

# Hertford St Andrew CofE Primary School

Calton Avenue, Hertford, SG14 2EP

**Inspection dates** 3–4 July 2013

<b>Overall effectiveness</b>	Previous inspection:	Inadequate	4
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. . It is not good because

- Achievement requires improvement because school leaders have not ensured that teaching is consistently good enough in all classes to promote sustained good progress in reading, writing, and mathematics.
- Recent improvements in the teaching of the links between letters and sounds are yet to be reflected in better than expected outcomes for seven-year-old children in reading and writing.
- The marking of pupils' books in some classes does not give them enough guidance on what they need to do next to improve.
- In the weaker lessons teachers have a tendency to talk too much. Activities in some lessons do not make the best use of resources and information and communication technology (ICT) to promote good learning.
- Some individual governors are yet to establish effective links with teachers who have specific responsibilities for subjects of aspects of the school's work. Visits to the school lack a sharp focus. This stops them gaining a deeper understanding of what is working well and what can be done to improve pupils' outcomes further.

### The school has the following strengths

- Senior leaders have created a positive and inclusive climate for learning where the efforts of pupils, staff, parents and carers are valued.
- Effective support for disabled pupils and those who have special educational needs ensures that they make good progress.
- Pupils' behaviour is good and bullying rarely happens. Pupils say they find many activities challenging and fun to do.
- Pupils' spiritual, moral and social development is good. Pupils reflect carefully on a wide range of issues. Their sense of responsibility for helping others within the school is outstanding.
- Subject leaders for literacy play an active role in school improvement to raise standards and increase the progress pupils make. They demonstrate good capacity for further improvement.

## Information about this inspection

- This inspection was carried out at short notice.
- The inspector observed eight lessons and several parts of lessons jointly with senior leaders.
- The inspector spoke to pupils from Year 6 and Year 5 about their views of the school. He held discussions with the governors, the headteacher and acting deputy headteacher and teachers with responsibility for aspects of the school's work.
- The inspector also met with representatives of the local authority, listened to pupils in Year 2 read, checked pupils' writing and looked at displays of work around the school.
- The inspector reviewed the assessment information for all pupils, school planning documents, the school improvement plan, self-evaluation documents, governing body minutes and documents related to safeguarding and the performance management of school staff.
- The inspector also took account of 20 responses to the online questionnaire (Parent View), discussions with parents before school and 16 questionnaires completed by staff.

## Inspection team

Philip Mann, Lead inspector

Her Majesty's Inspector

## Full report

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.

### Information about this school

- The school is much smaller than those of its type.
- Most of pupils are of White British heritage. The proportion of pupils from minority ethnic groups is below average, as is the number of pupils who speak English as an additional language.
- The proportion of pupils who are known to be eligible for extra government funding (the pupil premium) is well above average. This is additional funding based on the number of pupils in local authority care, from service families and those known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs is average. The number of pupils who are supported through school action is above average. The number supported at school action plus and those who have a statement of special educational needs is below average.
- The school meets government floor standards, the minimum standards expected for pupils' attainment and progress in English and mathematics.
- An after-school club is managed by the governing body.
- There is an afternoon pre-school facility on the site which is not part of this inspection.

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

- Improve the quality of teaching so that it is good or better by:
  - increasing teachers' expectations about what pupils can achieve
  - ensuring that teachers make the best use of ICT and other resources to make lessons more exciting
  - providing regular opportunities in lessons for pupils to work with each other
  - making sure that all marking provides clear advice to pupils on what they need to do next to improve and is as good as that seen in Year 3
  - ensuring that feedback to teachers is sharply focused on the impact of their teaching on the pupils' learning.
- Ensure that all pupils in both Key Stage 1 and 2 make good progress in their reading and writing by:
  - making sure that the teaching of handwriting and spelling is more closely linked to the teaching of the sounds pupils need to know in order to read
  - providing regular opportunities for pupils to write at length
  - ensuring inaccuracies in spelling and punctuation are clearly highlighted to pupils for them to correct.
- Develop the role of governors further in monitoring the school's work by:
  - increasing the links between governors and teachers with responsibility for subjects and other aspects of the school's work
  - implementing a programme of focused visits to monitor the school's work.

## Inspection judgements

### The achievement of pupils requires improvement

- Analysis of accurate assessment data and other inspection evidence confirms that achievement in literacy and numeracy is improving. This trend of improvement is yet to be consolidated and sustained to eliminate a legacy of previous underachievement. This is especially so in pupils' reading and writing. However, numbers of pupils in each year group are small and therefore judgements based on assessment data alone need to be treated with some caution.
- Attainment at the end of Key Stage 2 is now broadly in line with national expectations in English and mathematics, with most pupils making the expected progress. However, no pupils in Year 6 are predicted to attain the higher Level 5 in writing. Performance at this higher level in mathematics is better but still below the national average. The proportion of pupils who work at or above the age-expected level is higher for pupils in Years 3, 4 and 5.
- Children in the Early Years Foundation Stage are making good progress in the key areas of learning from starting points well below that expected of similar aged children. Children in the Reception class are able to write simple words accurately, count to 20 and work cooperatively with others in purposeful play.
- Pupil outcomes continue to improve across Key Stage 1 in literacy and numeracy. Consequently, attainment is broadly in line with that expected nationally for pupils at the end of Year 2 in reading, writing and mathematics. This is an improvement on the teacher assessments in 2012.
- Despite recent improvements, achievement in reading still requires improvement. Pupils in Years 1 and 2 enjoy reading their books. Less-able pupils in Year 2 endeavour to read unfamiliar words using their knowledge of the sounds that letters make. However, they are not able to apply this knowledge with confidence and this limits their ability to read fluently at their level.
- Achievement in writing is improving because pupils in all classes are given more opportunities to write. However, analysis of pupils' writing shows that pupils make mistakes in spelling frequently used words and handwriting is not consistent in style. Recent improvements are yet to be reflected in a sustained improvement in the quality of pupils' writing
- There are no significant variations in achievement of different groups. Pupils eligible for extra government funding make better progress and achievement gaps are closing as a result of targeted support and other successful strategies, but they still lag a year behind age-related expectations for pupils at the end of Key Stage 2. Those pupils who are disabled or have special educational needs make equally good progress as others because of effective support to meet their needs. The more- and most-able pupils make good progress because teachers plan challenging activities for them.

### The quality of teaching requires improvement

- Teaching continues to improve but is not yet consistently good across the school and these improvements are yet to be sustained over time.
- In the minority of lessons that require improvement, there is a tendency for teachers to talk too much and best use is not made of resources to ensure effective learning and good achievement.

Consequently the pace of learning slows and opportunities to deepen pupils' understanding are missed.

- Teachers make good use of assessment information to group pupils and match learning tasks accordingly. This is an improvement on the findings of the previous inspection. Marking appropriately informs pupils about what they need to do next to improve. In the best examples it sets little extra tasks for pupils to do to overcome misconceptions and accelerate their learning. However, high-quality marking such as this is not found in all of the pupils' books.
- In the one lesson graded outstanding, the teaching was brisk and activities fully stimulated the pupils' interest through effective use of teaching aids. For example, in this Year 3 mathematics lesson, the teacher used a digital projector and other visual aids to illustrate key teaching points and share the good work of other pupils with the rest of the class. This high quality teaching led to the outstanding progress made by these pupils.
- In the better lessons in Key Stages 1 and 2 teachers display high expectations of what they want the pupils to achieve. Teachers make sure pupils know what they are expected to learn and provide clear steps for them to succeed.
- Behaviour is managed well by all teachers. Teaching assistants provide extra care and support to those pupils who find it more difficult to concentrate or work with other pupils. All teachers create a positive climate for learning in their classrooms with vibrant displays that celebrate pupils' work in science and history, for example.
- Phonics is now being taught more effectively as a result of good training and support. Teachers and support staff demonstrate good subject knowledge. The teaching of phonics in ability groups is accelerating the pupils' skills in being able to read confidently.
- Teachers provide pupils with regular opportunities to develop their speaking and listening skills, for example through discussion with a partner and working together to solve problems in lessons. Teachers make good reference to subject-specific words in lessons to develop the pupils' vocabulary. This focus on speaking and listening supports the achievement of those pupils who speak English as an additional language well.
- Class teachers make good use of teaching assistants to support disabled pupils and those with special educational needs through individual and small group work. This support is equally effective for those pupils eligible for a free school meal. As a result, the gaps in achievement between these pupils and other pupils are diminishing.
- Planning for children in the Reception and nursery classes meets the new requirements for children of this age. An appropriate emphasis is placed on the development of early literacy and mathematical skills. Teachers and support staff work as an effective team to support the good development of the children's learning, especially in the teaching of phonics. Good use is made the outdoor areas in the Nursery to facilitate purposeful learning. This is not always the case for Reception children where the use of the outdoor area requires improvement.

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

- Pupils demonstrate positive attitudes, both towards learning and each other. They behave well in lessons and around the school. Their behaviour is particularly good when teaching is

outstanding and when pupils are given regular opportunities to work with other pupils to talk about and solve problems in mathematics. Pupils demonstrate a keenness to learn, and say that learning is now more challenging and fun.

- Pupils respond well to opportunities for personal development. They reflect carefully on a range of issues and show good levels of care and respect towards others as a result.
- The response of pupils to taking on extra responsibility is outstanding and a significant strength of the school. For instance, older pupils both organise and supervise a number of lunchtime clubs, help younger pupils to eat their lunch as part of a family group and undertake simple tasks to ensure the smooth running of the school. Relationships are very positive around the school.
- Responses 'Parent View' indicate no serious concerns by parents or carers about behaviour. However, pupils say that there are rare incidences of bullying but these are always dealt with firmly and promptly by teachers and school leaders. Pupils say they feel safe at school. They know how to keep themselves safe, including use of the internet.
- Attendance has improved from previously low levels in 2012 and is now broadly average due to the efforts of the school and more interesting things for pupils to learn in class. The school continues to work with families of pupils who are persistently absent.

### **The leadership and management** requires improvement

- Leadership and management still require improvement. School leaders and those staff with extra responsibility have worked closely with local authority staff to tackle the weaknesses identified in the previous inspection report. However, this yet led to a sustained improvement in teaching over time and thus a sustained trend of improvement in pupils' achievement.
- Good teamwork is exemplified by the implementation of new initiatives to improve pupils' literacy skills. Those teachers with responsibility for a subject or aspect of the school's work demonstrate good capacity for further improvement.
- Performance management is used appropriately to focus on key improvements in teaching to raise levels of achievement. Teaching is monitored regularly and observations are closely linked to the new Teacher Standards. However, lesson feedback to teachers sometimes places insufficient emphasis on the impact of teaching on the quality of the pupils' learning experiences.
- Data is used well to track the progress of pupils and hold individual teachers to account for the progress their pupils are making through half termly progress meetings. This is an improvement on the findings of the previous inspection.
- The school promotes equal opportunities well to eliminate discrimination. The headteacher and staff promote an inclusive and extremely positive climate for learning where the efforts of all pupils are valued and celebrated. One parent wrote, 'This is a school which celebrates the achievement of its pupils no matter how small they may seem'.
- The pupils' spiritual, moral and social development is promoted well. Assemblies provide good opportunities for pupils to consider important values such as respect and resilience. Personal and social skills are developed well through small-group work and discussions with a partner. Older pupils are encouraged to take on extra responsibility such as leading a lunchtime club or managing the music system during assemblies.
- The curriculum is broad and balanced with well-planned units of work to make learning interesting for the pupils. It is enriched by visits to places of interest and residential trips.

Regular opportunities are provided for pupils to develop their creative talents through art and music.

- The school has developed some positive links with parents and the local community. These are contributing positively to community cohesion within the local community. Many parents are positive about the improvements being made within the school. However, some parents express a concern about the progress their child is making, how their concerns are dealt with and leadership and management of the school.
- The governance of the school:
  - The governing body demonstrates better awareness of how data can be used to measure the school's performance against other schools and monitor the effectiveness of teaching.
  - Regular but informal visits and links with some teachers with specific responsibilities provide individual governors with some understanding about the strengths and weaknesses of the school. However, most of these visits lack a specific focus and their contribution to self-evaluation and further school improvement is therefore limited.
  - The effective use of pupil premium funding by the governing body is reducing gaps in achievement between different groups of pupils.
  - There are secure safeguarding procedures in place to ensure the well-being of all pupils.

## 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>	117397
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	408840

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>	Voluntary controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	112
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Heath
<b>Headteacher</b>	Ronald Johnson
<b>Date of previous school inspection</b>	1 May 2012
<b>Telephone number</b>	01992 583105
<b>Fax number</b>	01992 558376
<b>Email address</b>	admin@hertfordstandrew.herts.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', 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 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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 123 4234, 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 information 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'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
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 2013

