

Inspection of a school judged good for overall effectiveness before September 2024: Purford Green Primary School

Purford Green, Harlow, Essex CM18 6HP

Inspection dates:

26 and 27 November 2024

Outcome

Purford Green Primary School has taken effective action to maintain the standards identified at the previous inspection.

The head of school for this school is Rachel Thomson. This school is part of The Passmores Co-operative Learning Community, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Victor Goddard, and overseen by a board of trustees, chaired by Neil Lawson. There is also an executive headteacher, Emma Bloomfield, who is responsible for this school and three others in the trust.

What is it like to attend this school?

This is a welcoming, happy and inclusive school. Parents and carers are effusive in their appreciation of the care their children receive. One parent, echoing the views of many, said, 'This is a fantastic school where staff put the needs of the child at the heart of all that they do. We are incredibly grateful.'

The school's promotion of pupils' mental health and well-being is noteworthy. It goes to great lengths to ensure that pupils know how to look after themselves. For example, pupils understand what different parts of their brains do. This helps them recognise and deal successfully with some of their emotions and responses. They also use the worry boxes, trusted adults and a well-being club to help them check in and regulate their feelings. Pupils revel taking on the roles of well-being ambassadors and helping other pupils to be happy. There is a harmonious and caring enveloping culture of wellness around school.

Pupils behave sensibly in and out of lessons. They are respectful of others and of their differences in this nurturing and inclusive school.

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

The school ensures staff deliver the phonics programme effectively. As a result, pupils become increasingly confident and fluent readers. The school has a well-considered approach to teaching pupils to write. Pupils learn accurate letter formation and grammar, as well as writing for different audiences and purposes. Their writing improves in presentation and complexity as they move through the school. Similarly, the curriculum and its teaching ensure pupils' mathematical skills evolve well over time.

In other subjects, the school has set out clearly what pupils should learn. Teachers use the information to ensure that pupils learn key knowledge and skills from Nursery to Year 6. Pupils remember well their knowledge in different subjects. They are well prepared for secondary school.

Children benefit from a strong start in early years. Children in Nursery learn to behave and interact well. Staff make sure children understand clear routines. For example, children settle into class quickly and calmly to begin the day with songs, sounds and other interesting learning. The use of carefully designed approaches to helping pupils learn continues through the early years and ensures that children are well prepared for Year 1.

The school makes sure pupils have the help they need to catch up quickly. For instance, it provides extra help if a pupil falls behind in phonics. The school makes particularly effective use of staff to support pupils with special educational needs/and or disabilities (SEND). This ensures that the majority learn the same information in the same classes as their peers. However, sometimes the activities, resources and guidance for pupils who are achieving particularly well in the curriculum are not precise enough. For instance, some of the books these pupils read to practise their phonics knowledge and skills are too easy. Occasionally, learning is not as closely focused on key learning that pupils should deepen. As a result, some pupils do not achieve as well as they could.

Pupils are very well prepared for life beyond school. They learn life skills, such as tying their shoelaces, how to resolve conflicts and how to manage money. All pupils follow the school's programme of 70 life experiences. For instance, they try foods from around the world and understand how these link to different cultures. Pupils ride the train, visit a zoo and watch a West End show. They camp out, discover the landmarks of London and perform at a famous music venue. School clubs are as diverse as the Italian language club and axe throwing. Pupils learn about different careers they can pursue. They are proud to take on roles as school leaders and lunchtime helpers. Pupils also learn and reflect on 24 'character strengths', such as 'love and kindness' and 'teamwork and friendship'. This richness of opportunity is evident in what pupils know and how they treat others with kindness, empathy, understanding and respect.

The school has a clear understanding of what is working well and what it needs to improve further. It is focusing on making sure that pupils experience an appropriately challenging and interesting curriculum. The school is well-supported by a knowledgeable governing body and trust. Staff appreciate the school's positive impact on their workload

and well-being. Staff who completed Ofsted's survey of their views feel supported and that the school is well led and managed.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some aspects of the curriculum resources and its delivery do not stretch and support some pupils as well as they should. As a result, some pupils do not achieve the high standards they are capable of. The school should ensure that the curriculum and the way in which it is taught challenges all pupils to achieve as highly as possible.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 for overall effectiveness in June 2015.

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 special educational needs and/or disabilities (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	139950
Local authority	Essex
Inspection number	10345379
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	230
Appropriate authority	Board of trustees
Chair of trust	Neil Lawson
CEO of the trust	Victor Goddard
Headteacher	Rachel Thomson
Website	www.purfordgreenschool.com
Date of previous inspection	27 February 2019, under section 8 of the Education Act 2005

Information about this school

- The school makes use of one registered alternative provider.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspector met with the chief executive officer of the trust, the executive headteacher, the headteacher, the deputy headteacher and other leaders in the school.

- The inspector met with the vice-chair of the trust and the chair and joint vice-chairs of the local governing body, as well as another member of the local governing body.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work. The inspector also spoke with teachers.
- The inspector spoke to pupils and reviewed Ofsted's survey of their views. The inspector also reviewed the responses of staff and parents to Ofsted's surveys of their views.
- To evaluate the effectiveness of safeguarding, the inspector: 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.

Inspection team

Andrew Hemmings, lead inspector

Ofsted Inspector

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