

# Harris Primary Academy Chafford Hundred

Mayflower Road, Chafford Hundred, Grays, RM16 6SA

**Inspection dates** 1–2 May 2014

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Standards at the end of Year 6 in reading and writing are above average. They are average and improving rapidly in mathematics.
- Pupils make increasingly good progress.
- As a result of good teaching, children in the Early Years Foundation Stage make good progress, particularly in writing.
- Pupils enjoy school, are enthusiastic about learning and feel very safe.
- Behaviour and attitudes to learning are good.
- The quality of pupils' written work has improved significantly in the last term.
- Pupils who speak English as an additional language make good progress in extending their understanding of English.
- Pupils supported by the pupil premium funding make good progress. The progress of disabled pupils and those who have special educational needs is good.
- Although current leaders are relatively new, they have already had a significant positive impact on teaching and achievement, and know what needs to be done to secure further improvements.
- School leaders are supported well by the academy federation.
- Governors are highly knowledgeable, effective and committed to the school. They challenge school leaders robustly in relation to standards and pupils' progress.

### It is not yet an outstanding school because

- A small but significant proportion of teaching still requires improvement. This has an adverse impact on pupils' progress.
- Pupils do not study subjects other than literacy and numeracy thoroughly enough.
- Newly-appointed year leaders have yet to develop their roles fully so that they have a greater impact upon pupils' learning.

## Information about this inspection

- Inspectors observed teaching in 32 lessons, seven of which were seen together with senior leaders.
- Meetings were held with a group of pupils, the Chair of the Governing Body and another governor, the school’s senior and subject leaders, and a representative of the academy trust.
- Inspectors took account of the 60 responses to the staff questionnaire and the 75 responses to the online questionnaire (Parent View).
- Inspectors observed the school’s work and looked at a range of school documents, including records of the school’s checks on the quality of teaching, minutes of governing body meetings, the school improvement plan and records relating to behaviour, attendance, safeguarding and the tracking of pupils’ progress. They also looked closely at pupils’ written work for the current school year, and listened to pupils read.

## Inspection team

George Logan, Lead inspector	Additional Inspector
Liz Kissane	Additional Inspector
Susan Cox	Additional Inspector
Jane Guest	Additional Inspector

## Full report

### Information about this school

- Harris Primary Academy Chafford Hundred is much larger than an average-sized primary school.
- The school is an ethnically diverse community. Just over half of the pupils are from White British or mixed race backgrounds. Black-African pupils constitute the largest minority group.
- Just over one quarter of pupils speak English as an additional language. Although this is an above-average proportion, few of these pupils are at an early stage of learning to speak English.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion supported through school action plus or with a statement of special educational needs is below average.
- The proportion of pupils for whom the school receives the additional funding known as pupil premium (for pupils known to be eligible for free school meals or those looked after by the local authority) is well below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The school joined the Harris Federation in July 2012. It was first inspected as an academy in November 2012.
- The school shares a site with, and is physically linked to, its partner secondary school, which is also an academy within the Harris Federation. Plans are in place to open an additional primary school, the Harris Primary Free School Chafford Hundred, on an adjacent site, from September 2014. The recently appointed executive principal is to have oversight of both primary schools.
- The school has experienced significant changes in leadership recently. The former headteacher resigned in February 2013. There was an interim headteacher until December 2013. The current executive principal took up his post in January 2014, as did one vice-principal and an assistant principal. The second vice-principal took up post in April 2014. A new governing body replaced the previous governing body in the summer of 2013.
- The school runs breakfast and after-school care clubs. These are managed by the governing body and were reviewed as part of the current inspection.
- The school hosts a specially resourced provision, a 15-place 'I-CAN' unit, for nursery-aged children with communication difficulties. There are currently 11 children registered.

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

- Tackle the small but significant proportion of teaching across the school which still requires improvement, so that teaching and progress are consistently good, supporting consistently above-average standards by the end of Year 6. In particular, ensure that pupils always have time to finish their tasks and develop their writing sufficiently, and that oral presentations in lessons engage their attention.
- Build upon the opportunities associated with the introduction of the new National Curriculum in September 2014 so that pupils have a more meaningful experience of a wider range of subjects.
- Develop the leadership skills and capacity of the recently-appointed year leaders, so that their impact upon pupils' learning is increased.

## Inspection judgements

### The achievement of pupils is good

- More effective teaching and leadership have brought about many improvements in provision since the last inspection. Consequently, achievement is now good.
- Children enter Nursery, and others join Reception directly, with skills slightly below those typical for their age. Mostly good teaching, frequent engagement with knowledgeable adults and a richly-resourced learning environment all ensure that children make good progress. Children leave Reception with knowledge and skill levels generally above average. Writing skills are taught particularly well.
- Pupils' attainment at the end of Year 2 was above average in 2013, reflecting their good progress in Key Stage 1. School data and the work seen indicate that current pupils are also making good progress, with many working at levels above those expected for their age.
- Attainment at the end of Year 6 has, typically, been inconsistent. In 2013, attainment was securely above average in reading, writing and in grammar, punctuation and spelling, but only average in mathematics. This represented good progress from Key Stage 1 in reading, writing and mathematics. The school has taken robust action to address previous weaknesses in the teaching of mathematics. Boys, overall, attained at slightly lower levels than girls. However, this discrepancy is not as evident in the current year. Overall, boys and girls make similar progress.
- Staff have benefited from additional training and teaching groups have been reorganised. A substantial number of pupils are currently tackling the challenging Level 6 in mathematics with success. School data and pupils' recorded work in mathematics and English indicates that progress is good and that standards continue to rise.
- Pupils supported by pupil premium funding in Year 6 in 2013 were, on average, around two terms behind the others. However, the gap was greater in reading and in grammar, punctuation and spelling, than in writing or mathematics. They made good progress during Key Stage 2. The gap has reduced in the current year. Across the school, these pupils are currently making equally rapid progress to the others and, in Year 6, are attaining slightly above the other pupils.
- Pupils from Black-African backgrounds achieve higher standards than are typically found. This is also true of pupils learning English as an additional language, because teachers give priority to the development of language and communication.
- A well-above-average proportion of Year 1 pupils attained the expected standard in the phonics screening check in 2013. Improved teaching of phonics (the sounds that letters represent in words) is ensuring an improvement in pupils' skills. This contributes significantly to their good progress in reading.
- Disabled pupils and those who have special educational needs are supported well and make progress that compares favourably with other schools. The school constantly reviews provision to ensure that these pupils learn rapidly.
- More-able pupils are ambitious to succeed; they are being more actively supported this year, with additional support provided in reading and mathematics, so that they achieve ever higher standards.
- Provision in the 'I-CAN' resourced base is good. This enables Nursery children to improve their

communication skills, to enable them to access mainstream teaching more effectively.

### **The quality of teaching is good**

- Senior leaders have, in the last year, addressed concerns about the quality of teaching. Rigorous monitoring, quality support and good professional development have together reduced the proportion of weaker teaching. Although there is still a minority of teaching which requires improvement, much is now good, with a significant proportion that is outstanding. Staff have much higher expectations of the quality of pupils' written work and of the progress pupils should make.
- Learning is most effective when lessons provide significant challenge. This was particularly evident in several outstanding mathematics lessons in Year 6. The tasks - the accurate drawing of triangles and quadrilaterals - were challenging and stimulating. Pupils showed resilience in meeting new challenges and engaged in creative discussion, sharing their learning. Marking and feedback were comprehensive and motivating. The most-able pupils had work targeted at Level 6.
- Learning is sometimes compromised because too little time is given for pupils' to finish their tasks or to develop their writing at sufficient length. On other occasions, the oral presentation of lessons lacks vitality, so that pupils' enthusiasm is not sufficiently engaged.
- Children in the Early Years Foundation Stage benefit from consistently effective teaching, supporting good progress. Staff have a clear understanding of how to move children's learning on. Staff make regular checks on children's knowledge and skills.
- Close tracking of progress and better-targeted support ensure that pupils for whom the school receives pupil premium funding now make consistently good progress, and are catching up with the standards attained by their classmates.
- The teaching of phonics and of reading are both effective. The school has successfully prioritised the improvement of pupils' reading skills. Pupils read confidently and with understanding. Extra support is available for pupils who have not made sufficiently rapid progress.
- The school now has consistent systems for checking and improving pupils' progress. Marking, particularly of writing, generally indicates areas for improvement. Pupils respond to marking by leaving perceptive written comments and have specific targets to identify the next steps in their learning.

### **The behaviour and safety of pupils are good**

- The behaviour of pupils is good. Pupils display positive attitudes, particularly when work is challenging, and their enthusiasm for learning contributes strongly to their good progress.
- Firm action has addressed past behavioural issues. Inappropriate behaviour is now infrequent; exclusions are rare. Effective behaviour management systems, based on positive rewards, ensure a consistent response to any issues. Few parents and carers who gave their views indicated any concerns about behaviour.
- Pupils eagerly undertake responsibilities within class and in the playground, thereby contributing to the smooth running of the school community.

- The school's work to keep pupils safe and secure is good. The school acts promptly to minimise risks. Pupils feel safe, confident that adults will deal with any difficulties.
- Pupils have a good appreciation of a range of risks. Year 6 pupils, for example, understand the risks relating to cyber-bullying and are thus well prepared for secondary school.
- Bullying is rare. Pupils are aware bullying may take many forms, but are confident that any problems will be addressed rigorously by the school.
- Attendance is currently above average. Punctuality is generally good.
- The breakfast and after-school clubs, although not extensively attended, provide extremely well for the care of pupils who are early for school, or who require after-school care.

### **The leadership and management are good**

- Academy leaders have successfully tackled a range of issues in the last four terms, particularly in relation to behaviour and teaching. Although the current leadership team is very recently established, there is a clear view as to what still needs to be done.
- The new executive principal has brought energy, resilience and a strong track record to the role. Senior leaders have an accurate overview of the quality of teaching. The monitoring and evaluation of teaching is thorough, taking account of all aspects of a teacher's work. Performance management systems are rigorous, shaped around aspirational targets and supported by good professional development opportunities. There is now a close link between teachers' performance and their pay progression.
- The academy's view of itself is accurate. Improvement plans reflect the correct priorities. Historic weaknesses are being addressed rapidly.
- A new tier of leaders, responsible for individual year groups, has been established, although this is only beginning to have an impact. Subject leaders have increased opportunities to drive change, with an initial focus on literacy and numeracy.
- Senior and subject leaders monitor the impact of pupil premium funding closely. Additional teaching has been provided in English and mathematics to target pupils who might be at risk of falling behind in Years 1 and 2, or for older pupils who need additional support. They adjust provision to maximise impact. This is producing better gains in learning for eligible pupils.
- The curriculum meets pupils' needs adequately. There has been an initial focus on literacy and numeracy, in order to raise achievement in these areas. The development of other subjects is less consistent and good-quality work, particularly in history, geography and science, has yet to be developed to match the higher standards seen in English and mathematics. Pupils' literacy and numeracy skills are not yet used extensively through work in other subjects. Extra-curricular provision, particularly for sport, is good.
- Planning for the use of the primary sports funding is effective. Targeted staff training is intended to ensure that initiatives are sustainable, while intensive coaching in various sports has been introduced. As a result, more pupils are now participating in sporting activities.

- The academy federation has taken decisive action, as necessary, in order to secure improvements. It has provided extensive professional support and current leaders are able to draw upon an array of expertise in order to secure improvements.
- Provision for pupils' spiritual, moral, social and cultural development is good. This is a socially cohesive community. Partnerships with other schools, both within and outside the academy federation, contribute well to the sharing of best practice. Links with parents and carers have improved, following a period of instability. Safeguarding arrangements fully meet national requirements.
- **The governance of the school:**
  - Following major changes, governance is now much more effective. Although relatively new, governors bring considerable expertise and understanding, and ensure a clear strategic direction. They are very realistic and are fully involved in school self-evaluation and school development planning. They undertake training and have an excellent understanding of school and national performance, making good use of available data. This enables them accurately and quickly to compare the school's performance with that of others. Minutes of governing body meetings show that governors now hold school leaders to account rigorously. Governors are committed to ensuring equality of opportunity, tackling discrimination and promoting good relationships. They visit the school regularly and have a close understanding of the quality of teaching. They ensure that pay and promotion are closely aligned to evidence of teachers' effectiveness. Governors carefully evaluate the impact of decisions about the use of pupil premium funding to close gaps in pupils' attainment. Governors and senior leaders ensure that all statutory duties are met.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	138349
<b>Local authority</b>	Thurrock
<b>Inspection number</b>	442088

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>	Academy converter
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	650
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ann Slater
<b>Principal</b>	Matthew Britt (Executive Principal)
<b>Date of previous school inspection</b>	15 November 2012
<b>Telephone number</b>	01375 484490
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