

# Inspection of a good school: Leverstock Green Church of England Primary School

Green Lane, Leverstock Green, Hemel Hempstead, Hertfordshire HP2 4SA

Inspection dates:

3 and 4 July 2024

## Outcome

Leverstock Green Church of England Primary School continues to be a good school.

## What is it like to attend this school?

The school's core values of love, respect and forgiveness are evident in day-to-day school life. Staff know pupils and their families very well. Pupils are well cared for and are safe. They appreciate the close family atmosphere in this warm and welcoming school.

Pupils are happy and flourish here. This is because the school has high expectations of pupils' behaviour and clear routines. Pupils are friendly and polite. From the early years onwards, the school teaches them to show high levels of respect and kindness towards adults and each other.

There is a calm and focused atmosphere throughout the school. Pupils work hard in their lessons. As a result, pupils, including pupils with special educational needs and/or disabilities (SEND), achieve well across the different subjects they study. They become confident and independent learners by Year 6 and are well prepared for secondary school.

Pupils can take part in a varied range of clubs, visits and wider opportunities. This gives them a well-rounded and rich school experience. Older pupils enjoy taking on leadership responsibilities that make a real difference to the school community such as STEM ambassadors, eco-warriors or digital leaders.

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

The school's curriculum is broad and ambitious for all pupils. The knowledge and vocabulary that pupils should learn are clearly set out from Reception to Year 6. Teachers typically plan memorable activities to help pupils remember important knowledge.

Teachers use their subject expertise to teach most elements of the curriculum well. As a result, pupils enjoy lessons and produce work of a high standard. Generally, teachers' checking of pupils' knowledge is effective. Occasionally, some teachers do not identify and

correct pupils' misconceptions quickly enough before moving on to new learning. Where this happens, pupils may find it more difficult to recall and use some knowledge.

Well-trained adults sensitively support the social and emotional needs of pupils with SEND. Teachers adapt their teaching to help pupils with SEND access the full curriculum. However, some of these adaptations do not specifically address pupils' individual needs precisely enough, so they may not always learn as well as they could.

The school has prioritised early reading. Staff have the expertise to teach phonics well. They know how to help pupils learn and blend sounds effectively and with increasing confidence. Children start learning to read from the beginning of Reception. They take home books that match the sounds they have been learning. This helps them practise their sounds. Pupils who need extra help to improve their reading are identified quickly. Adults give them effective additional support. Teachers plan reading activities based on interesting books and other texts. These help pupils to read fluently and with understanding. Pupils become capable and enthusiastic readers.

The early years curriculum gives children a secure start with learning. The Reception and Nursery classrooms are stimulating, happy and purposeful places. Adults engage meaningfully with children to help them develop the knowledge and skills needed to make a successful transition to Year 1.

The school emphasises striving for excellence while caring for the individual. Purposeful and supportive relationships are the foundation of the school's work. Leaders and staff have created a very strong culture of positive behaviour and mutual respect. They combine high standards with an ethos of reflection and forgiveness when pupils make mistakes. Pupils behave very well in lessons and around the school. Attendance is high. The school sets clear expectations about regular attendance and works sensitively with the families of pupils who struggle to attend regularly. This helps improve pupils' attendance.

The school promotes pupils' personal development particularly well. The curriculum includes carefully considered experiences that support pupils' personal growth. Pupils learn how important it is to respect and welcome others, whatever their background or identity. They learn about different cultures, religions and fundamental values. Pupils attend a broad range of clubs. All Year 6 pupils take on roles of responsibility such as prefects, eco-warriors, digital leaders or inclusion ambassadors. The change team is one of several ways that pupils can have their views heard.

Staff collaborate well with each other. They appreciate the opportunities the school provides for training and development. Staff are very proud of the school and enjoy working here. Leaders are considerate of staff well-being and workload. Governors understand the school well and provide effective challenge and support to help improve the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- On occasion, some teachers do not identify pupils' misconceptions or address these quickly enough. As a result, pupils may sometimes move on to new learning before they have a secure understanding of important knowledge. The school should ensure that teachers always ensure that pupils are secure in their understanding before moving on to new content and knowledge.
- Some teachers do not always ensure that the adaptations to their teaching to meet the individual needs of some pupils with SEND are precise enough. This means that some pupils with SEND may not always learn and make progress through the curriculum as well as they could. The school should ensure that teachers consistently adapt their teaching to precisely meet the individual needs of all pupils with SEND.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in July 2018.

## 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>	117416
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10323644
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	234
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Ben Slater
<b>Headteacher</b>	Victoria Burgess
<b>Website</b>	<a href="http://www.leverstockgreen.herts.sch.uk">www.leverstockgreen.herts.sch.uk</a>
<b>Dates of previous inspection</b>	10 and 11 July 2018 under section 5 of the Education Act 2005

## Information about this school

- The school has a Christian religious character. It is part of the Anglican Diocese of St Albans. The most recent statutory inspection of its religious character, under section 48 of the Education Act 2005, took place in June 2019. It will receive its next inspection within eight years of that date.
- The school does not use any alternative provisions.

## Information about this inspection

- Inspections are a point-in-time judgement 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 inspector discussed any continued impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, school leaders and members of the governing body, including the chair, and held a telephone conversation with the local authority representative, the diocesan adviser and the school's appointed school effectiveness adviser.

- The inspector carried out deep dives in these subjects: early reading, mathematics and computing. For each deep dive, the inspector held discussions about the curriculum, visited a sample of lessons, spoke with teachers, spoke with pupils about their learning and looked at samples of pupils' work. The inspector also observed a sample of pupils reading to a familiar adult.
- The inspector discussed the curriculum and looked at samples of pupils' work in some other subjects and reviewed school policies, leaders' evaluations and development plans.
- To evaluate the effectiveness of safeguarding, the inspector 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.
- The inspector observed pupils' behaviour in lessons and around the school, spoke with a range of pupils to understand what it is like to be a pupil in this school and reviewed responses to Ofsted's pupil survey.
- The inspector met with members of staff to discuss the school's work and considered responses to the confidential Ofsted staff survey. To consider the views of parents, the inspector reviewed the responses and free-text comments submitted to Ofsted Parent View.

## **Inspection team**

John Constable, lead inspector

Ofsted Inspector

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Piccadilly Gate  
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