

# Hatfield Peverel Infant School

## Inspection report

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<b>Unique Reference Number</b>	114974
<b>Local Authority</b>	Essex
<b>Inspection number</b>	338486
<b>Inspection dates</b>	16–17 September 2010
<b>Reporting inspector</b>	Selwyn Ward

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

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<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	164
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Anne Hudson-Lund
<b>Headteacher</b>	Cindy Lewis
<b>Date of previous school inspection</b>	21 February 2007
<b>School address</b>	Church Road Hatfield Peverel, Chelmsford CM3 2RP
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## Introduction

This inspection was carried out by three additional inspectors. Inspectors visited 16 lessons and observed seven teachers. They spoke with staff, representatives of the governing body, groups of pupils and informally with some parents. Inspectors looked at samples of pupils' work, the tracking system identifying pupils' progress, school policies and procedures, school leaders' monitoring records, school development planning and risk assessments. They also analysed the questionnaires received from staff and 86 parents and carers.

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

- the start that children get off to in the Early Years Foundation Stage and the introduction that they have to reading and writing
- the reasons for any variation in the rate of pupils' learning across different classes and between different subjects
- the impact of action taken by school leaders in improving provision and raising standards.

## Information about the school

In this small school, the great majority of pupils are White British. A small number come from a range of minority ethnic backgrounds and none are learning English as an additional language. The proportion of pupils with special educational needs and/or disabilities is well below average. At the time of the inspection, the majority of pupils in the Early Years Foundation Stage were attending part-time. The school has an Activemark award. Since the last inspection, there have been a number of staff changes at the school, and the headteacher was appointed in September 2009.

**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?**

**3**

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

**3**

## Main findings

The school provides a satisfactory education for its pupils. Many aspects of the school are good, especially the way it encourages the pupils by aptly living up to its motto for them to 'love learning, investigate ideas and have fun'. Children in the Early Years Foundation Stage benefit from careful day-to-day assessment that is used by staff to tailor provision to meet their individual needs. As a result, the children make good progress from starting points that are at least similar to those expected for their ages so that, by the end of the Reception Year, they exceed the early learning goals expected for their age. Throughout the school, the pupils are exceptionally well behaved and they work hard because they are eager to learn. Their mature approach to learning and their good attendance are reflected in their good progress over time. They attain consistently above average standards by the end of Year 2. Arrangements for pupils' welfare ensure that they feel safe at school and they have a good understanding of the need for a healthy diet and regular exercise, especially appreciating the aerobic sessions with which they start each day. Nevertheless, the teaching does not always enable the pupils to capitalise fully on their enthusiasm.

The good relationship that teachers have with their pupils helps to motivate the children to work hard and try their best. Learning support staff are often deployed well to give extra support to those who need it, for example because of their special educational needs. However, these staff are sometimes passive observers when teachers are introducing the lesson or summarising at the end. When planning lessons, teachers do not take full account of pupils' different capabilities and so work is not always challenging enough. Too often, pupils of widely different capabilities are given the same work to do and, for some, this slows the pace of learning.

Changes made to the Year 2 curriculum last year have brought subjects together so that learning in one subject contributes to that in others. The topic of 'knights and castles' has successfully linked, for example, work in English, art, design technology, information and communication technology, science and history. It has excited the children's interest and has led to a greater depth of understanding of medieval mores and the chivalric code than is commonly found among Year 2 pupils. Plans to roll this integrated curriculum out across Key Stage 1 have yet to be implemented.

The headteacher has introduced a number of key changes that have already shown an impact. Standards in reading, which had previously lagged behind mathematics, rose in 2010 as a result of a whole-school initiative to better promote reading at home. This improvement is appreciated by parents. As one wrote, 'In the past year, the school has introduced good reading guides which helps us to see what level the children are at and when they have improved.' Although many staff with leadership responsibilities are new to role and remain at an early stage of contributing to school improvement, the success of this initiative, improvements in the Early Years Foundation Stage, and the school's

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accurate picture of how well it is doing, together show the school's sound capacity for further improvement.

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

- Accelerate pupils' learning in lessons by:
  - making full use of assessment information to match work to pupils' different capabilities
  - ensuring that learning support staff are actively deployed during periods of whole-class teaching.
- Push ahead with plans to extend curriculum changes across Key Stage 1 so that pupils in all classes benefit from imaginative links between subjects.
- Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Outcomes for individuals and groups of pupils

2

It is the pupils' very positive attitudes that underpin their good progress. Because the pupils behave so very well and work with concentration, they retain knowledge and are able to build on what they have learnt before. This means that they make good progress over time and this contributes to the above average standards attained in reading, writing and mathematics. The rate of progress in lessons is uneven, however. In many lessons, progress is satisfactory rather than better because not enough is expected of the pupils. In a Year 1 mathematics lesson on 'teen numbers', for example, the varied carousel of activities maintained pupils' interest, but there was insufficient new learning for those pupils who left Early Years Foundation Stage already confidently able to count to 20.

Pupils get on very well together and they greatly enjoy the opportunities that they have to take responsibility. Older pupils routinely help the younger ones, for example in assembly. Pupils also take a growing interest in the wider world. They enjoy learning about different beliefs and ways of life, although the governing body has identified that pupils would benefit from more such opportunities.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
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>1</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>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<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

## How effective is the provision?

The quality of teaching and learning varies between good and satisfactory. The most effective lessons move forward at a good pace, with varied activities that ensure that pupils remain fully engaged. Teachers quickly establish orderly routines so that pupils settle to work without fuss. The pupils listen well to their teachers because, as some recite, they appreciate that, 'If you miss the first bit, you won't be able to do the second bit.' In Year 2, the integration of different subjects within topics is well established and has helped to fire children's imagination as teachers reinforce aspects of literacy, such as using the index in a non-fiction book during, for example, design technology tasks. Teachers mainly set out success criteria for pupils at the start of lessons, but these are rarely referred to during the course of a lesson. This means that although pupils generally know what they should be doing, they are often unclear why. At the end of a lesson, pupils are usually asked to signal with thumbs up or down whether or not they think they have met the success criteria, but this is often a cursory exercise with no-one making a note of any who signal negatively or are uncertain. Constructive ties with other local schools contribute positively to the curriculum. In particular, provision for science is enhanced through the school's links with a local secondary school. The curriculum is further enriched through a programme of visits, but there are fewer extra-curricular clubs on offer than commonly seen in other schools.

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Arrangements for pupils' welfare are a notable strength of the school. There are good arrangements to help pupils to settle into school and carefully targeted support is provided for the relatively small number of pupils with special educational needs and/or disabilities. The school has introduced initiatives to boost the confidence of pupils with low self-esteem. It has also given active support to pupils who suffer illness. A parent of a child who suffered a spell in hospital attested to this, explaining: 'The contact they kept with my child, and the support given, played a major role in their recovery. The ongoing support is enabling my child to fully participate and enjoy their time at school.' A rigorous approach to chasing up unexplained absences has helped to maintain attendance rates that are above the average for all primary schools, and notably higher than most comparable infant schools.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

As result of recent staff changes, many of those with subject leadership responsibilities are new to their roles and only beginning to make a contribution to the development of the curriculum. There has been little opportunity to date, for example, for most staff to observe lessons and monitor the quality of teaching and learning in their subjects. The headteacher's monitoring has, however, accurately identified variation in practice between different classes. Her feedback to teachers has begun the process of sharing best practice across the school, although inconsistencies remain, particularly in the way in which staff make use of assessment information to match work to pupils' different capabilities. Many governors are also new, but the governing body now contains a wide range of expertise. The governing body has reviewed policies and practices and now ensures that all statutory responsibilities are fulfilled. These include those for assuring pupils' safety and well-being, which are robust, ensuring, for example, that all staff have up-to-date child protection training. Although the governing body recognises that it is still developing its role of challenging school leaders, it is fully involved in school self-evaluation and shares the headteacher's accurate assessment of the school's many strengths and of where improvements are needed.

The school's audit of its promotion of community cohesion identifies that this aspect is stronger in relation to the local than the national and international perspectives. These latter elements are not neglected, however. A display in the hall, for example, focuses pupils on 'where in the world' they can trace their origins. Equal opportunities are promoted well throughout the school. Care is taken to ensure equal access to the curriculum so that, for example, financial assistance is routinely made available for families on income support so that children can join in school clubs. The school has had success in

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closing the gender gap that previously saw boys' reading and writing lagging notably behind the girls.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>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>3</b>

## Early Years Foundation Stage

Parents praise the way staff have helped their children to settle in in the Reception classes. As one wrote, 'We have been extremely impressed with how the school have settled her in and involved us at every stage of the process.' Children join the Reception Year with skills and experiences similar to, or above, those expected for their ages. They make steadily good progress so that almost all attain above average standards at the end of the Reception Year. In previous years, children have not made as much progress as they should in communication, language and literacy, but initiatives taken by school leaders to boost performance in this aspect of learning have had an impact in raised standards that are especially noticeable in the writing skills of children who have just moved into Year 1.

Children enjoy their time in Reception, and they quickly learn and follow the school's orderly routines. Thorough systems for tracking each child's progress enable staff to target activities to move each child's learning on. Skilled questioning helps to draw out thoughtful responses from the children that help them to grow in confidence and to express themselves with clarity. Some gender differences are apparent, however, in the choices that children make at this the start of the school year. As a parent observed, 'The boys seem to monopolise the computers.' During the inspection, there were fewer toys made available to encourage storytelling among boys, whereas girls were seen avidly making up stories using dolls and miniature figures of mothers and toddlers.

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*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

The proportion of parents and carers returning the inspection questionnaire was greater than found in other primary schools. Parents express mostly favourable views on all aspects of the school. Several comment positively on recent improvements, especially in raising the profile of reading and in accelerating the start that children are given in the Early Years Foundation Stage.

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

Ofsted invited all the registered parents and carers of pupils registered at Hatfield Peverel Infant 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 86 completed questionnaires by the end of the on-site inspection. In total, there are 164 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	49	58	36	42	0	0	0	0
The school keeps my child safe	51	60	28	33	3	4	1	1
My school informs me about my child's progress	30	35	40	47	3	4	3	4
My child is making enough progress at this school	29	34	38	45	5	6	3	4
The teaching is good at this school	32	38	34	40	6	7	1	1
The school helps me to support my child's learning	33	39	40	47	3	4	1	1
The school helps my child to have a healthy lifestyle	39	46	37	44	2	2	0	0
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)	30	35	34	40	2	2	0	0
The school meets my child's particular needs	32	38	34	40	6	7	0	0
The school deals effectively with unacceptable behaviour	30	35	35	41	2	2	4	5
The school takes account of my suggestions and concerns	29	34	32	38	11	13	1	1
The school is led and managed effectively	38	45	32	38	1	1	2	2
Overall, I am happy with my child's experience at this school	44	52	31	36	4	5	2	2

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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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 pupils' 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.**



20 September 2010

Dear Pupils

**Inspection of Hatfield Peverel Infant School, Chelmsford, CM3 2RP**

Thank you for making us so welcome when we came to visit your school. You are making good progress and reaching above average standards but we agree with your headteacher and the governing body that you could be doing even better.

The children in Hedgehogs and Squirrels get off to a good start. Throughout the school, we were impressed with how very well behaved you all are and how well you all get on together. It is this, your good attendance, your enthusiasm in lessons and the way in which you all try to do your very best, that helps you to do well. In many lessons, however, you make slower progress than you could because you are often all doing the same work. That means for some of you, the work is too easy and for others too hard. We have asked your teachers to look at this and plan work that is better matched to your needs. You can help by telling your teachers when, for example, you find the work too easy. Other adults provide valuable extra help for those that need it, but we have asked the school to make sure that they help the teacher too during lesson introductions and at the end of lessons.

Staff take good care of you, and many of you told us how this helps you feel safe and happy at Hatfield Peverel. Those of you in Year 2 enjoy the way different subjects are brought together through topics like the one you are doing on 'knights and castles'. We have asked the school to push on with plans to extend this approach in all classes so that you all benefit.

Thank you again for being so friendly and helpful on our visit, and our very best wishes for the future.

Yours sincerely

Selwyn Ward

Lead inspector

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