

# Hurst Drive Primary School

## Inspection report

---

<b>Unique Reference Number</b>	117180
<b>Local Authority</b>	Hertfordshire
<b>Inspection number</b>	338962
<b>Inspection dates</b>	24–25 November 2009
<b>Reporting inspector</b>	Christopher Gray

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	269
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Richard Greenhill
<b>Headteacher</b>	Ms Tina Matthews
<b>Date of previous school inspection</b>	1 February 2007
<b>School address</b>	Hurst Drive Waltham Cross Hertfordsire
<b>Telephone number</b>	01992 624099
<b>Fax number</b>	01992 622790
<b>Email address</b>	admin@hurstdrive.herts.sch.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 rates 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 08456 404045, 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 documentation in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045

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 2009

## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 12 lessons and held meetings with governors, staff and groups of pupils. Inspectors observed the school's work, conducted a scrutiny of pupils' past work and looked at data about pupils' progress in all classes. They also looked at school records, curriculum plans and the school improvement plan, and analysed 52 parental/carer questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the progress made by all pupils, especially girls and Turkish pupils
- pupils' behaviour in classes and round the school
- the impact of the work of leaders and managers on pupils' progress.

## Information about the school

The school is bigger than most primary schools. There are generally more boys than girls. The proportion of pupils from minority ethnic groups is higher than in most schools, as is the proportion of pupils whose first language is not English, though few are at the early stages of learning English. One of the largest groups is Turkish pupils. The proportion of pupils with special educational needs and/or disabilities is lower than normally found, though the proportion of pupils with statements of special educational need is average. The largest of these groups have speech, language and communication difficulties and behavioural, emotional and social problems. There is a separately managed and run children's centre and nursery school next door to the school. This is inspected separately at another time.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school where pupils achieve well. Standards by the end of Year 2 and Year 6 have been rising steadily since the last inspection and are set to continue to do so. This has been made possible by a more rigorous approach to assessing pupils' attainment and analysing the information gained to give extra support to those in danger of falling behind. This is evidence of the school's good capacity for sustained improvement.

Children join Reception with skills that are below those expected and leave Year 6 with standards that are slightly higher than national averages. The school has an exceptionally low proportion of girls in most classes. For example, the current Reception class has more than twice as many boys as girls. It is clear from the school's tracking data that boys and girls make equally good progress. However, by Year 6, boys' standards in mathematics are higher than those of girls. The school is uncertain why there are such differences but is in the process of analysing them.

Pupils are developing well as considerate and well-mannered individuals. Their behaviour is good and that of older pupils in class is sometimes exemplary. A few pupils have behavioural difficulties and they are supported well. Pupils make a strong contribution to the school and local community. This is demonstrated by a recent petition sent to the council for a park to play in, as there are few local play areas. Pupils say they are safe in school and most parents agree. This happens because of the good care, guidance and support which all adults give to pupils and the school's rigorous procedures to ensure safeguarding.

Teaching is good and enables pupils to make good progress and enjoy their learning. Pupils know their targets and how to reach them because teachers give them good feedback on the quality of their work and how to improve it. The good curriculum links subjects together well, to build on pupils' skills. For example, Year 6 pupils used their literacy and information and communication technology skills to design adverts and letters to send to parents, to inform them of a sale of their Christmas decorations as part of their fundraising programme.

The school is well led by the headteacher and senior leaders. They know its strengths and weaknesses well through a process of effective self-evaluation. Pupils' performance data are used well to raise standards, but senior leaders do not make enough use of the information to make a comparison of the progress made by pupils of the same age in different classes. Though the large majority of pupils make good progress, it is not as strong in every class.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

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

- Enable girls to reach standards in mathematics as high as those reached by boys by:
  - analysing the skills with which girls enter the school at age four
  - taking appropriate action in relevant year groups to accelerate their progress.
- Sharpen the use of tracking data so that all staff have a clearer view of the progress being made in different classes by pupils of the same age.

## Outcomes for individuals and groups of pupils

2

Pupils achieve well in their time in Hurst Drive Primary School. This is evident in classrooms, from the school's tracking data and from the national measures of progress, which have been significantly above average in recent years. Overall standards are broadly average. By Year 2, they are a little below the average figures and a little above by Year 6. Standards are rising as a result of improved assessment procedures but also because recent improvements in the Early Years Foundation Stage have meant that children now enter Year 1 with higher skills than in previous years.

All groups of pupils make good progress. Year 6 test data showed that a small group of Turkish pupils had reached lower standards than other pupils. The school's records show that these pupils had specific difficulties but that they nonetheless made good progress from their starting points. Girls achieve as well as boys, though the standards they reach in mathematics are lower than those of the boys and, in 2009, were below the national average for girls. This was only a small group of girls, a third of whom had learning difficulties, and their progress was good. However, there is evidence of similar lower attainment in other years and the school is considering a number of strategies to accelerate the progress of girls in mathematics. Pupils with special educational needs and/or disabilities progress well because of the good support they receive and because of their good attitudes to learning.

Most pupils enjoy their learning. This is evident in classrooms and in the quality of work in pupils' books and on display. In a Year 5 science lesson, pupils displayed enormous enthusiasm when experimenting with mirrors to make a torch beam go round the corners of a maze. Their concentration and thinking enabled them to draw accurate conclusions about the angle at which light is reflected by a mirror.

Pupils show good consideration for the views and feelings of others. They have high ambitions for their future and thoughtfully consider which is of more value in their future life - the ability to get on with others or doing well in school. They see the importance of both. They also understand the importance of keeping fit and know the ways to achieve this. Members of the Eco Team are keen to give advice to their friends about the contents of their lunch boxes; an example of pupils' contribution to the community.

*These are the grades for pupils' outcomes*

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Teachers generally plan well to meet the needs of the pupils in their class and most use 'success criteria' so that pupils know when they have learnt what was intended. In the best examples, teachers tailor these criteria to reflect different expectations for pupils of differing abilities. This works well and enables both higher and lower attaining pupils to be challenged appropriately and experience success. On rare occasions, teachers express the intended learning in terms that are too general to meet pupils' needs closely. In such lessons, all pupils do not make equal progress.

The curriculum is enriched well through visits and visitors. A recent Diwali day gave pupils a good insight into the traditions of Hinduism. A good range of extra-curricular activities widens pupils' interests and gives them good opportunities to take exercise, which they recognise as making an important contribution to their healthy lifestyles.

The school can point to striking examples of how the care, guidance and support that adults give to individual pupils has made significant differences to pupils' life chances and removed barriers to good learning. Procedures to improve attendance are good and mostly effective, except for a few families who disregard pleas not to take their holidays in term time.

*These are the grades for the quality of provision*

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>2</b>
	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The improvements that have taken place in the school since the last inspection have come about because all staff share the vision and enthusiasm of the headteacher and senior leaders to drive the school forward. Staff are committed to the more rigorous procedures for assessing pupils' attainment and have accepted greater accountability for the progress pupils make. To strengthen this accountability, the school plans to use pupils' performance data to identify and compare the rates of progress that pupils make in each class, as well as at a year group level. Rising standards and the good progress made by pupils show that the school is very effective in promoting equal opportunities. There is no discrimination in the application of school policies or in the quality of education provided to all pupils.

The school has good partnerships with outside professionals and agencies. Good links with the children's centre ensure smooth transition for Reception children. Older pupils' enthusiasm for science is enhanced by the science club, run by a teacher from a local secondary school. The extended schools' consortium is effective in helping the school in its engagement with parents, by running courses to show parents how to assist their children's learning.

Governors are well informed about the school's strengths and weaknesses, though they rely for this information more on senior leaders than their own first-hand monitoring. They fulfil all statutory requirements. Planned actions to promote community cohesion are included in the good school improvement plan, though governors have yet to assess the impact of these strategies. Safeguarding procedures are rigorous and well supervised. The single central record is maintained with a high degree of precision.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b> Taking into account: The leadership and management of teaching and learning	<b>2</b>
	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children start in Reception with skills below expectations for their ages, especially in areas of communication and mathematics. For the last two years, children have reached standards in line with national averages as a result of improvements made in the provision. This represents good progress and means that the children now in Years 1 and 2 began Key Stage 1 with standards higher than previous year groups had attained. Children enjoy the wide range of interesting and relevant activities both inside and out. Use of the outside area is still developing and there is scope for it to be used more fully, for example to provide labels and captions to develop children's early reading skills. Teaching is consistently good. Very good teaching of letters and sounds means that children enjoy the challenges offered. They were observed to enjoy playing 'full circle' where they used developing skills to turn the word pot into pod, then, by altering a sound each time, to produce a string of different words, ending back at pot. Adults use information from observations and assessments well to ensure that teaching meets the needs of all children. Good leadership and management ensure careful use of key workers, so that children feel safe and benefit from good welfare and safeguarding procedures.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

A small number of parents and carers responded to the questionnaire. The school's own attempts to survey parents' views show small returns. Of those parents and carers who did respond, a number feel their child does not make enough progress. Inspectors disagree. They looked carefully at the school's and national analyses of pupils' progress and found that most pupils progress well. Some parents also feel that the school does



**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

not deal adequately with unacceptable behaviour. Inspectors found no evidence to substantiate this claim. The behaviour of most pupils is good. Pupils report that there are occasions when a few pupils misbehave, but say that such outbursts are handled well by adults so that learning is not held up. The pastoral support given to such pupils is good.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hurst Drive Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 52 completed questionnaires by the end of the on-site inspection. In total, there are 269 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	46	23	44	2	4	3	6
The school keeps my child safe	17	33	29	56	3	6	2	4
The school informs me about my child's progress	18	35	29	56	3	6	1	2
My child is making enough progress at this school	16	29	28	51	6	11	3	5
The teaching is good at this school	15	29	30	58	5	10	1	2
The school helps me to support my child's learning	14	27	25	48	7	13	3	6
The school helps my child to have a healthy lifestyle	9	17	38	73	2	4	2	4
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	12	23	28	54	4	8	2	4
The school meets my child's particular needs	7	13	36	69	3	6	3	6
The school deals effectively with unacceptable behaviour	9	17	29	56	6	12	4	8
The school takes account of my suggestions and concerns	7	13	31	60	4	8	3	6
The school is led and managed effectively	9	17	32	62	5	10	3	6
Overall, I am happy with my child's experience at this school	24	46	21	40	2	4	3	6

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



26 November 2009

Dear Pupils

Inspection of Hurst Drive Primary School, Waltham Cross, EN8 8DH

We enjoyed visiting your school and talking to you about your experiences. Thank you for the polite and friendly way in which you welcomed us.

We found that you go to a good school where all adults look after you well, so that you feel safe and happy. Most of you behave very well all the time. You told us there are a few who occasionally forget themselves, but you help them remember how to behave. You told us that you take healthy lifestyles very seriously by making sure that you do not have too much or too little of anything and by taking plenty of exercise. We were pleased to see how much you care about your school environment by switching off lights, recycling paper and discouraging others if they forget about not running in school.

You make good progress in your lessons and improve well on the standards with which you started school at the age of 4. Boys do very well when compared with boys across England, and we have asked the school to find ways of helping the girls reach the same standards in mathematics as the boys do.

Teaching in your school is good and helps you learn a wide range of interesting things. There are plenty of clubs after school to give you more chances to learn and enjoy school. Your headteacher and all staff do a good job in helping you become sensible and considerate people as you grow up. We could see this from the very good standards of behaviour that the oldest pupils set in lessons. Teachers work hard to give you every chance to reach your best. One of you said how that would make a good overall lesson for life: 'always doing your best'. Teachers tell you the levels that you are working at and how to improve. We have asked the school to use this information to make sure that those of you in the same year group but in different classes make progress at the same speed.

I hope you continue to enjoy your time at Hurst Drive and that you will enjoy your Christmas break.

Yours sincerely

Christopher Gray

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', 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 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**