

Hurst Park Primary School

Inspection report

Unique reference number	125038
Local authority	Surrey
Inspection number	381029
Inspection dates	23–24 January 2012
Lead inspector	Alison Cartlidge

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	259
Appropriate authority	The governing body
Chair	Philip Miller
Headteacher	Kim Divey
Date of previous school inspection	26 June 2009
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Introduction

Inspection team

Alison Cartlidge

Additional inspector

Juliet Jaggs

Additional inspector

Andrew Lyons

Additional inspector

This inspection was carried out with two days' notice. The inspectors observed 18 lessons taught by eight teachers. They took account of the responses to the online questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at questionnaires from 66 parents and carers, 20 members of staff and 75 pupils. Meetings were held with members of the governing body, staff, parents and carers, and pupils. The inspection team looked at pupils' books, information on pupils' progress, safeguarding information and other documents presented by the school.

Information about the school

This is larger than the average-sized primary school. Most pupils are White British, with a few coming from other backgrounds. The proportion of pupils known to be eligible for free school meals is below average. The school has a broadly average proportion of disabled pupils and those who have special educational needs. Children in the Early Years Foundation Stage are taught in a Nursery and in a Reception class. The school meets the current government floor standard, which is the minimum expectation set for pupils' attainment and progress in English and mathematics.

The school has Green Flag Ambassador Status.

Inspection judgements

Overall effectiveness	4
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	4

Key findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to leadership and management because it has been too slow in halting a decline in the quality of provision and pupils' progress since the last inspection, showing a limited capacity to improve.

- Leadership and management are inadequate. Senior leaders have not been sufficiently rigorous in monitoring provision and progress. Inconsistencies in teaching and learning were identified for improvement at the time of the last inspection, but leaders and managers have not tackled them swiftly or effectively enough.
- Although the school provides an acceptable standard of education and the teaching is satisfactory, it is not as good as it was at the time of the last inspection and consequently pupils make less progress than they did at that time. Pupils' progress, while satisfactory over time, is uneven between Years 3 and 6 and pupils do not always learn quickly enough, especially the more-able. Attainment by the end of Year 6 is above average and is being maintained in most years, although pupils make faster progress in reading than in writing.
- Children make good progress in the Early Years Foundation Stage and they have attained above age-related expectations by the time they enter Year 1. Pupils continue to make good progress up to the end of Year 2, and attainment, including in reading, is above average.
- Teaching engages the pupils' interest well, but in Years 3 to 6 teachers do not always make clear what pupils of differing ability are expected to learn or provide sufficiently challenging work. Pupils' writing varies in quality because teachers do not always provide sufficient guidance to help them to improve or give them enough opportunities to practise and extend their writing skills when they are working in other subjects.

- Pupils' considerate and friendly behaviour, and the school's provision for their safety, are key strengths. Pupils respond well to the good provision made for their spiritual, moral, social and cultural development and become polite, well-rounded young citizens. They feel safe and understand how to stay safe.
- Parents and carers are very positive about the school and are right when they say that it is 'friendly and welcoming'.

What does the school need to do to improve further?

- Increase the impact of leaders and managers at all levels in improving teaching and pupils' progress by December 2012 by:
 - rigorously evaluating information about the progress of groups of pupils so that school developments are more sharply focused on areas of greatest need in teaching and learning
 - ensuring that the monitoring of teaching and learning provides clear guidance to teachers about where improvement is needed and how it is to be achieved rapidly.
- Raise the proportion of good and better teaching to at least 75% by December 2012, focusing especially on Years 3 to 6, by:
 - ensuring that teachers have clear expectations for what pupils of differing ability should learn in each lesson
 - providing enough challenge, especially for more-able pupils, during whole-class work
 - making sure that teachers' marking shows pupils how to improve and that advice given is followed up swiftly by the pupils.
- Improve progress in writing in Key Stage 2, so that the gap in pupils' achievement between reading and writing is narrowed by December 2012 by:
 - expecting pupils to always produce written work of high quality
 - involving pupils more in correcting their spelling, grammar and punctuation
 - providing guidance on how to improve writing and offer more opportunities for pupils to practise their writing skills in different subjects.

Main report

Achievement of pupils

Parents and carers believe their children achieve well, although a few would rightly like there to be greater challenge for more-able pupils. The inspection found that pupils' achievement is satisfactory, although learning and performance in lessons varies. Overall, pupils' progress is satisfactory but they learn quickly in the Early Years Foundation Stage and in Years 1 and 2. For example, in the Reception class, targeted questioning enabled the children to solve the problem of how to communicate with a hearing-impaired 'dragon'. In a productive literacy lesson in Year

2, pupils learnt quickly because the teacher and teaching assistant worked together well in the role of 'Charlie and Lola', supporting progress on learning about persuasive language.

In Years 3 to 6, progress is more variable and more-able pupils in particular are not consistently challenged. For example, during whole-class activities, while tasks are interesting, on occasions, more-able pupils finish too quickly and do not learn as much as they should. At other times, pupils are not expected to complete writing tasks to a high enough standard.

Pupils' overall attainment is above average by the end of Year 2 and Year 6, including in reading. There is some fluctuation in attainment from year-to-year due to the wide range of ability in different year groups. Across the school, progress is best in reading. One pupil in Year 2 demonstrated his growing confidence by proudly declaring that he was getting better at 'sounding out' words. Pupils are very articulate but do not always write to the best of their abilities and make careless errors because they do not check their work well enough.

Pupils with disabilities and those with special educational needs make satisfactory progress. They make the best progress when the work is closely matched to their particular needs, as in Key Stage 1, but their progress is slower in Key Stage 2.

There is no significant difference between the learning and progress of girls and boys or of pupils from differing backgrounds. However, the school has been less successful at closing the gap with national expectations in the progress made by the more-able pupils.

Quality of teaching

Most parents and carers feel that their children are taught well at the school, although a few are not happy with the way pupils' differing needs are being met. The inspection team found that the needs of more-able pupils in particular are not always being met well enough and that teaching is not as good as it was at the time of the last inspection. Overall, teaching is satisfactory.

Teaching is more effective up to the end of Year 2, because teachers make clear what pupils of differing abilities are expected to learn and ensure that little time is wasted. Teachers do not ensure that pupils always learn quickly enough in all classes between Years 3 and 6. For example, in a literacy lesson, not all pupils were clear about what they were expected to write and consequently some came off task. In a mathematics lesson, multiplication work was not challenging enough for the more-able pupils who were working with the same number tasks as other pupils during the whole-class part of the lesson.

Interesting activities engage and encourage pupils in their learning. For example, in Year 1, pupils enjoyed helping to order pictures of 'Instruction Teddy' dressing. As a result, they learnt words that connect sentences together such as 'first', 'then' and 'next'. Assessment is used well in some lessons; for example, Year 4 pupils were given good opportunities to help each other to improve their work. However,

teachers' marking, while being positive, does not always show pupils how to improve next time. In addition, the teachers do not regularly ensure that pupils respond to advice straight away. As a result, pupils' writing varies in quality and they do not always produce their best work and correct their own spelling, grammar and punctuation mistakes.

The planned curriculum supports pupils' personal and academic progress satisfactorily. While teachers' lesson planning describes interesting activities, it does not always state clearly enough what pupils of differing abilities are expected to learn to ensure that the curriculum always meets their needs. There is a good emphasis on speaking and reading across the curriculum and, consequently, progress is more rapid in these subjects than in writing.

Teachers have good relationships with pupils and provide good support for their spiritual, moral, social and cultural development. For example, in assemblies and during lessons, pupils increase their awareness of the importance of respecting each other's differences.

Behaviour and safety of pupils

Pupils have good attitudes towards learning and behave well in lessons and around the school. Their behaviour is good. Almost all parents and carers are pleased with behaviour at the school and the way pupils are kept safe. A few pupils expressed concerns over behaviour, and the inspection found that behaviour at playtimes can be a little boisterous at times. Pupils are cooperative, proud of their school and keen to help each other. In the Early Years Foundation Stage, children are responsive, well motivated and keen to take the initiative in their learning. The school has effective systems for promoting good behaviour. Members of staff are skilled in supporting pupils with identified behavioural difficulties and help them to improve their social skills rapidly.

Rates of attendance have risen over the last few years and continue to be above average, demonstrating pupils' enthusiasm for school, although a very few families do not ensure their children arrive promptly for the start of the first lesson. Most pupils agree that they are kept safe at school and that instances of bullying of any kind are dealt with to their satisfaction. Pupils know that bullying can take many forms and they talk knowledgeably about the dangers of cyber bullying and using social networking sites.

Pupils are good at taking on responsibilities. For example, they are very enthusiastic about the school having Green Flag Ambassador Status and are proud to show off their allotment. They are keen to point out any potential hazards in the school and to raise funds for charities. They extend their knowledge of the wider world through lessons and a good range of clubs and visits.

Leadership and management

Leaders at all levels, including the governing body, have demonstrated a limited capacity to improve the school because weaknesses identified at the time of the last inspection have been tackled too slowly to ensure that good teaching and achievement have been maintained or built upon. Following a recent dip in attainment and progress, the leaders have become more aware of the importance of rectifying weaknesses swiftly and have made a start on increasing the rigour in monitoring. However, action taken to date has not been sufficient to ensure that all pupils make good progress in lessons between Years 3 and 6, and professional development has not resulted in sufficient improvements in teaching. Leaders have improved the way they track pupils' learning so that any that are underachieving can be identified and supported. However, information collected from monitoring teaching and pupils' progress is not evaluated rigorously enough so that development planning is not sharply focused to achieve maximum impact.

Equal opportunities are promoted satisfactorily and discrimination is tackled fairly. Pupils from different backgrounds are supported and encouraged equally; they are included well socially, although the school has not eliminated all unevenness in learning and progress between groups of pupils, classes and subjects.

The relationship between parents and carers and members of staff is a strong feature of the school. Parents and carers make many positive comments such as, 'The school is caring and my children are happy and feel safe' and 'A very caring, nurturing school with a strong emphasis on the care and well-being of the children'.

The school's safeguarding arrangements meet requirements and most pupils and their parents and carers have confidence in them and know that the school takes action when concerns are raised. The curriculum is satisfactory because it provides suitable guidance to support teachers' planning but does not promote pupils' writing well enough. It provides well for pupils' spiritual, moral, social and cultural development, with strong guidance on 'being fair' and respecting differences.

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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



25 January 2012

Dear Pupils

Inspection of Hurst Park Primary School, West Molesey KT8 1QW

We enjoyed coming to see your friendly school, talking with you about your work and hearing some of you read. Thank you for being so helpful during our visit. Your school is to be given a notice to improve. This is because there are some important things that are not good enough that need to be put right quickly.

These are some of the best things about your school.

- You learn quickly in the Early Years Foundation Stage, in Years 1 and 2 and in reading across the school.
- We are glad that you enjoy school and know that it is important to be polite and helpful.
- You behave well and are good at looking after the environment.
- We agree with you that teachers are kind and keep you safe at school.

These are the things we have asked the governors, senior leaders and staff to do next to help it improve.

- Make sure that leaders and managers check carefully how well you are learning and your teachers are teaching so that you can improve quickly when you are not doing well enough.
- Help teachers to always give you work that is just right for each of you, especially those of you who are quick at learning during whole-class work, and that when they mark your work you are told how to improve and can do so straight away.
- Make sure that you always do your best writing and have plenty of opportunities to write in all subjects across the curriculum.

Thank you once again for telling us about your school and letting us see your work. All of you can help your teachers by always trying your best and checking your writing for mistakes in spelling, grammar and punctuation.

Yours sincerely

Alison Cartlidge
Lead inspector

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