



Hertford St Andrew CofE Primary School

Inspection Report

Unique Reference Number 117397
LEA HERTFORDSHIRE LEA
Inspection number 280067
Inspection dates 26 January 2006 to 27 January 2006
Reporting inspector Mr. Paul Cosway LI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Calton Avenue
School category	Voluntary controlled		SG14 2EP
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01992 583105
Number on roll	159	Fax number	01992 558 376
Appropriate authority	The governing body	Chair of governors	Mrs. Debbie Coupland
Date of previous inspection	11 December 2000	Headteacher	Mr. Ron Johnson

Age group 4 to 11	Inspection dates 26 January 2006 - 27 January 2006	Inspection number 280067
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Hertford St Andrew Primary School is slightly smaller than average. It is a voluntary controlled school with a strong Christian ethos. Most pupils enter the school from the adjoining nursery. The local population served by the school represents a wide mix of social backgrounds. The number of pupils eligible for free school meals is above average. Pupils are mostly of white British heritage. There is one pupil at an early stage of learning English. The proportion of pupils with learning difficulties and disabilities, including those with a Statement, is slightly above average. Pupils enter the school with standards which are below average overall although significant numbers are well below average. More pupils than is usual arrive at or leave the school, other than at the normal times. The numbers of pupils who arrive at or leave the school during Years 5 and 6 are greater than is usual.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Inspectors agree with the school's judgement that its overall effectiveness is good and it gives good value for money. It is an inclusive school, in which everyone is valued and respected. Provision is good in the Foundation Stage and children make good progress. Teaching is good in this part of the school as well as in Years 1 to 6 and it enables all pupils to achieve well. Teachers make learning interesting so that pupils have good attitudes towards their work and behave very well. Standards have improved. They are average by the time the pupils leave the school in Year 6 and the pupils make good progress throughout their time in school. However, more able pupils could achieve even higher standards if the work in lessons challenged them more. Pupils with learning difficulties and disabilities and those learning English as an additional language make good progress. Relationships between the pupils and the adults are outstanding. Pupils' personal development is good with many outstanding features. Within a strong and caring Christian ethos, the pupils love their school and they feel well cared for and secure. Almost all parents are very pleased that their children attend this school. The school has satisfactory procedures in place for tracking the progress pupils make but this information is not consistently shared with pupils to help them understand what they need to do to improve their work further. Attendance is satisfactory. It is slightly below average, although the school works hard with parents to improve it. The school is well led and managed. Governors and staff work well together to support the headteacher in providing a good quality education. The headteacher has identified what needs to be done to ensure that the school continues to improve, including supporting parents to enable them to play a part in developing their children's education. Issues identified in the previous inspection have been addressed successfully. Given the improved standards, and the good quality of teaching and leadership the school demonstrates it is well placed to become even more effective.

What the school should do to improve further

- provide a greater level of challenge for more able pupils by setting them work that is sufficiently difficult and increasing the pace at which they are expected to work
- use the information gathered about pupils' progress to help them understand what they need to do to improve their work further.

Achievement and standards

Grade: 2

Pupils make good progress in the Nursery and Reception. This is due to the good teaching and because the activities set meet children's needs well. Pupils continue to progress well throughout Key Stages 1 and 2, so that by the end of Year 6 standards are average, overall, in English, mathematics and science. Most pupils, including those with learning difficulties and disabilities and those learning English as an additional language, make good progress. However, a few more able pupils underachieve because the work they are given is not always challenging enough. Pupils in the assessments

at the end of Year 2 in 2005 attained results in reading, writing and mathematics that were close to the national average. In the 2005 national tests in Year 6, pupils attained average results in mathematics, slightly above average results in science, but below average results in English. Fewer pupils reached the higher levels in English than in the other subjects. The school did not meet its challenging targets in 2005, and is unlikely to meet them in 2006. This is because pupil mobility is higher than usual in Years 5 and 6. When high attaining pupils leave and are replaced by less able ones, the whole-school targets become difficult to reach. However, all pupils are set appropriate personal targets and most achieve them.

Personal development and well-being

Grade: 2

One or two pupils have behavioural difficulties, but behaviour is good overall and all pupils enjoy school and are keen to learn. They know they are treated fairly and are polite and courteous. Relationships are outstanding and pupils and adults have a great deal of respect for each other. Pupils play an active part in making decisions, through the school council and pupil surveys. They are encouraged to be independent, responsible and caring citizens. For example, Year 6 pupils organise and run activity sessions, including a homework and indoor games club. They help look after younger pupils at lunch time and regularly lead assemblies. Attendance is slightly below average, largely because of family holidays in school time. However, the school does all that it can to promote good attendance and, overall, it is satisfactory. Pupils learn what to do to stay safe and understand how eating the correct food and taking regular exercise are important. They choose healthy food for lunch and enjoy eating fruit and drinking water during the day. Social, moral and spiritual development is outstanding and reflects the strong Christian ethos of the school. Pupils learn about and respect the views of others within their community. Cultural development is satisfactory and now needs to be developed further to give pupils a greater awareness of living in a diverse society. Pupils are encouraged to think of others and understand the contribution they can make to communities less fortunate than their own. They raise money for local and international charities.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good and, as a result, pupils make good progress. Teachers have very good relationships with their pupils and manage them well. They use information and communication technology well to support their teaching, especially the interactive white boards. They plan their lessons well and provide a good variety of tasks to keep the pupils involved and interested. Consequently, pupils are well behaved and they work hard, showing interest and enthusiasm. Pupils work hard and enjoy their lessons, responding particularly well to practical activities. The teachers introduce many activities that involve the pupils in getting up and doing things, such as working on the board

or learning verbs by doing the actions. Pupils respond well to these opportunities, enjoying them more than if they were sitting and listening for long periods. Teaching assistants give good support to less able pupils and teachers plan their lessons to meet the needs of most pupils. However, more able pupils are not always challenged enough in some lessons, because the teachers are concerned to help those who need extra support. Marking is done conscientiously in all classes. In the best examples, pupils are given praise for what they have done well and constructive suggestions for how to improve their work. This is not consistent enough, however, and there are rarely follow-up opportunities for pupils to put into practice the advice they have been given.

Curriculum and other activities

Grade: 2

The range of learning experiences for pupils to participate in is good. There is a strong focus on developing pupils' literacy and numeracy skills. Pupils have satisfactory opportunities to use computers to support their learning in lessons. The school is aware of the need to continue to develop this area of learning and more computers are on order. Children in Nursery and Reception participate in an interesting range of activities, some led by adults and some that children choose for themselves. Pupils understand how to lead safe and healthy lives because of the outstanding programme of study for personal, social and health education. The school works hard to provide pupils with the experiences they might not otherwise enjoy. There is an impressive range of activities for pupils to participate in outside of lessons. These include fun and competitive sports, an opportunity to learn French and to play a musical instrument. All this encourages pupils to lead an active lifestyle and develop an interest in other cultures and the arts.

Care, guidance and support

Grade: 1

The school provides a very caring and supportive environment in which pupils can grow into happy and confident individuals. Teachers and support staff know the pupils very well and work hard to provide an outstanding level of care. Pupils needing extra help are identified early and supported very effectively. The school works closely with the educational psychologist and speech and language therapist to ensure that pupils receive the support that they need. This first-rate level of care makes pupils feel valued and well looked after. Procedures for child protection, health and safety and first aid are clear and well understood by all staff. As a result, pupils feel safe and know they have an adult to turn to if they need help. Younger children are helped to settle in quickly when they join school, and older pupils are well prepared for their move up to secondary school. Parents feel the school cares for and supports their children very well.

Leadership and management

Grade: 2

Leadership and management are good overall. The headteacher manages the school well. He has built a team of teachers who are committed, hard-working and supportive. He is developing the roles of subject co-ordinators. Some are newly in post, but even so the recent work done in the school to strengthen their role has been successful. They are leading their areas well and are developing their monitoring skills. Governance is good and governors provide good support. They have taken an increasingly significant role in the running of the school over the past year and are fulfilling their functions well. Some work in the school while others visit regularly. They monitor its work well and are taking a strategic role in development planning, with a clear view of the school's strengths and weaknesses. Parents agree that the school takes their views, and those of their children, into account when decisions are made. The headteacher is a good leader, setting the tone for the work of the school. His concern for the individuals in his care gives a positive example for all to follow. He has focused increasingly on raising standards. The work that has resulted, on tracking pupils' progress and target setting, has helped the school to improve its results over the past year. Management systems are strong and the administrative team well organised and supportive. There is a strong sense of commitment and team work in the school. This, alongside the increasingly good and effective use in the school of self-evaluation and target-setting, mean that the school's capacity to improve is good.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you very much for all the help you gave to us when we visited your school. We really enjoyed talking to you and visiting your lessons. You were all very polite, cheerful and helpful. You are very friendly and kind to each other. You showed us that you try really hard with your work. We hope that you continue to do so at this school and in the future. You are making good progress. This is because you care about what you are doing, work hard, listen to your teachers and behave well. In fact, many of you are very well behaved. You enjoy school and we think you do some interesting work. You have good teachers and they plan exciting lessons for you. Your headteacher, the deputy and all the staff are doing a good job in improving the school and making it an even better place for you. We have suggested two things that will help make the school even better. We think: - some of you could learn even more and we have asked the school to make sure that your work set is not too easy for some of you - you should be told about some of the main things that you need to work on, in order to improve your own work. Thank you again for being so helpful and friendly. Enjoy your time in this caring and delightful school!