

Hatfield Peverel St Andrew's Junior School

Church Road, Hatfield Peverel, Chelmsford, Essex CM3 2JX

Inspection dates

18–19 October 2016

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leaders and governors are not rigorous enough in reviewing the school's effectiveness. They do not check important documents and policies meticulously enough.
- Leaders and governors have not monitored the quality of the school well enough. As a result, their view of the school is overgenerous.
- A number of middle leaders are new to their role this year. They have had little opportunity to improve the quality of provision for pupils.
- Due to a lack of rigour in monitoring, the quality of teaching is no longer consistently good. However, pupils are highly motivated and many are diligent even when activities are not matched well to their abilities.
- Teachers do not adapt the learning so that pupils make progress quickly enough. Pupils often listen to explanations that are either too easy or too hard. This is especially true in mathematics.
- Pupils do not have enough opportunities to develop their understanding of cultural diversity and other ethnic groups that make up a multicultural Britain.
- Teachers' feedback often lacks precision. As a result, some pupils continue to make the same mistakes or do not deepen their understanding.
- Teachers do not utilise the skills of the teaching assistants well enough. In lessons, these assistants often have limited opportunities to support the progress of groups of pupils.
- A minority of older pupils choose to misbehave. Some adults do not reinforce the school's positive ethos well enough.
- Leaders do not provide sufficient supervision at the school gates for parents to be certain that the needs of their children are considered.
- Pupils are often over boisterous at less structured times. Pupils say they would like more resources at playtimes.

The school has the following strengths

- Pupils and staff are proud of their school. It is a warm and welcoming place in which to learn.
- Since the last inspection, pupils' achievement remains strong. Many achieve above that expected nationally by the end of Year 6.
- Disadvantaged pupils make good progress. By the end of Year 6, many of these pupils make better progress than other pupils nationally.
- Reading is a strength of the school. Pupils have a love of reading and achieve well.
- Pupils who have special educational needs and/or disabilities are well cared for. They make strong progress from their starting points.
- Pupils attend school well. They enjoy the many trips that enhance the curriculum.

Full report

What does the school need to do to improve further?

- Increase the quality and impact of leadership and management, by:
 - establishing rigorous procedures through which governors monitor the work of leaders to ensure that the school's own safeguarding systems and processes are robustly in line with current statutory guidelines
 - evaluating the school's performance and improvement plans regularly and explicitly, so that governors can hold school leaders more rigorously to account for the quality of education and welfare of pupils
 - using the school's new approaches for assessing and tracking pupils' progress to set appropriate targets for teachers' performance that are rigorously monitored
 - equipping middle leaders with the strategies and skills to enable them to fulfil their responsibilities of monitoring and improving the school's work in the areas for which they are accountable
 - providing more opportunities for pupils to gain cultural experiences so that they gain a better understanding of life in our society.
- Improve teaching, learning and assessment, by:
 - providing opportunities for pupils of all abilities to explore and apply their mathematical skills in a range of ways so they can deepen their knowledge and understanding
 - adapting plans and activities during lessons if pupils find them easy or too hard so the most able pupils excel and the lower-attaining pupils are supported appropriately
 - ensuring that teachers' feedback is precise about what a pupil needs to do to improve their writing and gives opportunities for pupils to edit and redraft their work in a meaningful way
 - deploying teaching assistants more effectively during lessons so they have a more positive impact on pupils' learning.
- Improve the personal development, behaviour and welfare of pupils, by:
 - ensuring that school policies about supervision at the start and end of the school day are strictly adhered to, so parents have a greater confidence that their children are well looked after
 - reviewing the organisation and resources for less structured times so pupils can engage in more purposeful play and improve their behaviour at this time
 - ensuring that all adults deal effectively and well with the minority of pupils who do not follow the school's behaviour ethos and values.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Since the last inspection, leaders and governors have not been rigorous enough in monitoring the quality of the work in all areas of school life. They have relied on the fact that most pupils leave the school having achieved well in reading, writing and mathematics and that St Andrew's is a welcoming school. Other areas for the school, such as training of staff and regularly reviewing documents and records, have not been as robust. Consequently, leaders and governors have an overgenerous view of their own performance and the school is no longer good.
- Self-evaluation is not robust enough. Although school leaders understand the strengths of the school, they do not set precise and measurable targets to address the weaknesses. These targets are not communicated well enough to the school community which results in a less than systematic approach to school improvement.
- Performance management targets are not robust enough to hold teachers fully to account for the progress of pupils in their class. Some staff have the same or similar targets irrespective of length of service or experience.
- There have been a number of changes to the leadership team since the last inspection and some leaders are very new to their roles. For example, this term the deputy headteacher has taken on the responsibility for pupils who have special educational needs and/or disabilities, due to planned absence of the special educational needs coordinator. This is also the case for the middle leaders, with a number of changes at the beginning of this year. Even though these leaders have action plans, there is currently little impact to assess from their work.
- The headteacher and the deputy headteacher ensure that the school is a warm and welcoming place in which to learn, built on the values of 'enjoy, respect, achieve'. Pupils' spiritual, moral, and social needs are provided for consistently through the regular assemblies and modelled by staff. Pupils' experience of diverse cultures is less explicit in the curriculum or around the school. They have a more limited understanding and appreciation of a range of different cultures from around the world and living in a multicultural society.
- Parents have mixed views about the quality of care that the school provides. Most parents consider that their children are happy and safe in school and are positive about the work of the school. However, a few parents who responded to the online Parent View free text service, and who spoke to inspectors, shared concerns about the supervision before and after school at the school gates. Inspectors agree that at this time of day, school leaders are not robustly following the information included on the school's website about the start of the school day.
- The curriculum is broad and balanced with many subjects linked together to make a topic interesting and exciting for the pupils. Additional visits, residential trips and special events at school ensure that the learning experiences are memorable. For example, the whole school recently enjoyed dressing up for a Roald Dahl day to celebrate the author's 100th birthday.

- Pupils benefit from a wide range of sporting activities, as part of the use of the additional sports funding. Pupils told inspectors how much they appreciate their sports lessons and the change of activities every six weeks. Pupils also receive swimming lessons in the school pool each summer.
- The small amounts of pupil premium funding are used to provide additional tuition in Year 6 in preparation for national tests, as well as enabling disadvantaged pupils to access school trips and to attend homework clubs. Disadvantaged pupils by the end of Year 6 make at least as much progress in their learning as other pupils nationally and often better.
- The local authority has not successfully challenged the school to improve. Local authority visits have not identified areas that have needed to be improved in this school with enough precision. Consequently, leaders and governors have been slow to respond to changes nationally and do not review their processes and procedures with enough rigour.

Governance of the school

- Governors understand the published information that the school has regarding the performance of pupils but they do not stringently hold school leaders to account for improving the education and personal development of pupils so that the school continues to improve and develop. Consequently, their view of the school's overall performance is overgenerous.
- Governors do not routinely review and check the effectiveness of some safeguarding practices in light of statutory changes over time well enough. They often too readily accept the information that is given to them from school leaders.
- Governors are highly committed to the school and bring a wide range of expertise and experience to their role. However, some are new to their responsibility and do not yet have a full understanding of the quality of teaching, learning and assessment across different year groups and subjects. Governor minutes show that governors do not challenge school leaders regularly enough on the information they are given.

Safeguarding

- The arrangements for safeguarding are compliant and pupils are safe. The practice carried out by staff is effective.
- School leaders carry out appropriate checks when recruiting new staff and keep records in satisfactory order. Leaders and governors are appropriately trained to recruit staff safely and questions about safeguarding pupils are asked at interview.
- Pupils told inspectors that they feel safe in school and the large majority of parents agreed. Pupils are taught about issues of bullying including cyber bullying and know what to do if they consider they are at risk. Pupils speak maturely when they share their views regarding the subject of bullying and how well staff deal with issues if they ever arise.
- Staff are trained and know what to do if they are worried about a pupil and know how to raise any concerns they have in an appropriate way. Although staff have received their training on the 'Prevent' duty, they are not fully aware of what to look for to

prevent radicalisation in a largely mono-cultural school.

- The governing body carries out annual checks on the safeguarding procedures held by the school. However, they do not review or evaluate the school's practices and record-keeping as meticulously as they should.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching, learning and assessment is variable. Teachers have not received accurate feedback or guidance from leaders on how effectively they provide for the learning needs of different groups of pupils. As a result, some teachers do not match learning activities to the needs of the lower-ability pupils or the most able pupils well enough. Some teachers are not skilled in adapting the learning during the lesson to support or challenge these pupils appropriately. Work in books demonstrates that neither group are achieving as well as they could in some classes.
- Teachers mark books consistently and in line with the school's policy. However, the feedback they give to pupils is often not the most appropriate to move a pupil on in their learning. Where pupils have opportunities to edit and redraft their work, they do so proficiently. This is not consistent practice.
- Teaching assistants are committed to supporting the pupils with whom they work on an individual basis. They have recently received training to develop their questioning skills. During the inspection, a number of teaching assistants were observed using questions effectively to help individuals explain their understanding. However, in lessons teaching assistants are too often not used effectively enough to enable more pupils to make progress in their learning.
- The quality of teaching in mathematics varies. In some lessons, teachers' explanations of new concepts and methods are unclear. The most able pupils are not given sufficient opportunities to think, reason and explore mathematical activities for themselves in different ways so they deepen their understanding. Too often, the most able pupils complete calculations that demand the same routine skill but with bigger numbers.
- Teachers choose interesting topics to engage pupils in writing. For example, in Year 5, pupils were writing about their character of Robin Hood from the story they were reading as a class. In Year 6, the boys were motivated to write a report about Tutankhamun as part of their topic on the Egyptians. They took care with the presentation of their work and carefully applied the success criteria they had been given to achieve well. In most classes, the teaching of writing is systematic and methodical.
- The teaching of reading is consistent across all year groups. Pupils confidently informed inspectors how they are taught to read and that reading lessons happen regularly. Pupils have a love of reading. The teaching and use of phonics shows a vast improvement since the last inspection, as teachers regularly refer to using 'our knowledge of sounds to help us'.
- Teachers have good subject knowledge and the majority explain the learning well to pupils. This is particularly the case in subjects such as English and in other subjects seen such as art and history. Teachers use the time well in lessons and pupils are attentive, responding quickly to the teachers' instructions.

- Teachers take the opportunity to reinforce pupils' understanding and use of phonics to spell unfamiliar words. At the start of the day, in Year 5, pupils were keen to show the inspectors how they complete either mathematical or spelling activities on the computer. Pupils encouraged each other to succeed and to reach the next level of the activity.
- Displays around the school celebrate the wealth of learning experiences provided. Adults ensure that pupils understand democracy through the recent school council elections. Displays are linked to the topics pupils cover in their class, for example 'Avenue des Champs-Élysées' situated in the foyer areas demonstrates some cross-curricular links. However, there is a lack of reference to other cultures and faiths through displays around the school.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement. This is because, even though the vast majority of pupils are keen and highly motivated to learn, adults do not routinely develop pupils' thinking and reasoning skills. Consequently, when asked questions some pupils are reluctant to join in or to give more than one-word answers. At times, pupils do not appear as confident and independent in class as they are in one-to-one situations.
- Pupils who have special educational needs and/or disabilities together with those who have medical issues are very well cared for. A few parents took the opportunity to speak with inspectors to comment on the support and help the school staff had given to them as families in often difficult circumstances.
- Adults ensure that in Years 5 and 6, pupils receive instruction about keeping safe when using the internet. In other lessons, pupils learn about how to respond to different forms of bullying. Pupils were confident that they had an adult in school that they could inform if they considered that bullying was an issue. 'I would tell a teacher, who would sort it out and then it would be done with,' said one young pupil.
- Pupils are proud of their school. Pupils told inspectors that they understand the need for homework as they are being prepared for secondary school. They were also clear that at times adults are not consistent in applying the school expectations. For example, in one class the older pupils have to earn their pen licence, whereas in the partnering class, all pupils already have automatically been given a pen.

Behaviour

- The behaviour of pupils requires improvement.
- When their teacher requests attention, pupils respond well and are compliant. In lessons, most pupils are motivated and keen to do well. They make the best of lessons even when the activities are dull or do not meet their needs well enough. For example, in mathematics the most able pupils complete their calculations extremely well, making sure they present their work in the way requested. Often, these pupils are not working as hard as they could or grappling with mathematical activities that make them use and apply their skills in a range of ways.
- During less structured times, or when expectations are not clear and precise, many

pupils are over boisterous. A few parents expressed concerns over supervision and a lack of activities at playtimes to occupy pupils. Inspectors agree. Due to a lack of activities at breaktimes and lunchtimes, the behaviour of a minority of older pupils is poor. This poor behaviour goes unchecked or often unreported. The few records of misbehaviour held by school leaders show that behaviour issues are swiftly dealt with when reported.

- Pupils are articulate and understand the school routines well. Pupils spoken to during the inspection were keen to tell inspectors about the role of house captains who help sort out problems and demonstrate fairness on the playground.
- Attendance is good overall and evidence shows that it remains above the national averages. However, the attendance of certain groups of pupils such as disadvantaged pupils and those who have special educational needs and/or disabilities was in the lowest 10% when compared to national averages in 2015. Staff check effectively when a pupil is absent. Staff are aware of families whose children have severe medical needs and have prolonged periods of absence. Leaders offer support to these families and ensure that staff are well trained to meet individual needs.

Outcomes for pupils

Good

- Since the previous inspection, most pupils have continued to achieve well by the end of Year 6. This is because pupils are diligent and practise their skills in lessons, even when the learning activities are uninteresting and worksheets are limiting. Additional small-group work and one-to-one tuition helps individual pupils to make accelerated progress in Year 6 in preparation for national tests.
- Published results at the end of 2015 demonstrated that most pupils left St Andrew's Junior school having attained at least in line with national expectations in reading, writing and mathematics. Over 60% of pupils left achieving the higher Level 5 in reading. For the past five years, pupils had made much better progress in their learning in reading, writing and mathematics when compared with national averages.
- Under the new accountability system, in 2016 the proportion of pupils who reached the expected standard in reading, mathematics and writing was broadly in line with the national expectation. The proportion of pupils who reached the higher standard in writing and mathematics was above that found nationally. The progress that pupils made was similar to other pupils nationally from the same starting points.
- The school's own assessment information shows that the proportion of pupils currently on roll who are now achieving the higher standard in each year group in writing and mathematics is lower than found previously. Evidence in pupils' books supports this information. School leaders, correctly, have made increasing the proportion of pupils who achieve the higher standard a priority for the school.
- Reading remains a strength of the school. Pupils who read to the inspectors did so with confidence and skill. Younger pupils use their knowledge of sounds well when decoding unfamiliar words. Pupils can explain fully how reading is taught at school; guided reading lessons are frequent and consistently applied in all classes. Provisional results in reading in 2016 show that the proportion of pupils who attained the required standard was in line with the national average. Teachers' assessments of pupils during Year 6 in 2016 were accurate and in line with the test results.

- Pupils who have special educational needs and/or disabilities are making strong progress from their starting points. This is improving because the leader for pupils who have special educational needs and/or disabilities is training support staff specifically to provide precise one-to-one teaching outside lesson times. The school is part of a new pilot scheme to accelerate the progress that these pupils make in mathematics. The impact of the programme is too early to assess.
- By the time disadvantaged and the most able disadvantaged pupils reach the end of Year 6, they have made progress in reading, writing and mathematics that is generally in line or often above other pupils nationally. In 2016, the proportion of disadvantaged pupils who reached the expected standard was above others nationally in reading, but below in writing and mathematics. The school's assessment information shows that the progress of disadvantaged pupils slows in lower key stage 2. Additional help and support for disadvantaged pupils is particularly targeted in Year 6 so these pupils can make accelerated progress.

School details

Unique reference number	115102
Local authority	Essex
Inspection number	10003367

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Junior
School category	Foundation
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	220
Appropriate authority	The governing body
Chair	Derrick Louis
Headteacher	Chris James
Telephone number	01245 380131
Website	www.hatfieldpeverelstandrews.ik.org
Email address	admin@hatfieldpeverel-jun.essex.sch.uk
Date of previous inspection	12–13 July 2012

Information about this school

- This junior school is the size of an average primary school.
- The proportion of disadvantaged pupils, who are eligible for the pupil premium, is lower than average. (The pupil premium is additional funding for pupils known to be eligible for free school meals and children who are looked after.)
- Most pupils have English as their first language, with almost all pupils of British heritage.
- The proportion of pupils who have special educational needs and/or disabilities and those who are supported by an educational, health and care plan is higher than average.
- The school meets the government's current national floor standards, which sets the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

- The school meets requirements on the publication of specified information on its website.

Information about this inspection

- The inspectors gathered a range of evidence to judge the quality of teaching, learning and assessment. This included observing learning in all classes throughout the school day, some jointly with senior leaders, together with learning walks.
- The inspectors spoke with pupils, scrutinised books and evaluated the school's assessment information to take account of the progress that pupils make over time.
- Meetings were held with the headteacher, senior leaders, middle leaders and members of the governing body.
- Inspectors examined a range of documentation around safeguarding and scrutinised the single central record. The arrangements for pupils who have special educational needs and/or disabilities and for pupils who are looked after were also considered.
- The inspectors spoke with parents informally at the start of the school day. Parental views were gathered and analysed from 66 responses to Ofsted's online survey, Parent View.

Inspection team

Kim Hall, lead inspector	Her Majesty's Inspector
Vanessa Love	Ofsted Inspector
Teresa Skeggs	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2016