

# Inspection of a good school: Hertford Heath Primary and Nursery School

Woodland Road, Hertford Heath, Hertford, Hertfordshire SG13 7QW

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Inspection dates:

14 and 15 December 2022

## **Outcome**

Hertford Heath Primary and Nursery School continues to be a good school.

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

Pupils enjoy school. They share strong relationships with each other and staff. In the early years, children quickly learn leaders' high expectations of behaviour. Pupils learn how to work well together in lessons and play happily on the playground. The few pupils who find it hard to manage their emotions are well supported to learn how to control themselves and find positive solutions to difficult situations. Pupils show understanding for each other.

Pupils feel safe at school. They know how to stay safe at school, at home and in the community and know what to do if they have concerns. They are confident that members of staff will willingly listen and help find solutions if pupils are worried about something. On the rare occasions when bullying happens, staff deal with it well and it stops.

Pupils value learning. They show curiosity and discuss what they learn articulately. They appreciate and benefit from the many opportunities leaders provide for them to develop their talents and interests. They also enjoy the educational visits that enrich what they are learning, such as trips to places of historical significance.

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

Leaders have created a well-organised curriculum that prepares pupils well for their next steps in education. Leaders give teachers the guidance they need to plan and deliver effective learning activities. This includes regular opportunities for pupils to review what they have learned so that they do not forget.

Teachers regularly check what pupils know and remember. When teachers find pupils have misunderstood or forgotten something, they put help in place quickly so that pupils do not fall behind.

Staff help pupils learn to enjoy reading with a range of approaches. Pupils particularly enjoy the teddy bears they can borrow and read to at home and the assemblies focused on reading. Leaders' approach to the teaching of reading ensures that children in the

early years quickly learn the basic sounds and blend words capably. As pupils grow at the school, staff ensure that pupils learn how to read skilfully. Staff match books well to pupils' needs and give pupils regular practice. Staff support those pupils who find reading difficult effectively so that they do not fall behind.

Leaders have responded well to the changing special educational needs and/or disabilities (SEND) of the pupils at the school. Pupils with SEND are fully included in the curriculum and life at the school. Starting in the early years, leaders quickly and accurately identify pupils' needs. Staff use leaders' helpful guidance and plan appropriate support for these pupils. Leaders ensure staff are well trained to provide what these pupils need.

Staff ensure that pupils are usually focused on learning. Children in the early years quickly learn to sustain concentration on learning and listen well to others. Older pupils work largely undisturbed by distracting behaviour. Leaders' approach to managing pupils' behaviour is well understood by most staff. However, when new staff arrive at the school, leaders are not completely clear about the behaviour policy so inconsistencies arise. This leads to some variation in the quality of behaviour in some areas of the school.

Staff give pupils enriching opportunities to learn about themselves and the wider world. Pupils learn about staying physically and mentally healthy. Pupils also learn about the many lifestyles and beliefs represented in contemporary Britain. They understand the importance of values such as tolerance, democracy and the rule of law.

Leaders and governors have maintained positive relationships with staff and many parents. Staff enjoy working at the school. They appreciate leaders' approach to managing a reasonable workload. However, some parents have expressed concerns about the quality of communication between the school and home. Some parents feel that they do not get the information they need about the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are well trained to be alert and deal with safeguarding concerns effectively. They act swiftly and appropriately when concerns arise. Pupils are confident that they can talk with staff when worried about school or issues in the community or at home. Leaders work well with external agencies and make sure that vulnerable pupils receive the support they need.

The curriculum content enables staff to teach pupils how to stay safe at school, at home and online.

Leaders ensure that background checks are carried out to determine the suitability of adults working at the school.

Governors scrutinise leaders' safeguarding policies and procedures to ensure that they are carried out effectively.

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

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

- Leaders have not ensured that new members of staff know exactly what to do when pupils' behaviour needs correcting. As a result, the quality of behaviour varies across the school. Leaders must ensure all staff know, understand and follow procedures and policies consistently when correcting pupils' behaviour.
- Leaders and governors know that they have not been completely successful in communicating with parents. Some parents feel that they do not receive the information they need to understand what happens at school. Leaders must improve their communication with parents by providing the information parents may need.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. 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 would now receive a higher or lower grade, then the next inspection will be a graded inspection, which 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 in June 2013.

## 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>	117125
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10255215
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	216
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Julia Hodson
<b>Headteacher</b>	Rebecca Baggaley
<b>Website</b>	<a href="http://www.hertfordheath.herts.sch.uk">www.hertfordheath.herts.sch.uk</a>
<b>Date of previous inspection</b>	12 September 2017, under section 8 of the Education Act 2005

## Information about this school

- The proportion of pupils requiring an education, health and care plan was well below the national average in 2020 and is now well above the national average.
- Leaders do not currently use any off-site providers of alternative education.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector held discussions with governors, the headteacher, the special educational needs coordinator, teachers, members of support staff, parents and pupils.
- The inspector carried out deep dives in these subjects: history, mathematics and reading. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work. The inspector also spoke with subject leaders and looked at samples of pupils' work in some other subjects.
- The inspector spoke with leaders and staff about safeguarding policies and practices at

the school. The inspector looked at records about safeguarding, the school roll, the behaviour of pupils, the provision for pupils' personal development and leaders' approach to managing the workload of staff.

- The inspector considered responses from pupils, staff and parents to Ofsted's online surveys.

### **Inspection team**

Al Mistrano, lead inspector

His Majesty's Inspector

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