

# Harold Court Primary School

## Inspection report

---

<b>Unique Reference Number</b>	102278
<b>Local Authority</b>	Havering
<b>Inspection number</b>	343741
<b>Inspection dates</b>	16–17 September 2010
<b>Reporting inspector</b>	Glynis Bradley-Peat

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Boys
<b>Number of pupils on the school roll</b>	285
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Sarah Philpotts
<b>Headteacher</b>	Mrs Beverly Swain
<b>Date of previous school inspection</b>	7 July 2009
<b>School address</b>	Church Road Harold Wood Romford RM3 0SH
<b>Telephone number</b>	01708 342 275
<b>Fax number</b>	01708 342 275
<b>Email address</b>	office@haroldcourt.org.uk

---

<b>Age group</b>	4–11
<b>Inspection dates</b>	16–17 September 2010
<b>Inspection number</b>	343741

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 1234 234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 1234 234

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 24 lessons, observed 13 teachers and held meetings with the headteacher, senior leadership team, teaching staff, governors and pupils. They observed the school's work and looked at pupils' exercise books. They checked documents including the school improvement plan, systems for tracking the pupils' progress, safeguarding documentation and school policies. They analysed information from the 73 questionnaires from parents and carers, in addition to those received from staff, and pupils in Years 3 to 6.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- Whether the current attainment and progress of all year groups has improved since the last inspection.
- Improvements made to the quality of teaching.
- How well leaders have tackled the areas for improvement since the time of the last inspection.
- Whether pupils know how well they are doing and what they need to do to improve their work.

## Information about the school

Harold Court is an above-average-sized primary school. There is provision for the Early Years Foundation Stage in two Reception classes. Pupils come from predominantly White British backgrounds with the remainder coming from a variety of other heritages. The percentage of pupils who speak English as an additional language is very low. About one in 5 pupils has special educational needs and/or disabilities, which is well above average. Their needs are mostly related to severe or moderate learning difficulties and behavioural, emotional and social needs. At the time of the last inspection, the school was given a 'Notice to Improve'.

The school has gained the Healthy School Award and the Active Mark.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. As a result of the good leadership and management of the headteacher and the deputy headteacher, attainment, teaching, learning and progress have all improved since the time of the last inspection. The vision for the school is firmly embedded among all members of staff. One wrote, 'There is very clear leadership and management with a clear overview.' The large majority of parents and carers are very positive about the changes evident in the school. One parent, reflecting the views of a number of others, stated, 'The headteacher has had a huge impact on our school, bringing it on in leaps and bounds with the teaching staff mirroring her enthusiasm.' Inspection evidence shows this to be the case. Attainment is higher in English and mathematics than at any time in the last six years.

A considerable strength of the school is that the youngest children make a good start to their education in the Early Years Foundation Stage because teaching is lively and stimulating. As a result, progress is good. Although these children have only been in school for a week, they are settled and already enjoying their learning. Throughout the rest of the school, rates of progress are satisfactory but variable across year groups and subjects. This is because teaching in some classes is not as effective as in others. In some classes, teaching assistants are used well, but in others they spend too long taking a passive role during periods of teacher talk. Sometimes, more-able pupils spend too long marking time before any new learning takes place. They are not always supported or challenged as much as they should be in lessons because teachers do not plan well enough to meet their particular needs and questioning techniques are limited and do not stimulate thinking. This is particularly the case in writing lessons. Currently, support is being provided to raise satisfactory teaching to good. Pupils with special educational needs and/or disabilities are well supported and make satisfactory progress. The headteacher and her team are already engaged effectively in the process of improving the quality of teaching through careful evaluation and by setting clear targets for improvement. Shortcomings have been tackled well. Observations by inspectors and the school's own tracking data show that pupils' progress is accelerating and the quality of writing is beginning to improve. However, there is still some way to go before it is as good as in reading or mathematics. Pupils know how well they are doing and what they need to do to improve further which was not evident at the time of the last inspection. Together with the strengths evident in the school's leadership and improvements made since the last inspection, there is clear evidence of the school's satisfactory capacity to improve.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

Safeguarding and care, guidance and support are good. The most vulnerable pupils are supported effectively and the school cares for both pupils and their families. For example, a good range of catch-up groups ensures those with speech and language, behaviour and mathematical difficulties are well catered for. A few pupils and a small minority of parents and carers still have concerns about behaviour but during the inspection the vast majority of pupils behaved well in lessons and around the school. In addition, some parents and carers say that their concerns and views are not always considered well enough and that the school does not act upon these sufficiently. Leaders already realise that they have work to do to engage parents and carers more effectively in the life of the school and their vision for the future.

**What does the school need to do to improve further?**

- Raise attainment and accelerate progress in English and mathematics, but in writing in particular, by:
  - improving the overall quality of teaching from satisfactory to good by July 2011
  - ensuring that all teachers provide work to challenge the more able pupils effectively in all lessons
  - ensuring that teaching assistants understand their role clearly during periods of whole-class teaching
  - ensuring that teachers employ a wider variety of teaching styles in all lessons
  - developing teachers' questioning skills.
- Ensure that parents and carers feel listened to and that their views are taken into account by:
  - regularly engaging with parents about their child's learning and how they can help to support it at home
  - improving lines of communication
  - providing more opportunities for parents and carers to share in the life of the school and their children's learning.

**Outcomes for individuals and groups of pupils****3**

They are keen to learn and contribute their ideas eagerly in class. Pupils cooperate with each other and with adults, working well in pairs and groups. Many rise well to challenge and are enthusiastic when set a problem to work through independently. For example in a good Year 3 mathematics lesson, pupils discussed how many different ways they could make a variety of numbers. They busily chatted and explained their reasoning to each other which resulting in good learning. However, this approach is not consistent across all year groups or subjects. In a number of lessons, particularly in writing, pupils did not make the progress of which they were capable because teachers' variety of teaching styles were too limited and did not, for example, capitalise on role play or visual prompts.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

Teacher assessments this year demonstrate above average attainment in English and mathematics and this is higher than at the time of the last inspection. Current tracking data show that there is likely to be a sustained improvement over time and exercise books reviewed by inspectors confirm this to be the case. There is little difference between the performance of girls and boys overall, although boys' writing lags behind. Pupils with special educational needs and/or disabilities make similar progress to their classmates, but in some classes more effective support promotes good progress through developing confidence. Attendance continues to improve and is currently average. Pupils are prepared appropriately for the next stage of their education and develop satisfactory workplace skills.

Pupils say they feel safe in school and are aware of, for example, the possible dangers posed by the internet. They feel comfortable to approach adults with any concerns they have. Behaviour is good both in lessons and around the school. Pupils demonstrate a commitment to developing healthy lifestyles, a reflection of the work carried out to gain the Healthy Schools Award and Active Mark. Pupils enjoy many opportunities to take responsibility in school through the school council, being a prefect and as house or games captains. They spoke enthusiastically about the way they can organise their own events to raise money for charity. Pupils develop a good understanding of spiritual, moral, social and cultural issues and clearly know right from wrong.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>
--	----------

### How effective is the provision?

The good care, guidance and support evident in the school are at the centre of the school's work. It demonstrates a good level of concern and care for individuals. Sensitive relationships prevail and there is a genuine commitment to the most vulnerable. The appointment of a shared home/school support worker has ensured close working relationships with families. This helps them to cope better with their difficulties and has improved attendance. Teaching assistants provide satisfactory support for those pupils with specific and moderate learning needs, which helps to ensure they make at least satisfactory progress.

Teaching is improving, but there is still work to be done to move the substantial proportion of satisfactory teaching to good more quickly. There is good practice evident in the school and some is outstanding. In an excellent Year 6 mathematics lesson, the teacher had high expectations of what pupils could achieve. They confidently estimated and approximated, explaining their reasoning clearly to each other. They understood how to apply what they learnt to everyday situations. Good open-ended questioning ensured that the more able were well challenged. Writing is taught less well, long periods of teacher talk led to some disengagement, particularly among boys. Teachers do not vary their teaching style sufficiently to ensure that all groups of pupils learn as well as they can. Sometimes, teaching assistants do not add enough value to pupils' learning and spend too long being inactive during periods of teacher talk. Teachers' questioning of pupils is all too often posed to those with 'hands up' and does not develop pupils' thinking skills.

The satisfactory curriculum enhances learning. There is a range of visits which contributes to pupils' well-being and a good range of after-school clubs, for example chess, netball, gardening and mathematics clubs to mention a few. There is evidence of some cross-curricular working but the school realises that there is insufficient focus on creativity or on writing for a purpose. Sports activities contribute well to healthy lifestyles.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

### How effective are leadership and management?

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

The areas for improvement set at the time of the last inspection have been tackled effectively. The quality of teaching and learning has improved because monitoring and evaluation have identified weak practice and moved it on. The headteacher and her senior team continue to be well motivated and well placed to bring about further necessary improvements. Overall, satisfactory leadership and management have begun to raise attainment and accelerate progress in some year groups although there are still some inconsistencies. Challenging targets are set and tracking systems are used rigorously to check progress towards them. There have been good improvements in attendance. Capacity to improve is satisfactory and gaining momentum.

Subject leaders and phase leaders are keen to improve their leadership skills and are directly involved in monitoring the quality of teaching and learning in their areas of responsibility. Governance is improving and statutory responsibilities are met.

Safeguarding policies and procedures meet current requirements and the school has good arrangements in place to keep pupils safe. The governing body shares the vision for the future of the school and works well in partnership to embed ambition and drive improvement satisfactorily. More weight is now given to a clear focus on achievement. The school has a firm commitment to tackling any potential discrimination and promoting equal opportunities for all through its inclusive approach to learning. Parental and carer questionnaires indicate overall good support for the school but a significant minority do not feel that the school listens effectively to their concerns. There is a satisfactory understanding of the community in which the school sits because an audit has produced an appropriate action plan for community cohesion. This ensures that the variety of links, both local and further afield, continue to grow and benefit learners.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>



**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Early Years Foundation Stage

Most children begin school with understanding and skill levels which are average when compared to other children of a similar age. They settle in exceptionally well to Reception and quickly develop confidence and show an aptitude for learning. Progress is good throughout the Reception year and children develop their knowledge, skills and understanding well. This is because teaching is consistently good. Children play together well and learn to share. The balance of child- and adult-initiated learning is good. Children enjoy their learning and develop independent skills quickly because adults plan well to meet the needs of all. Activities are planned well and accurate observations and assessments of learning are made. In one good activity, children worked well together as a group to sort out the contents of a picnic basket. They made good progress in using numbers as labels for counting. Children readily learn routines and develop habits that ensure their safety. For example, children understand the importance of washing their hands before eating their snack. The outdoor provision is well resourced and used well. In one activity, children were well supported through conversation with adults while playing in the sand. They counted the teddy bears found and made statements about them which were recorded.

Leadership and management are good and demonstrate a desire to raise achievement for all. Strong transition arrangements ensure children settle well. Staff display good teamwork, which results in good inclusive practice, particularly for the most vulnerable. There are good links with parents and carers and outside agencies, which ensures children's safety and security. Data are used increasingly effectively to map progress and to look at what needs to be improved.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

A minority of parents and carers returned the questionnaires but most were very positive about the school overall. The vast majority feel that their children are kept safe. Most feel that their children enjoy school and are encouraged to lead a healthy lifestyle. The large majority said they are happy with the experience their children have in the school. About a quarter of parents and carers who responded to the questionnaire made additional comments. Some spoke of the good start their children receive in the Early

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

Years Foundation Stage. A minority feel that unacceptable behaviour is not dealt with effectively. Inspectors found behaviour to be good during the inspection. A small minority of parents and carers feel that their children do not make enough progress. Inspectors found progress to be at least satisfactory in the majority of lessons for most groups of pupils. A small minority do not feel that the school is well led. Inspectors found the school to be led and managed satisfactorily. Some parents and carers made particularly positive comments about the headteacher.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Harold Court Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 73 completed questionnaires by the end of the on-site inspection. In total, there are 285 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	52	29	40	4	5	2	3
The school keeps my child safe	30	41	41	56	2	3	0	0
The school informs me about my child's progress	21	29	35	48	15	21	2	3
My child is making enough progress at this school	27	37	29	40	17	23	0	0
The teaching is good at this school	25	34	25	34	18	25	0	0
The school helps me to support my child's learning	23	32	30	41	18	25	2	3
The school helps my child to have a healthy lifestyle	18	25	44	60	11	15	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	12	16	36	49	13	18	3	4
The school meets my child's particular needs	20	27	35	48	15	21	1	1
The school deals effectively with unacceptable behaviour	13	18	25	34	20	27	6	8
The school takes account of my suggestions and concerns	15	21	28	38	19	26	6	8
The school is led and managed effectively	22	30	33	45	11	15	4	5
Overall, I am happy with my child's experience at this school	22	30	35	48	15	21	2	3

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



18 September 2010

Dear Pupils

Inspection of Harold Court Primary School, Romford, RM3 0SH

Thank you very much for your warm welcome when we visited your school recently. We found you to be polite and helpful. My colleagues and I were impressed with how well behaved you all were. We thought you would like to know what we found out during our visit. The school takes good care of you and you told us that you feel safe. Your parents and carers agree. Some of you, along with your parents and carers, said that you were a bit worried about behaviour, but during the inspection we only saw good behaviour and you all wanted to learn. Well done! You enjoy the extra activities the school provides, and the sport especially helps you to stay fit and healthy. You enjoy your school lunches.

We have decided that your school has done well enough to no longer need a 'Notice to Improve'. The headteacher and her team of leaders and teachers have worked very hard and have made some good improvements. We think your school is now satisfactory. This year, your teachers' assessment of your levels has shown that Year 6 did well last year and their attainment was above average. The amount of progress that you all make has improved. When we spoke to some of you, you were able to talk to us about your targets and how you were going to reach them. Although your school has got better, there are still some things it needs to work on and you can help. Some of your parents and carers think that the school does not listen well enough to what they have to say.

- We want your teachers to ensure that you do even better by the time you leave the school in English and mathematics. We have asked that all of you are given work which helps you to make good progress. You can help make this happen by trying as hard as you can in class.
- We would like all teachers to teach well as often as they can. We have asked that your headteacher keeps a close eye on things and makes sure that satisfactory teachers improve and become good.
- We want your parents and carers to feel that your school takes notice of their concerns. We have asked the school to do this.

We wish you all the best in the future.

Yours sincerely

Glynis Bradley-Peat

Lead Inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 1234 234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**