

# Inspection of Hatfield Peverel St Andrew's Junior School

Church Road, Hatfield Peverel, Chelmsford, Essex CM3 2JX

---

Inspection dates:	11 and 12 March 2025
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Previous inspection grade	Good

## **What is it like to attend this school?**

St Andrew's Junior School is a place where pupils work hard. Staff develop positive, caring relationships with pupils, and as a result, pupils feel safe. Pupils learn and follow the school rule of 'we care'. They learn to be compassionate and respectful individuals. The pupils show resilience in the face of change and adapt well to their temporary school. They enjoy learning and want to be in school. The school has high expectations for pupils. Pupils show a focused attitude to their learning and achieve well.

The school teaches pupils to think for themselves. Pupils learn to solve problems and take on challenges. They are encouraged to help each other and work as a team. Pupils are praised for enjoying learning and not giving up when learning gets tricky.

Pupils value the opportunities to 'let their light shine' with trips, performances and competitions, such as cross-country and the poetry slam. Outside the classroom, pupils take part in activities that build leadership and responsibility. They help in the community and learn the value of giving back. By the time they leave, pupils are well prepared for the next stage of education.

## **What does the school do well and what does it need to do better?**

The curriculum is well designed and implemented by staff. From Year 3 to Year 6, the curriculum is designed to build on pupils' prior learning. Pupils achieve well. The school teaches important knowledge across subjects. Pupils enjoy the subjects they study because the school makes them interesting and informative.

Staff revisit previous knowledge to help pupils know and remember more. They use questions to challenge pupils to reflect more deeply on their learning. Teachers are mostly skilled at identifying and addressing gaps in pupils' learning. However, in some subjects, particularly where the curriculum is newly developed, this is inconsistent. Staff do not always have the precision in the subject knowledge needed to identify and address misconceptions. As a result, on the occasions where this is the case, pupils do not build on their prior learning.

The school identifies the needs of pupils with special educational needs and/or disabilities (SEND) swiftly and accurately. Staff adapt lesson activities effectively to meet pupils' needs. Pupils with SEND achieve well. They successfully learn the same curriculum alongside their peers.

Staff regularly check on pupils' reading knowledge to identify those pupils who need extra support. This support is effective in helping pupils to catch up. Pupils benefit from high-quality phonics. They get regular opportunities to practise the sounds that they have learned. This includes the books that they read, which are closely matched to the sounds that they already know. This helps pupils to develop confidence and fluency. A genuine love of reading and books is evident across the school. Pupils talk with joy about a wide range of texts they have read. Equally, they enjoy adults reading to them daily.

Pupils behave well. They are polite and respectful. In lessons, pupils listen well and focus on the work given to them. Pupils enjoy the excellent range of activities on offer to keep them active during lunchtimes, and they play well together.

The school monitors pupils' attendance carefully. It has robust systems in place to make sure it responds quickly to any absences. As a result, pupils' attendance is improving.

The school has designed an effective programme of learning and enrichment activities to support pupils' wider development. Pupils participate in a wide range of clubs, competitions and activities. Pupils are proud and eager to take on positions of responsibility, such as play leaders, house captains and language leaders. Pupils are respectful towards one another. The school provides strong emotional and well-being support for staff, pupils and families.

Governors and trustees provide highly effective support and challenge to the school. The school engages well with parents, who are extremely positive about the education, nurture and wider support pupils receive, despite the recent challenges that the school has with the temporary building.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- In some subjects, particularly where they are newly developed, the curriculum is not being implemented the way it has been designed as well as it is in other subjects. This means pupils' misconceptions and errors in their work are not picked up quickly. As a result, pupils do not build on their prior learning. The school needs to ensure that staff develop their expertise, so they have the subject knowledge to teach all the curriculum consistently well.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## **Further information**

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	115102
<b>Local authority</b>	Essex
<b>Inspection number</b>	10345147
<b>Type of school</b>	Junior
<b>School category</b>	Maintained
<b>Age range of pupils</b>	7 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	220
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Ralf Cook and William Guy (Co-chairs of governing body)
<b>Headteacher</b>	Rebecca Black
<b>Website</b>	<a href="http://www.hatfieldpeverelstandrews.co.uk">www.hatfieldpeverelstandrews.co.uk</a>
<b>Dates of previous inspection</b>	22 and 23 January 2019, under section 5 of the Education Act 2005

## Information about this school

- The school is part of the Diocese of Chelmsford. The last section 48 inspection took place in October 2016. The next section 48 inspection is due to take place in the next four years.
- The school uses two unregistered alternative provisions.
- The school has been significantly impacted by reinforced autoclaved aerated concrete (RAAC) and is currently operating out of temporary buildings. The original school building is not in use.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school’s education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- During the inspection, the inspectors met with the headteacher and other senior leaders.
- The inspectors met with members of the governing body, including the co-chairs of the governing body.
- Inspectors carried out deep dives in these subjects: reading, mathematics, history and French. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils’ work. The lead inspector listened to pupils read to a familiar adult and visited other lessons.
- The inspectors considered the responses to Ofsted’s staff and pupil surveys. They also considered the responses to the online survey, Ofsted Parent View, including comments submitted via the free-text facility. The inspectors also spoke to some parents in person.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils’ interests first.

### **Inspection team**

Nerrissa Bear, lead inspector

His Majesty’s Inspector

Stuart Pope

Ofsted Inspector

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2025