

# Hurst Drive Primary School

Hurst Drive, Waltham Cross, EN8 8DH

**Inspection dates** 11–12 June 2015

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

## Summary of key findings for parents and pupils

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

- Teaching is not consistently good. As a result, pupils' achievement is not yet good.
- Teachers do not consistently find out what pupils know, so that they can adapt their teaching to help them to do even better.
- Teachers are not carefully evaluating the success of their activities, including when pupils work with other adults, so that pupils receive carefully planned activities that accelerate their learning.
- Teachers are not providing pupils with challenging activities that help them to learn quickly and effectively.
- Although there has been an improvement to pupils' writing this year, pupils are not being challenged to write at length. Teachers are not yet marking their written work sharply enough to show them how to further improve their writing.
- The attainment gap has narrowed for disadvantaged pupils this year, but not enough of these pupils are achieving better than expected results.
- Leaders and managers do not yet measure the success of all the school's activities and interventions to help disadvantaged pupils to do better. This means that they do not know which activities help these pupils the most.
- Subject and key stage leaders are not using the information the school holds about how well pupils are doing to sharpen the support and advice they give teachers, and improve their performance.
- Children's achievements on entry to the school are not rigorously assessed. The school does not know exactly how well children are doing in Reception.
- Children in the early years are not set activities that help them to learn consistently well across the Reception day.

### The school has the following strengths

- The new headteacher has already acted decisively to improve the school. As a result, pupils' achievement is now improving.
- Leaders, managers and governors have improved the quality of teaching this year.
- Pupils are safe and well cared for.
- The curriculum is broad and balanced, and pupils' spiritual, social and emotional development is good.
- Pupils enjoy coming to school, their behaviour is good, and they show positive attitudes to learning.

## Information about this inspection

- Inspectors observed learning during 16 visits to classrooms. They observed support for small groups of pupils. The lead inspector made five joint observations with the headteacher. Pupils' work was scrutinised, and this was completed jointly with the headteacher.
- Inspectors observed behaviour around the school and at break times. Inspectors spoke with pupils in class, at lunchtime and at separate meetings, including a meeting with House Captains.
- Inspectors heard pupils reading. Teaching of phonics (letters and sounds) was also observed jointly with the headteacher.
- An inspector observed a school assembly.
- Discussions were held with staff, members of the governing body and a representative of the local authority.
- Inspectors observed the school's work, and looked at a range of documentation. This included the school's current data on pupils' progress; the school's self-evaluation; other planning and monitoring documents relating to safeguarding; and records relating to behaviour and attendance.
- Account was taken of the 39 responses to the online questionnaire, Parent View, and emails received from parents during the inspection. Parents' views were also gathered from informal discussion as parents brought their children to school.
- The views of staff were analysed from the 33 responses to a written questionnaire.

## Inspection team

Teresa Kiely, Lead inspector	Additional Inspector
Adrian Reed	Additional Inspector
Patricia Hardy	Additional Inspector

## Full report

### Information about this school

- The school is larger than the average-sized primary school. Pupil numbers are rising as the school expands to take two forms of entry each year.
- Children in the early years start in two full-time Reception classes at the beginning of the year in which they are five years old.
- Pupils in Year 5 and Year 6 are currently taught in three mixed-age classes.
- The proportion of pupils from minority ethnic backgrounds is well above average. The main groups are any other white background, and African. The percentage of pupils who speak English as an additional language is well above average.
- The proportion of disadvantaged pupils supported by the pupil premium, which is additional funding for pupils known to be eligible for free school meals and those looked after by the local authority, is above average.
- The proportion of disabled pupils and those who have special educational needs is broadly average.
- The school meets the government's current floor standards, which sets the minimum requirements for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- Since the new headteacher took up post in September 2014 the school has expanded its leadership team. The majority of the school's leaders have been appointed since the last inspection, and a number of teachers have left the school. A new assistant headteacher is due to take up post in September 2015.

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

- Improve the quality of teaching and so raise pupils' achievement by ensuring that:
  - teachers regularly assess what pupils know and can do, and use this information to adapt their teaching so that pupils are helped to build on what they already know
  - teachers measure the success of their teaching strategies, including when pupils are working with other adults, so that they provide pupils with tailored activities that help them to learn quickly
  - teachers provide activities that challenge pupils, and consistently enable them to achieve their very best
  - teachers regularly provide pupils with activities that enable them to write at length, and mark pupils' writing so that pupils can learn quickly how to further improve their work
  - teachers in the early years enable children to become successful learners by providing them with activities that actively enthuse and interest them.
- Develop the quality of leadership and management by:
  - ensuring that subject and other middle leaders use information on pupils' performance to check the effectiveness of their work to secure further improvements to their subjects and areas of responsibility
  - measuring the success of the school's activities and interventions to further improve the achievement of disadvantaged pupils, and to ensure that additional funding is spent effectively
  - ensuring that children's achievements on entry to the school are carefully assessed and used to plan next steps in learning in the early years.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The leadership and management requires improvement

- The school's leadership team are not yet providing good support across the school. Subject leaders do not use current achievement data effectively to further raise standards in their areas of responsibility. They have not been able to achieve consistently good progress across English and mathematics in every year group. Although subject leaders know what the school needs to do to further improve teaching, they have not been in their roles long enough to secure all the improvements that are needed.
- The school does not ensure equality of opportunity because its work to improve standards for disadvantaged pupils has not yet been carefully monitored. The school does not know which of its strategies and interventions are having the most impact on improving the achievement of disadvantaged pupils.
- The local authority has provided good support to the school. It has given the school additional support to improve standards in English and mathematics.
- The headteacher has improved the quality of teaching sharply since the start of the academic year. A robust appraisal system is now in place. Teachers say that they have benefited from identified training to improve their performance and raise standards. They welcome observations on their practice and are keen to improve.
- The headteacher and leadership team have implemented the new National Curriculum successfully and are now developing an effective assessment system. They regularly moderate their assessments with other schools to ensure they are correct.
- The curriculum is broad and balanced. Pupils are taught a range of subjects thematically. They benefit from visits to places of interest, such as a chocolate factory in London, and they learn through real-life experiences, such as when they make chocolate together, or learn about other cultures. The curriculum in the early years does not enable children to learn effectively through planned, purposeful play across all the areas of learning and development.
- Spiritual, moral, social and cultural development is a strength for the school. Assemblies provide rich spiritual content for pupils, and help them to learn about different faiths and beliefs. Pupils' moral development has been developed through the introduction of the House system. This has successfully helped pupils to develop characteristics such as self-control, respect, perseverance and tolerance. Discrimination is not accepted. Pupils are well prepared for life in modern Britain.
- Primary sports funding is used to provide pupils with a broad range of sporting activities. Pupils regularly receive coaching through additional clubs that offer football, netball and other sports. Teachers have developed their skills by working with an experienced coach in cricket and football. Pupils take part regularly in competitive sporting activities with other schools and are currently achieving success in these events.
- **The governance of the school:**
  - Since the last inspection, the governing body has had an external review, and this has improved its effectiveness. A new Chair of the Governing Body has been appointed, and governors have been successfully recruited with key skills in areas such as finance. Governors have a good understanding of their role in providing both challenge and support to the school.
  - Governors are intent on improving standards. They know that improvements are now being seen in pupils' achievements, and say this is the result of the new headteacher's work to improve teaching. They have asked questions this year when the school's own records show that progress is still not as consistently good as it should be.
  - Governors are aware that the school's work with disadvantaged pupils has improved these pupils' performance this year. However, governors have not asked questions about which of the school's

strategies and interventions are having the greatest impact on raising standards for this group of pupils.

- Governors understand performance management, and effectively manage the performance of the headteacher. They ensure that teachers' pay is directly related to their pupils' performance, and that teachers only receive a pay award if their pupils make good progress.
- Members of the governing body have a good understanding of how to keep pupils safe. They and the school's leaders make sure that this is given a high priority. As a result, the school's arrangements for safeguarding pupils are secure and effective and meet all national requirements.

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

### **Behaviour**

- The behaviour of pupils is good. During the inspection, inspectors noted the friendliness that pupils showed to one another, and when they were speaking with adults. Pupils are well behaved at break times. Many of them enjoy a range of sporting activities during these times, and this also contributes to their good behaviour.
- Pupils show, in lessons, that they are ready to learn. They work cooperatively with their classmates. They take pride in their work. They settle quickly and want to succeed.
- The school's House system encourages pupils to develop team spirit and contribute to the school's policy of mutual respect. Peer mediators help to resolve any playtime disagreements.
- The school carefully monitors attendance. It has taken rigorous action to reduced poor attendance and lateness for school. As a result, attendance is now broadly average.
- Occasionally, pupils' attention drifts when they are not given activities that challenge and engage them.

### **Safety**

- The school's work to keep pupils safe and secure is good. Pupils say they feel safe in school, and parents agree with this.
- Pupils have effective training to keep them safe when using the internet. The school has been very clear about the boundaries pupils should draw when they use the internet at home, and pupils know these rules very well.
- The school deals effectively with bullying. Pupils know when it is reported, it will be dealt with fairly. Pupils say that bullying in school is rare. Pupils know that homophobic and racist name-calling is not allowed. They say that name-calling happens infrequently.
- A learning support mentor successfully helps pupils if they experience difficulties with their behaviour.

## **The quality of teaching** requires improvement

- Teachers do not assess pupils' progress when pupils are answering questions or working in their books. Teachers do not always assess carefully what pupils know and can do. As a result, they do not always set pupils activities that enable them to build on what they know.
- Although writing has improved across the school, pupils are not encouraged to write extended pieces of work that stretch and challenge them. Teachers are not using extended writing to offer pupils' effective feedback on how to improve their writing.
- The school has developed the way that reading is taught across the school. It has strengthened the way that it teaches phonics (the sounds that letters make), and pupils know how to sound out words when they cannot decode them. Older children enjoy online reading activities to develop their reading skills.

- Mathematics is being developed through the use of concrete resources to help pupils to develop their understanding of mathematical ideas. Younger pupils have experience of counting out coins when they are learning about equivalence in the value of different coins. Older pupils learn to think mathematically through the use of appropriate questioning that develops their reasoning and problem-solving skills.
- Disabled pupils and those who have special educational needs have activities specifically planned for them and are given additional support from adults. However, when teaching is weaker, they, like their peers, make less progress. Teachers do not all ensure that the activities they set for these pupils, and for disadvantaged pupils, or the planned support from adults, consistently help them to make good progress in their learning.
- The level of challenge that pupils are given is not yet helping all the ability groups to make rapid progress. Some pupils make slower progress when they choose activities that are too easy, or when teachers and other adults give them too much help to complete their work.

### **The achievement of pupils** requires improvement

- National assessments for Year 2 pupils in 2014 showed that standards in Key Stage 1 are improving, but are still below average. Pupils are now performing better in reading and writing, but this is not similarly matched in mathematics. The school has developed its programme for teaching phonics, and results in the phonic screening check in Year 1 have improved since 2013, but 2014 results were still below average.
- Although Year 6 pupils attained broadly average results in the 2014 national tests, they did less well in reading than in writing and mathematics. Relatively few pupils attained higher standards in writing. Pupils made average progress over their time in Key Stage 2.
- The school's own records show that pupils' progress has improved this year across every year group, and across reading, writing and mathematics. Pupils in some year groups have made rapid progress.
- The achievement of the most-able pupils has improved this year. The school's records and assessments show that more pupils are reaching the higher levels of attainment, especially in Year 6.
- In 2014, disabled pupils and those who have special educational needs made slightly slower progress than other pupils. This year, the progress of these pupils is generally in line with their peers.
- Pupils from minority ethnic groups and those who speak English as an additional language did poorly in the 2013 results at the end of Year 6. In 2014, their results improved across all subjects. The school's records show that it has continued to sustain this improvement.
- The attainment of disadvantaged pupils dipped sharply in 2014. Results showed that these pupils lagged behind their classmates' performance by one term in reading, nearly two terms in writing, and they were approximately one year behind in mathematics. In comparison to other pupils nationally, disadvantaged pupils were nearly two terms behind in reading and mathematics, and over one term behind in writing. The school's records show that, this year, achievement for this group has improved. However, few disadvantaged pupils are among those attaining higher levels.

### **The early years provision** requires improvement

- The proportion of children who achieved a good level of development at the end of the Reception Year has been above average over the last two years. However, the school's own records show that the systems to assess children's skills when they start at the school have not always been accurate. This means that the school does not always know how successful it has been in the early years because it is difficult to measure with complete accuracy the progress that children make over their time in the Reception Year.
- The variability in the accuracy of assessments when children start school means that the school does not

always quickly provide children with precisely what they need to help them to make rapid progress across all the areas of learning and development. However, children make some gains in their learning when teachers provide activities that they have broadly assessed to fit with what they need to learn next.

- Some activities are poorly planned and organised. Weakness show particularly when teachers work with large numbers of children together on activities that do not enable all of them to learn actively, or to develop their thinking skills. The children make better progress when they are able to learn in small groups.
- The work in children’s books and when they read show that a number of children are developing reading, writing and mathematical skills. However, not all children are making good enough gains in their literacy and number skills in readiness for Year 1.
- Children generally behave well when they are engaged in active learning inside and outside. They play well with their classmates when they are learning together. However, children, and some boys, in particular, show a lack of interest and attention when they are given activities that do not help them to learn the skills they need.
- The early years lack effective leadership. The school has not developed a rigorous system of assessment, or provided children with exciting activities that help them to learn effectively across all the areas of learning and development. A new early years leader is due to take up post in September 2015.

## 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>	117180
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	462091

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>	Maintained
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	335
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sarah Lilly
<b>Headteacher</b>	Chris O'Connor
<b>Date of previous school inspection</b>	26 June 2013
<b>Telephone number</b>	01992 624099
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