

# Inspection of Jerounds Primary Academy

Pyenest Road, Harlow, Essex CM19 4PH

Inspection dates: 4 and 5 October 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

## **What is it like to attend this school?**

Pupils at Jerounds Primary Academy enjoy their learning and achieve well. Pupils say they feel safe. Pupils say there is always a trusted adult to talk to when needed. They can also share their worries in class worry boxes. Bullying is rare. If it happens, pupils say they can speak to an adult and it will stop.

Pupils pay attention in class. Familiar routines help them to know what their teachers expect. Pupils are respectful to adults and each other. They move around the school sensibly. Pupils play and learn together happily. They join in shared activities with great enthusiasm. Pupils are keen to help and support each other. This gives them the confidence to try, and the resilience to fail.

Pupils feel valued because their ideas are listened to. This happens, for example, in assemblies. Pupils show pride in what they can achieve in class and around the school.

Pupils enjoy the variety of before- and after-school clubs available. They can develop their talents in music and sport. They can develop their teamwork and resilience in clubs such as 'survival'.

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

Leaders at every level work effectively to provide a creative, varied and ambitious curriculum. Pupils learn a broad range of subjects. In most subjects, leaders' planning sets out important knowledge clearly. This helps teachers to know the important content that they want pupils to learn. Pupils build their knowledge in small, manageable steps. Teachers regularly check what pupils remember and understand. This helps teachers to identify when pupils are falling behind. Support is then put in place to help pupils to keep up. Over time pupils achieve well in these subjects. In a few subjects, leaders' plans are still being developed. In these subjects, teachers lack expertise or are less clear about the most important knowledge for pupils to learn.

Pupils with special educational needs and/or disabilities (SEND) get any extra help they need. Skilful adults provide a range of interventions to help pupils with SEND to achieve well. Most pupils with SEND develop confidence and independence over time.

Children start learning to read straight away when they join Reception. Well-trained adults teach letter sounds and words in a carefully planned order. Pupils get plenty of practice with their phonics throughout the day and read books that are carefully matched to the sounds they know. They rapidly learn to read and enjoy books. Teachers check regularly how well pupils are learning to read. They put extra help in place straight away for pupils who need it, so they do not fall behind.

Books, rhymes and songs are introduced from the very start in the early years. Leaders ensure that pupils encounter a wide range of authors and high-quality books as they move through the school. Author visits, in person and remotely, inspire pupils to enjoy books. Teachers introduce and explain new vocabulary carefully. This helps pupils to understand challenging texts. Older pupils talk with enthusiasm about the books they read.

Pupils behave well in school. Inappropriate behaviour happens rarely. If it happens, adults act quickly to address the behaviour. As a result, pupils can get on with their learning in lessons.

Pupils learn how to stay healthy and safe. They know about healthy eating, hygiene and exercise. They learn to stay safe online. Older pupils say it is important to have a 'healthy mind' and tell a trusted adult if they are unhappy.

Leaders ensure that pupils treat each other with consideration and respect. Pupils know the characteristics of a good friend. They try to make sure everyone feels included. Older pupils happily volunteer to help younger pupils at breaktimes. Pupils learn about British values such as democracy. They say this helps them to understand that everyone should have 'a fair say'.

Pupils take on roles as advocates and ambassadors. Roles such as members of the school council and eco council enable pupils to contribute to improving the school community. These roles help pupils to develop a strong sense of community and responsibility.

Leaders at every level, including governors and trustees, want the best for the pupils at this school. Governors visit regularly and constructively challenge school leaders. Staff appreciate the consideration of leaders for their well-being. They value the opportunities for ongoing professional development from the trust.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders know their families well. Regular training and updates ensure that adults are vigilant for signs that pupils may be vulnerable. Staff follow school procedures to record their concerns promptly.

Leaders act swiftly to support pupils and their families to ensure pupils are safe. They work effectively with external agencies such as social services. Leaders provide additional support in school for pupils who need it.

Leaders are careful to check that staff are suitable to work in schools. They carry out appropriate recruitment processes and checks. Governors check that school processes are implemented effectively.

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

### (Information for the school and appropriate authority)

- In a few areas of the curriculum, staff are new to their roles or have lacked the expertise that they need. As a result, in these few subjects, pupils do not develop their learning as well as they do in other subjects. Leaders should ensure that all staff have the guidance and expertise to implement the planned curriculum effectively, so that all pupils can apply what they know with increasing fluency and independence.

## 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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	145557
<b>Local authority</b>	Essex
<b>Inspection number</b>	10241334
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	360
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Peter Shephard
<b>Headteacher</b>	Laura Ciftci
<b>Website</b>	<a href="http://www.netacademies.net/jerounds">www.netacademies.net/jerounds</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- This was the first inspection of Jerounds Primary School. When its predecessor school, Jerounds Community Primary School was last inspected in March 2017, it was judged to be inadequate.
- The school joined NET Academies Trust in July 2018.
- The school runs a breakfast and after-school club on site.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors held meetings with senior leaders and teachers, including subject leaders.

- An inspector met with representatives from the trust and the governing board, including the chair of governors.
- The inspectors carried out deep dives in five subjects: early reading, mathematics, music, science and Spanish. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke with teachers, met with pupils to speak about their learning and looked at samples of their work.
- Inspectors met with the designated safeguarding lead and other staff to discuss safeguarding.
- Inspectors scrutinised a range of documentation during the inspection, including school development plans, safeguarding and behaviour records.
- Inspectors considered 60 responses to the online survey, Ofsted Parent View, and 28 free-text comments. They also considered 26 responses to the staff survey. No responses to the pupil survey were received.
- Inspectors spoke with groups of pupils about their experiences of school life and their learning in lessons to understand what it is like to be a pupil in their school. The inspectors also observed the behaviour of pupils at breaktimes and around the school.

## **Inspection team**

Lynne Williams, lead inspector	His Majesty's Inspector
Lynn Ayling	Ofsted Inspector
Sue Cox	Ofsted Inspector

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