while progress in science is satisfactory and standards by Year 6 are average, they could be even higher. Assessments made in 2008 in Year 2 show that standards were exceptionally high in reading and writing and above average in mathematics. Pupils, including the girls, made good progress from their starting points.

The key to the school's success is its use of a detailed system to track pupils' attainment and progress, and termly meetings are held between senior leaders and the class teacher. A thorough discussion about pupils who seem to be under achieving occurs to determine what extra support would be useful. Staff do not always discuss with the leadership team what proportion of the class would be expected to make satisfactory or better progress each year. The progress that pupils from minority ethnic groups make is carefully monitored and they achieve successfully. A considerable amount of small group work assists pupils to make good progress in reading, writing and mathematics, especially those who have joined the school part way through the taught year. Effective support for those pupils who find learning more difficult allows them to achieve well. The good use of individual education plans mean that these pupils work towards specific and measurable targets.

Good teaching is a major reason why pupils make effective progress in their learning. Teachers expect a great deal from pupils and they explain complex areas successfully. Pupils' basic skills develop effectively because teachers' knowledgeably explain how to structure and set out work.

Outstanding features of teaching include the careful use of questioning so that pupils learn to think deeply about what they are studying. In an outstanding lesson seen, the end of the lesson was used extremely effectively to allow pupils to create criteria against which they could evaluate their success in the next lesson. Teaching uses assessment activities well. Marking of pupils' work is specific and tells them what they need to do to improve. Sometimes pupils write their own targets for future development after they have read the teacher's comments. Pupils receive personal targets in literacy and mathematics but not in science.

Pupils' enjoyment in the many exciting activities planned for them is outstanding. This is because a rich and effective curriculum is in use. Pupils talked enthusiastically about many things that they do at school. They say they really like art, writing and mathematics. Displays around the school celebrate pupils' high quality writing, creative and artistic skills. The school is refining its planning so that it can create more projects to develop several types of skills at the same time. Occasionally, projects do not allow pupils to develop their science skills in detail. A significant proportion of pupils learn successfully to play wind, brass, percussion and keyboard instruments. All pupils in Year 3 are learning to play the ocarina. French lessons develop pupils' skills well from Nursery to Year 6. A very good range of clubs allows pupils to develop their skills in many areas including sports, art, music and gardening.

Good leadership and management have brought about effective improvements. A significant development since the last inspection is that pupils have good opportunities to use information and communication technology (ICT). Very good leadership by the headteacher and senior leadership team mean that the school's self-evaluation is very rigorous and accurate. Provision for gifted and talented pupils is good and yet because leaders' are always looking for ways to improve the school, they aim to make provision even stronger. Subject leaders manage their areas well. The school's leadership works outstandingly effectively to unite the community. For example, the school's leadership ensures that the elderly from the local community are included very successfully into school activities and many attend school productions, jumble sales and regularly support pupils' learning working as volunteers in the school. The school sports hall was created because of a joint project between the school and local community. This means that during the daytime the pupils have the use of a high quality hall and during the evenings clubs such as badminton take place for local people. Pupils work with local artists extremely successfully, and take part in music and arts festivals very effectively. Due to the school's leadership, pupils develop their understanding of global issues extremely well and collect gifts for people in other countries who are less fortunate than them. Governance is good and they are working successfully to challenge the school's leadership. The school is in a good position to continue to improve in the future.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Children make good progress in the Nursery and Reception classes and standards are slightly above average by the start of Year 1. They develop their basic skills well because staff have high expectations of them. Children learn to speak and use language for thinking carefully as a result of the good use of questioning by staff. They learn to read using letter sounds successfully because of the structured way it is taught. The school plans to develop children's writing skills to a higher level. Standards in writing are broadly average but children could attain higher levels of skill in this area of learning. This is because the development of letter formation and writing opportunities are not always provided for fully. The outside area is used well to develop children's learning but resources are not freely available to them. This means that

children cannot easily extend their ideas. Staff assessments regularly record the next steps children could take to improve. Children's personal development is outstanding because staff care for their welfare excellently and guide them extremely effectively. Children in the Nursery and Reception classes happily share equipment due to the thoughtful way that staff manage them. The leadership of this stage of education is good. This means that children have rich opportunities to learn in the inside areas and use ICT in a wide variety of ways.

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

- Develop the rate of pupils' progress in science throughout the school ensuring that pupils' targets and projects promote their learning effectively.
- Increase the standards of writing by the end of the Reception year making sure that children have greater opportunities to develop these skills and use a wider range of resources, especially in outside areas.





## 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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> 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/or disabilities make progress	2

<sup>1</sup>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.

## Personal development and well-being

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

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	1
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**

24 October 2008

Dear Children

Inspection of Henham and Ugley Primary and Nursery School, Henham, Hertfordshire, CM22 6BP.

Thank you for helping me to find out about your school. I enjoyed watching lessons and talking to some of you. You attend a happy and friendly school. Good things about your school include the fact that:

- you make good progress in your work
- you concentrate and behave very well in lessons
- you really enjoy all the things you do at school
- your headteacher and teachers have very good ideas about ways to improve the school
- teaching is good and the staff work hard to make lessons interesting
- a very good partnership is in place between the school and your parents
- staff care for you really well and listen to you thoughtfully.

I have asked your school to look at how they can make things even better. The most important things are to:

- develop your understanding of science throughout the school
- improve your writing skills by the end of your Reception year.

Keep working hard to meet your targets and enjoy all the things you are learning at Henham and Ugley Primary and Nursery School.

Jackie Cousins

Lead inspector