

# Saffron Green Primary School

Nicoll Way, Borehamwood, WD6 2PP

**Inspection dates** 15–16 May 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Attainment is above average in reading and writing and average in mathematics at the end of Key Stage 2.
- The dip in some pupils' progress seen last year in mathematics has been reversed due to the school's well-chosen improvement strategies. From their well below average starting points, pupils make good progress and achieve well, in reading, writing and mathematics.
- Teachers have good subject knowledge and they plan lessons well. They use questions effectively to provide pupils with the opportunity to explain their understanding.
- Pupils feel safe, enjoy positive relationships with one another and staff and have good attitudes towards their learning.
- Pupils behave well in lessons and around the school.
- The headteacher and other leaders understand what needs to be done to move the school forward. Priorities are clear and measurable and based on improving teaching and accelerating pupils' progress. Governors and all staff, share in the ambition to ensure all pupils maximise their achievement.
- The governing body makes sure that it is well informed and challenges as well as supports school leaders.
- The range of additional opportunities offered to pupils to help develop their spiritual, moral, social and cultural understanding gives pupils a rich experience in school.

### It is not yet an outstanding school because

- Not enough teaching is outstanding to enable pupils' outstanding achievement.
- Attainment in mathematics though rising is not as high as in reading and writing.

## Information about this inspection

- Inspectors observed 15 lessons, three of which were joint observations with the headteacher. In addition, the inspection team made a number of short visits to observe one-to-one support and small group sessions and observed an assembly.
- Inspectors listened to pupils read and met with a group of pupils. They spoke with the Chair of the Governing Body, a local authority representative and school staff, including senior and middle leaders.
- Inspectors took account of the 10 responses to the on-line Parent View survey when carrying out the inspection, and also spoke to parents who were bringing their children to school. Responses to the school's own parent questionnaire and the staff questionnaire were also considered.
- Inspectors observed the school's work and looked at a number of documents, including the school's data on pupils' current progress, planning and monitoring documents, and records relating to behaviour, attendance and safeguarding.

## Inspection team

Lucy Maughan, Lead inspector

Additional Inspector

Victoria Turner

Additional Inspector

# Full report

## Information about this school

- The school is smaller than the average-sized primary school.
- The Early Years Foundation Stage is provided in a Nursery and a Reception class.
- The proportion of pupils eligible for support from the pupil premium is above the national average. (The pupil premium provides additional funding for children in the care of the local authority, children of parents serving in the armed forces and for pupils known to be eligible for free school meals.)
- The proportion of pupils from minority ethnic groups is above the national average, as is the proportion of pupils who speak English as an additional language.
- The proportion of disabled pupils and those with special educational needs supported at school action is below the national average, as is the proportion of pupils supported at school action plus or with a statement.
- The school meets the current floor standards, which are the minimum standards for attainment and progress expected by the government.
- The school has a breakfast club which is run independently.
- The school has made changes to the leadership team since the previous inspection, including appointing a new headteacher in 2011, new Lower School Leader and Special Needs Coordinator. Two assistant headteachers are due to take up their posts in September 2013.

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

- Raise the proportion of outstanding teaching by
  - improving the pace of learning so that pupils' progress is good or better in all lessons.
  - Ensuring tasks are well matched to pupils' different ability levels, particularly the more able, so that they experience sufficient challenge in their work.
- Improve attainment in mathematics so that it is better matched to that in reading and writing by
  - developing more opportunities for pupils to apply their number skills to solving real life problems.
  - extending the chances for pupils to use practical mathematics skills in the subjects they study.

## Inspection judgements

### The achievement of pupils is good

- When children join the school in the Early Years Foundation Stage, their skills are well below those expected for their age. They make good progress and are well prepared when they transfer to Year 1
- In 2012, attainment was above average in English and average in mathematics by the end of Year 6. The previous gaps in attainment between boys and girls are closing rapidly. Pupils in all years make good progress and attainment is on track to be higher this year than last.
- The school has focused successfully on improving reading, with the clear approach to the development of early reading assisting pupils in Key Stage 1 to build their skills systematically. The proportion of pupils reaching the national standard in the phonics (letters and the sounds they make) check for Year 1 was high. The strong emphasis on reading continues in Key Stage 2 with pupils reading regularly to adults and using guided reading sessions to extend their knowledge and skills at a good pace.
- Pupils' writing skills are well developed due to the good opportunities they have to practise writing and record their work in the range of subjects they study.
- Pupils develop their mathematical skills successfully throughout the school. They are not given enough opportunities to apply these skills to solving real-life problems or to use them to support their learning in practical activities.
- Disabled pupils and those with special educational needs benefit from additional help in lessons and in small groups. Teachers ensure they adapt work for these pupils so it is exactly at the right level of challenge. As a consequence, they make good progress.
- Pupils eligible for the pupil premium funding receive tailor-made support in small groups and on a one-to-one basis. In 2012, the gap in their attainment was approximately two terms behind other pupils in English and three terms behind in mathematics. Senior leaders keep a close on how well these pupils are achieving in all years and make necessary changes to accelerate progress if approaches are not making enough difference. Pupils are making good progress as a result.
- The achievement of pupils from ethnic minority groups is similar to other groups and is at least good. Those who speak English as an additional language also make good progress, because the school identifies their language needs early and draws on staff expertise to help their learning move forward.

### The quality of teaching is good

- Teaching is consistently good with some examples of outstanding teaching. There are positive relationships between teachers and pupils in all year groups and this supports pupils' successful learning.
- Teachers have good subject knowledge. They plan lessons carefully and choose resources well to stimulate pupils' interests. They ensure lessons typically move on at a good pace. They adapt activities as necessary to ensure pupils make good progress throughout lessons.

- Questioning is a strength across the school and leads to pupils being highly motivated and engaged in their learning. Teachers and teaching assistants use questions skilfully to provide pupils with the chance to explain their understanding and also assess progress so that pupils can be moved onto the next stage in their learning as quickly as possible.
- The needs of disabled pupils and those who have special educational needs are identified early. The progress of individuals is carefully tracked and regular meetings are used effectively to tailor support to meet specific needs. All pupils receive high quality support as appropriate to their needs, either within lessons or in one-to-one activities. The same approach also helps those pupils for whom English is an additional language to build good communication skills and achieve as well as others in their class.
- In the Early Years Foundation Stage, children benefit greatly from well-organised activities. Teaching encourages children to find things out for themselves and skilful staff take every opportunity to encourage them to be independent as well as carefully guiding their learning during teacher-led activities.
- Where teaching is best, teachers have very high expectations of what pupils can achieve and, set a brisk pace to activities which are well-matched to different ability levels. However, this level of expectation is not present in all classes, where opportunities are sometimes missed to challenge pupils learning further, especially the more able.
- Marking is carried out regularly across the school and includes positive comments and areas for improvement. In the best lessons teachers draw on this to support learning for example in a Year 6 class, pupils were given five minutes at the start of the lesson to reflect on the teacher's marking of previous work and use them to aim higher in their current work. Teachers assess pupils' work regularly and accurately.

### **The behaviour and safety of pupils are good**

- Pupils are polite and well behaved around the school. They respond well in class, especially when the teaching is good, and show positive attitudes to learning. Pupils cooperate well with staff and each other, this is especially evident in the Early Years Foundation Stage where children share equipment and work well in pairs to complete activities.
- Pupils are proud of their school and the older ones speak positively about how behaviour has improved. One child commented 'I like this school, everybody helps you.'
- They treat each other with mutual respect and are tolerant of each other's differences. Pupils enjoy taking on various roles of responsibility, including play leaders, school council members, team captains or as monitors.
- Staff manage pupils' behaviour consistently well across the school. Pupils who have particular emotional difficulties or challenges to behaving well are very well supported.
- The small number of parents and carers who responded to Parent View and staff who completed the school staff questionnaire agree that behaviour in lessons and around the school has improved and is typically good. One parent commented 'The school has helped my daughter with her social skills and friendships, I can come in anytime. It's an open door policy.'
- Pupils say they feel safe in the school. Bullying is rare and dealt with effectively when it occurs. Pupils understand risk and know about different types of bullying and how to keep themselves

safe, especially on the internet. There are very few racist incidents and discrimination is not tolerated.

- Attendance has improved over the last two years and is now broadly average. The school has been active in raising attendance and continues to tackle unauthorised absence. The school looks closely at the attendance of specific groups and this has been helpful in strengthening contact with families who struggle to ensure their children attend regularly.

### **The leadership and management are good**

- Since her appointment two years ago the headteacher has set the school on an improving course. Members of the leadership team are fully committed to driving improvement, work well together and have high expectations for further improving the quality of teaching and pupils' achievement. There is strong team work amongst staff who support the headteacher's ambitions for the school.
- Effective self-evaluation leads to clear priorities being set which are kept under close scrutiny to ensure they bring the positive change required in maximising pupils' achievement.
- The checks made by leaders on pupils' progress are regular and accurate. This forms part of the comprehensive system for managing teachers' performance. Only teachers who meet the required standards and enable pupils' good or better progress can move up the salary scale. The headteacher does not shy away from difficult conversations about teaching performance when these are necessary.
- The local authority has supported the school very well. Its timely assessments have contributed to improvements in the quality of teaching and learning.
- Pupils with special educational needs and those who require extra help have equal opportunity to be as successful as other pupils. The bespoke support and close links with parents and carers ensure they build their knowledge and skills and achieve well.
- Learning activities encourage strong spiritual, moral, social and cultural development. Pupils are very knowledgeable about different religions and cultures. Their understanding of diversity is enhanced by assemblies and celebrations led by visitors from different faiths. Opportunities to experience sports competitions, participate in school performances and art exhibitions enhance and widen pupils' cultural horizons.
- **The governance of the school:**
  - The governing body is keen to support leaders and has the very best interests of the pupils at the centre of all it does. Governors receive regular reports from the headteacher and other senior leaders on the progress of pupils, and they challenge leaders about the findings. They know the school well, including the quality of teaching, and they are committed to driving up standards through the robust management of performance. They have attended training to help them fulfil their role and receive external support for managing the performance of the headteacher. Governors have made sure that pupil premium funding is spent effectively. Safeguarding is given a high priority, and the governors ensure that the school complies with all current requirements.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	117195
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	411786

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	222
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Stephen Craker
<b>Headteacher</b>	Linda Storey
<b>Date of previous school inspection</b>	21 January 2010
<b>Telephone number</b>	020 89533801
<b>Fax number</b>	020 82075985
<b>Email address</b>	admin@saffrongreen.herts.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', 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 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



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](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.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 assesses 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 0300 123 4234, 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 information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
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 2013

