

Andrews Lane Primary School

Andrews Lane, Cheshunt, Waltham Cross, Hertfordshire EN7 6LB

Inspection dates

28–29 November 2018

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leaders and governors have not monitored the quality of education rigorously. Systems and processes for school improvement have not been thorough enough to prevent a decline in pupils' achievement.
- Pupils' progress in writing has been in decline for three years. In 2018, pupils' progress was significantly below that found nationally.
- The most able pupils do not achieve as well as they should. The proportion of pupils reaching the higher standards at the end of key stage 2 has been consistently below the national average.
- Pupils' achievement in key stage 1 varies too much in reading and writing. Pupils are not developing their literacy skills well enough for the demands of the next key stage.
- The curriculum is not systematically planned to ensure that pupils deepen their knowledge and skills across a wide range of subjects.
- Too much is expected of pupils in Year 6. Pupils cannot catch up to achieve as well as they should. This is especially the case in writing.
- Some subject leaders are new to role. They are keen and know what needs to be done to improve the quality in their subject. It is too soon to evaluate the impact of their work.
- Leaders' use of additional funds to raise disadvantaged pupils' achievement is not effective enough.
- Governors have not held school leaders to account well enough for raising pupils' achievement.
- Attendance has been below the national average for some time. Persistent absenteeism has been above the national average and is not reducing swiftly enough.

The school has the following strengths

- Pupils are happy, respectful and say that they feel safe at school. Parents overwhelmingly agree.
- Leaders create a warm and welcoming environment for pupils to feel secure.
- The teaching of mathematics is improving, and pupils are making stronger progress as a result.
- Pupils are provided with a wide range of extra-curricular experiences and activities.
- The quality of the early years is a strength. Children start school well and make good progress.
- Pupils with special educational needs and/or disabilities (SEND) make good progress.

Full report

What does the school need to do to improve further?

- Improve leadership and management by:
 - establishing and implementing rigorous systems and procedures that support and improve pupils' progress and ensure school improvement
 - thoroughly monitoring and developing the quality of teaching, learning and use of assessment so that all groups of pupils make good progress
 - improving pupils' attendance and reducing persistent absenteeism so that it is more consistently at least in line with the national average
 - providing support for middle leaders so that they have a greater impact on increasing pupils' achievement in a wide range of subjects
 - ensuring that there is a cohesive curriculum plan so that pupils deepen their knowledge and understanding in a wide range of subjects.
- Improve the quality of teaching and pupils' achievement by:
 - ensuring that pupils make good progress in reading, writing and mathematics throughout key stage 2 so that more reach the required standard by the end of Year 6
 - ensuring that pupils make better progress in writing
 - providing the most able pupils with opportunities to use and apply their knowledge and understanding in a range of different ways so more excel.
- Improve early years further by:
 - ensuring that the most able children exceed their expectations in early years and are better prepared for Year 1, particularly in writing and mathematics.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leaders have not ensured that pupils' progress and attainment is good enough so that more are well prepared for the next stage of their education. The proportion of pupils who have reached the required standard by the end of key stage 2 has declined over three years.
- Leaders and governors do not have suitable systems and processes in place to systematically monitor, analyse and improve pupils' achievement. Leaders have a wealth of information to describe pupils' achievement. However, this information is not used as well as it should be to inform future actions to ensure that more pupils make better progress.
- Governors do not have a secure understanding of what published information tells them about how well pupils are achieving. They accept the information provided to them by school leaders without sufficient challenge.
- Leaders have not identified the barriers for learning that disadvantaged pupils face in their school. The additional funds are not used specifically enough to reduce these barriers and have not been allocated effectively. The proportion of disadvantaged pupils who reached the required standard in reading, writing and mathematics in 2018 was lower than that of others both in school and nationally.
- Although the school has received periodic checks from the local authority, these have not been as effective as they should be. Representatives have not challenged or advised the school well enough about stemming the general decline in pupils' achievement. Where the local authority has provided additional training for staff in the teaching of mathematics, this has had a positive impact on improving the quality of education that pupils receive.
- Subject leaders are enthusiastic for their roles. They have a clear understanding of what they need to do to improve their area of responsibility. It is too early to evaluate the impact of their work on increasing the quality of education in their subject area. Currently, there is no clear curriculum plan to demonstrate how leaders intend for pupils to deepen their knowledge and understanding across a range of subjects.
- The headteacher, ably supported by the new deputy headteacher, leads by example. Senior leaders have ensured that the school is a welcoming place where pupils' personal development and enjoyment of school is key. There are positive relationships between parents, staff and pupils. Many staff have proudly worked at the school for a long period of time and appreciate the support that they receive from leaders.
- The quality of leadership for pupils with SEND is strong. Pupils' additional needs are identified early. Teachers think carefully about how best to meet pupils' needs, and support staff are well trained to help. Many pupils with SEND make good personal and academic progress.
- The behaviour support base provides effectively for the pupils who attend or where staff support other schools with help and guidance. Staff are highly trained and ensure that pupils are provided with useful strategies for returning to their mainstream school.

Leadership is effective and work in the base is a strength of the school.

- Leaders provide well for pupils' extra-curricular experiences. There are many activities that happen at lunchtime or after school. Over one third of pupils attend at least one club. Evidence from the art club around the school is very impressive. Parents too are involved in learning activities during the 'working together' times. Displays of work around the school are vibrant and illustrate a whole-community involvement.

Governance

- The governing body has not been as effective as it should have been in holding leaders to account for improving pupils' achievement. Governors have not kept up to date or received relevant training. They do not have a strong enough understanding of what the published information tells them about how well pupils achieve.
- Governors' minutes show that governors too readily accept the information provided by school leaders, and they do not challenge leaders well enough about improving pupils' achievement. Some governors do not visit, or check information provided sufficiently. Consequently, school improvement is too slow.
- Governors have not ensured that the information on the school website is kept up to date and in line with government expectations. Information about governance and how additional funds such as the pupil premium and sport premium are spent were not compliant during the inspection. Several important policies were out of date.
- Governors are dedicated and committed to the school and its place in the community. Many have served for several years. Some are involved in school life through listening to pupils reading regularly. Governors appreciate the work of staff and are a good support to them.

Safeguarding

- The arrangements for safeguarding are effective.
- The checks on the suitability of new staff to work at the school are made and records are appropriately kept. Leaders and governors are trained to recruit staff, and those who have responsibility for child protection have been effectively trained.
- Staff are trained in current child protection guidance and know how to raise concerns. Staff have received their 'Prevent' duty training about radicalisation, and other safeguarding training and updates are in place. Although governors carry out checks, they do not review or evaluate the school's practices, staff understanding and record-keeping as meticulously as they should.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching, learning and assessment is too inconsistent. This is because teachers do not use the information they hold about pupils' achievement well enough. Teachers have not received enough guidance from leaders on how they can provide for the learning needs of different groups of pupils. Some teachers do not match the learning activities to the needs of the lower-ability pupils or the most able pupils well

enough. Neither group achieves as well as it could.

- The quality of the teaching of writing varies. In some classes, adults' expectations of what pupils should achieve are too low. Where this is the case, pupils produce writing that does not deepen their knowledge and understanding. Pupils' books show that in some key stage 2 classes the expectations are the same as in key stage 1. Consequently, pupils have too much ground to catch up by the time they reach Year 6 in order to be able to meet the standard required.
- Adults ask questions of pupils in lessons. However, too many teachers accept brief answers and do not encourage pupils to extend their answers or use suitably technical vocabulary. Where teachers have accurate expectations of what pupils can do, then pupils rise to the challenge and achieve well.
- Teachers are not consistent in their application of the school's policy for providing feedback. Teachers are not providing specific guidance or support to help pupils improve. Some pupils continue to repeat the same mistakes.
- Pupils' books show that they cover interesting topics, such as the Egyptians in history. Pupils are highly motivated by their learning, and the most able pupils enjoy using technical vocabulary to explain their understanding. For example, Year 4 most-able pupils relished explaining the process of mummification. However, the activities they are provided with are too often the same worksheets irrespective of pupils' starting points. The most able pupils are not given opportunities to demonstrate their understanding and the less able struggle to complete their work well.
- Mathematics is taught well. Teachers have received guidance and support to improve the quality of teaching in this subject. Teachers explain new concepts and methods clearly. Pupils are provided with increasing opportunities to think, reason and explore mathematical activities for themselves, using good quality resources and equipment. Pupils are becoming more confident and are developing secure mathematical strategies.
- Teaching assistants are committed to supporting the pupils with whom they work on an individual or small group basis. Several assistants were observed using questions skilfully to help individuals explain their learning. In Year 1, teaching assistants are well trained, and they are used effectively to support groups of pupils in the teaching of phonics. Pupils have achieved in line with the national average in the Year 1 phonics screening check for several years.
- Pupils are taught lessons, such as physical education, by external professionals. In these lessons, pupils follow instructions easily and well. Pupils demonstrate skills and enjoyment. Pupils are quick to learn and achieve very well during these lessons and over time.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are happy at school, and those spoken with say that they are looked after well. Parents spoken with, and those who responded to Ofsted's online questionnaire, Parent

View, are overwhelmingly positive about how happy their children are at school. One parent echoed the sentiment of many with the comment, 'My children are always excited to go to school and love telling us about their day.'

- Pupils and parents are confident that leaders and staff deal well with any concerns that they have. The school is welcoming and creates a positive environment in which to learn. Many pupils are proud of their school.
- School staff have good relationships with parents. Many parents appreciate the fact that at the start of the school day they can speak with teachers or the family support worker. Equally, school events such as 'working together' in classes are well attended. Parents appreciate being involved in their children's school life.
- Pupils are adamant that bullying is rare at school. They can easily identify someone that they would speak with if they felt concerned, and they know that they would be listened to. Evidence from leaders' records and class records confirms that issues of bullying are rare. Leaders take issues seriously, and staff are quick to deal with any situations. Records are well maintained.
- Leaders provide well for pupils to develop socially and emotionally. Leaders have chosen to provide play therapy, counselling and yoga sessions so that all pupils can develop their positive mental health.
- In other times, such as assemblies, pupils demonstrate their enjoyment and respect of school. One pupil said that she loved assemblies because of the singing, and that 'They make me feel part of a community.'

Behaviour

- The behaviour of pupils requires improvement.
- Pupil absence is too high. Leaders work carefully with the local authority to try and improve attendance, which has been below the national average for several years. Leaders are using a range of support and challenge where attendance is less than expected and have achieved some success, but more needs to be done.
- Persistent absenteeism remains too high, and leaders are having to resort to issuing fines to parents. Lateness is a concern and some pupils miss the start of their school day frequently.
- The number of fixed-term exclusions is very high when compared with the national average. All exclusions have been carried out appropriately. However, it is less clear how leaders are effectively working to reduce these once pupils return to school.
- Pupils conduct themselves very well around the school and in less structured times such as lunchtimes. In the main, they are well behaved in lessons. However, where learning in lessons is not as well matched to pupils' needs or abilities, their interest wanes. This results in low-level disruption in some classes.

Outcomes for pupils

Requires improvement

- Information in published results demonstrates that the progress that pupils have made in key stage 2 has been in slow decline since the previous inspection. Pupils' progress

in reading and mathematics fell year-on-year from 2016.

- The progress pupils make in writing remains inconsistent across the school. In 2018 the progress that pupils made in writing by the end of key stage 2 was in the bottom 10% when compared with other schools nationally. Pupils' books show that they still have much ground to make up by the time they reach Year 6. Pupils make very good progress in Year 6.
- The most able pupils are not achieving as well as they should. Pupils' attainment at the higher standard at key stage 2 in 2018 was below national averages, especially in writing. The proportion of pupils who reached the higher standard in reading, writing and mathematics combined was below the national average in 2017 and fell further in 2018.
- Disadvantaged pupils have not achieved well enough to be prepared for the next stage of their education. Disadvantaged pupils achieve well in Reception. However, by the end of key stage 1, the difference in these pupils' achievement compared with others nationally has been larger than for other pupils in the school. This difference, while diminishing, means that disadvantaged pupils do not achieve as well as they could.
- Pupils' attainment at key stage 1 has been inconsistent. For example, in 2017 pupils achieved above the national average. However, in 2018 pupils' achievement was below the national average in reading, writing and mathematics. Pupils' achievement in science at the end of key stage 1 over both years was similar and above the national average. Currently, in Year 2, the progress pupils are making remains variable. Some pupils are making good progress in their learning, but others are not receiving the precise support that they need to catch up.
- The proportion of pupils who have reached the required standard in the Year 1 phonics screening check has been in line with the national average for several years. Pupils currently are making good progress with their learning of sounds in Year 1. When reading, pupils use their sounds well to help them read unfamiliar words.
- Pupils achieve well with their use of spelling, punctuation and grammar. In 2018, the proportion of key stage 2 pupils who reached the required standard was above the national average. Pupils demonstrate that they can achieve well. Work in pupils' books demonstrates that they are careful with their work and take a pride in spelling, punctuation and grammar.
- Although pupils have consistently achieved well in science at key stage 1, this does not remain the case by the end of key stage 2.

Early years provision

Good

- Since the previous inspection, children's achievement has risen year-on-year. In 2018, the proportion of children who achieved a good level of development (GLD) was in line with the national average. This represented good progress from their individual starting points. This year, leaders have raised adults' expectations further and are ensuring that they provide children with a wide range of activities to ensure that they are well prepared for Year 1.
- Disadvantaged children start well in Reception and make good progress. The proportion of disadvantaged children who consistently achieve a good level of

development has been in line with, or better than, others in their class. There has been no difference in achievement.

- Children develop their mathematical knowledge and skills well. This is because adults provide good-quality resources for children to develop their sense of number. Children are learning and using their skills in a range of different ways, so they can make good progress.
- Leadership of early years is strong. There is a clear vision for children's achievement and a very clear understanding of how best to help children learn and make good progress. Staff are well-trained and know which children they are supporting and who needs to make better progress. Activities are thoughtfully considered so that children can practise their skills and enjoy their learning experiences.
- Relationships are very positive. Adults work well with children and encourage them to participate in all activities. The outdoor area is used effectively and provides many opportunities for children to use and develop their knowledge and understanding. Adults help children develop their language skills so that more are successful when speaking and listening.
- Children behave exceptionally well in early years. They have settled well into daily routines and willingly follow them. They persevere with activities and learn well with each other. There is much laughter when children have successfully achieved a task or solved a problem. For example, some boys were very pleased with their results when building bridges for trucks in the construction area.
- Children in the part-time nursery are well cared for and the provision is thoughtfully planned. However, they do not make the same levels of progress as they could in some areas for learning. The early years leader has prioritised the progress that children make in this provision so that even more start Reception ready for school life.
- Although, the proportion of children reaching a GLD continues to increase, the proportion of most-able children who exceed the expectations of early years is below that found nationally. This is an area for improvement that adults have identified and prioritised this year.

School details

Unique reference number	117302
Local authority	Hertfordshire
Inspection number	10054440

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	229
Appropriate authority	The governing body
Chair	Ms Jacqueline Haynes
Headteacher	Mrs Emma Develly
Telephone number	01992 623 065
Website	www.andrewslane.co.uk
Email address	head@andrewslane.herts.sch.uk
Date of previous inspection	5–6 March 2015

Information about this school

- Andrews Lane Primary School is a one-form entry primary school, providing education for pupils from 3 to 11 years old.
- The proportion of pupils who are eligible for free school meals is above that found nationally.
- The majority of pupils are white British.
- The proportion of pupils with SEND is in the top 20% of all schools nationally.
- The school provides part-time places for nursery-aged children.

Information about this inspection

- Inspectors gathered a range of information to judge the quality of teaching, learning and assessment. This included observing learning in all classes, some of which were seen jointly with school leaders.
- The inspectors spoke with pupils, considered books, education, health and care plans and the school's own assessment information in order to check the progress that pupils make over time.
- Meetings were held with the headteacher, other senior leaders and subject leaders. A meeting was held with the governing body and a telephone call was held with a representative of the local authority.
- Inspectors looked at a range of documents, including plans for future improvement and the school's evaluation of its own performance.
- Policies and procedures for safeguarding pupils were examined, including statutory information on the recruitment of staff.
- The inspectors spoke with parents and staff to gather their views. Parental views were analysed from the 14 responses to the Ofsted's online survey, Parent View, and comments parents made using the free-text service.

Inspection team

Kim Hall, lead inspector	Her Majesty's Inspector
David Piercy	Ofsted Inspector
James Richards	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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