

Inspection of a good school: Little Hadham Primary School

Stortford Road, Little Hadham, Ware, Hertfordshire SG11 2DX

Inspection date:

13 December 2023

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Pupils feel safe, happy and enjoy attending school. They feel included in lots of different aspects of school life. They know that their opinions matter. Pupils speak highly of their teachers. Many pupils love learning.

Pupils' behaviour is very good. They respond well to the high expectations that the school has of their behaviour and conduct. Pupils are polite and well mannered. They make a significant contribution to the calm environment that exists. Playtimes are happy. They are highly active with pupils enjoying the many activities on offer.

The school has high expectations of pupils' learning and achievement. Pupils achieve very well across many subjects. Pupils have highly positive attitudes towards their learning and engage well during lessons. Pupils, including those with special educational needs and/or disabilities (SEND), achieve exceptionally well.

Pupils hold leadership roles. They enjoy opportunities to vote on things that matter to them. These roles inspire pupils to contribute to the school community and beyond. Pupils are rightly proud of their school. Older pupils are excellent role models for the younger pupils. Pupils benefit from a rich range of activities. These include various sports clubs, cheerleading, technology and journalism.

What does the school do well and what does it need to do better?

The school has a well-planned curriculum. Teachers effectively deliver key knowledge in a sensible order. This enables pupils to build their knowledge and understanding securely

over time. For example, in science, Year 6 pupils can discuss how the human eye works, using complex scientific vocabulary and explanations learned in previous year groups.

Teachers have very good subject knowledge. They choose highly effective learning activities that enable pupils to remember what has been taught. Teachers routinely check on pupils' understanding. Teachers swiftly adjust lessons to address any gaps in pupils' knowledge. Pupils make exceptional progress across the curriculum.

Pupils with SEND learn the same ambitious curriculum as their peers. Skilled adults provide exceptional support for pupils with SEND. Staff place no limits on what pupils with SEND can do. Therefore, many pupils with SEND achieve very well.

Learning to read is a school priority. It starts in the early years. Staff support children in the early years well. Children enjoy learning new letter sounds and listening to stories. Children successfully develop and improve their language. They use these new words when taking part in other activities and play. The school gives pupils effective extra reading support if they show signs of falling behind. The school helps parents to support their child's reading at home by providing workshops and helpful resources. Across the school, pupils enjoy reading and many achieve very well.

Pupils appreciate the book areas that contain a wide selection of high-quality texts. Through these books, pupils learn to value the differences that exist between people and the importance of caring for others. They perform poetry regularly and speak fondly of reciting poems to a range of different people.

The school provides a broad programme in order to support pupils' personal development. Pupils have many opportunities to engage in meaningful debates and make informed choices. They learn to be responsible citizens through various well-planned activities, including fundraising for charities. Pupils have a good understanding of different religions and the importance of equality. They behave exceptionally well towards each other and adults.

There is a wide variety of enrichment experiences. Pupils relish competitions with other schools and opportunities to learn outdoors. For example, they speak positively about the time they spend each week in the outdoor learning area.

Parents are overwhelmingly positive about the school. One parent said, with a comment which was typical of the many provided, 'I feel very lucky that this is our local school. My children run happily through the gates every day!'

The governing body are very knowledgeable about the school. They use their experience well to challenge and support leaders. The school provides highly effective support and professional development for all staff. The workload and well-being of all staff are a high priority. The school is a place where staff and pupils flourish.

Safeguarding

The arrangements for safeguarding are effective.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in June 2014.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	117126
Local authority	Hertfordshire
Inspection number	10294957
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	134
Appropriate authority	The governing body
Chair of governing body	Keith Hutt
Headteacher	Sinead Connolly
Website	www.littlehadham.herts.sch.uk
Date of previous inspection	13 March 2018, under section 8 of the Education Act 2005

Information about this school

- The school does not make use of any alternative providers.
- The school has nursery provision for children aged three and four. This is led and managed by the school.
- The school runs its own before- and after-school provision.

Information about this inspection

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with a range of staff, including the headteacher, senior staff and the school business manager.
- The lead inspector met with members of the governing body, including the chair.
- An inspector spoke to a representative from the local authority.

- The inspectors carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, the inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- An inspector listened to some pupils read to a familiar adult.
- The inspectors looked at documents such as the school's wider curriculum offer and how leaders support staff with their workload.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors considered the 11 responses to Ofsted's staff survey and spoke to a range of staff about their views of the school.
- The inspectors took account of the 56 responses to Ofsted's Parent View questionnaire and the 55 free-text responses.
- The inspectors spoke with a range of pupils to understand their views of the school.

Inspection team

Joseph Figg, lead inspector

Ofsted Inspector

Carley Holliman

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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