

Hamsey Green Primary School

Inspection report

Unique reference number	124943
Local authority	Surrey
Inspection number	381012
Inspection dates	5–6 March 2012
Lead inspector	Mike Capper

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	400
Appropriate authority	The governing body
Chair	Corrine Fernades
Headteacher	Fiona Morgan
Date of previous school inspection	Not previously inspected
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Age group	4–11
Inspection date(s)	5–6 March 2012
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Introduction

Inspection team

Mike Capper Additional inspector

Jan Edwards Additional inspector

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This inspection was carried out with two days' notice. The inspectors observed 22 lessons taught by 17 teachers. Eight of these observations were joint observations with the headteacher. Discussions were held with parents and carers at the start of the school day, and with members of the governing body, staff and groups of pupils. The inspectors took account of the responses to the online questionnaire (Parent View) in planning the inspection, observed the school's work and looked at school documentation, including teachers' planning, assessment information, safeguarding policies and samples of pupils' work. Inspectors analysed 138 questionnaires from parents and carers, 47 from staff and 98 from pupils in Key Stage 2.

Information about the school

This is a new primary school formed in 2010 by the amalgamation of an infant and junior school. The primary school is on two sites, separated by a secondary school. The headteacher took up post in April 2011 after a period where the new school had an interim headteacher. This is the new school's first inspection.

The school is larger than average. Most pupils come from the local community. The proportion of pupils known to be eligible for free school meals is broadly average. The proportion of disabled pupils and those who have special educational needs is also broadly average. Children in the Early Years Foundation Stage are taught in two Reception classes. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

There is a before- and after-school club that operates from a building on the lower school site. This is not managed by the governing body and was inspected separately.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

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

Key findings

- This is a satisfactory school. The new headteacher has ensured that the period of transition during the amalgamation has gone smoothly so that there is a solid platform for the next stage of the school’s development. Leaders have a good understanding of priorities and pupils’ progress is beginning to improve, especially in reading which has been a recent focus. The school is not good because pupils are making no more than satisfactory progress in Key Stages 1 and 2 and teaching does not always meet differing needs well enough.
- Pupils’ achievement is satisfactory. Pupils make the best progress in the Early Years Foundation Stage where teaching is good. In Key Stages 1 and 2, some pupils, especially the more able, are not challenged enough in lessons.
- The quality of teaching is satisfactory. In the Early Years Foundation Stage, reading skills are taught especially well. In Key Stages 1 and 2, the pace of learning is sometimes too slow, and work does not always engage pupils well enough. Disabled pupils and those with special education needs are supported well in intervention groups outside lessons and they make good progress at these times.
- Pupils’ behaviour and safety are satisfactory. Pupils enjoy school and are polite and courteous. In lessons, they are sometimes inattentive and this slows the pace of learning. Pupils are cooperative, proud of the new school and keen to help each other.
- The management of performance and the leadership of teaching are satisfactory. There have been many initiatives but they are too recent to have had a secure and sustained impact on pupils’ achievement. Leaders monitor teaching regularly but guidance has not ensured sufficient improvement. The curriculum is enriched well, especially in sport, but the progression of skills across the school has not been mapped out with sufficient rigour.
- Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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What does the school need to do to improve further?

- By December 2012, improve teaching in Key Stages 1 and 2 so that two thirds is good or better by:
 - ensuring that teachers always pitch work at the right level for all pupils, especially the more able
 - ensuring that time is not wasted in lessons so that the pace of learning is always brisk.
- By December 2012, strengthen leadership and management by ensuring that leaders at all levels are monitoring teaching rigorously and are giving precise guidance to help it improve.
- By July 2012, improve the curriculum and pupils' engagement in lessons by:
 - ensuring that work takes more account of pupils' needs so that it is purposeful and interesting
 - reviewing curriculum planning to map out clearly how skills are to be developed across the school.

Main report

Achievement of pupils

Pupils' achievement is satisfactory and their attainment is broadly average by the end of Year 6. The vast majority of parents and carers feel that their children make good progress. However, national test data, the school's own analysis of current performance and observations of learning in lessons confirm that pupils' progress is satisfactory much of the time.

Many children start school working below the levels expected for their age. They make good progress in the Early Years Foundation Stage and their attainment rises to broadly average levels by the end of the Reception year. There is a strong focus on developing early language skills and in lessons children learn quickly. The teaching of phonics (letter sounds) is systematic and is made enjoyable by the good use of song and rhyme. Children read confidently to adults and some are already writing short sentences that include accurate spellings and punctuation.

In Key Stages 1 and 2, pupils make satisfactory progress in most English and mathematics lessons. This means that attainment in reading is maintained at broadly average levels by the end of Year 2 and Year 6. Pupils are keen to learn but work does not always engage them fully. In a numeracy lesson, pupils explored the 24-hour clocks with enthusiasm, but work was not matched well enough to the needs of all pupils and, as a result, the more able in particular found it too easy. In a literacy lesson, the use of role play was enjoyable but it was not linked well enough to the main writing focus of the lesson. Pupils got overexcited and were unclear about what they were supposed to be doing, slowing the pace of learning. In a phonics session, the pace of learning was too slow and the main objective of the lesson was not fully met. Where learning in lessons is good it is because teaching challenges pupils well.

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For example, in a literacy lesson, the good use of well-chosen diary extracts encouraged pupils to think deeply about their key features.

Disabled pupils and those with special educational needs make the best progress when being supported in small groups outside lessons by teachers and skilled teaching assistants. At these times, their progress is good because work is closely matched to their particular needs and focuses accurately on the most important areas of improvement in literacy and mathematics. In lessons, they make the same satisfactory progress as others.

The new headteacher quickly identified when she took up post that pupils eligible for free school meals were underachieving. Leaders have taken decisive action to tackle this and the extra support these pupils are being given outside lessons is helping to narrow the gap quickly so that they catch up with their peers.

Quality of teaching

Most parents and carers feel that the quality of teaching is good. The inspection found that although teaching is good in the Early Years Foundation Stage, most teaching in Key Stages 1 and 2 is satisfactory.

In the Early Years Foundation Stage, teachers and adults work together extremely effectively to plan interesting activities that are well matched to differing needs. All staff are involved in assessing learning and this means that they are confident about intervening at just the right time to move learning on.

In Key Stages 1 and 2, pupils respond enthusiastically when teachers plan work that is practical, for example showing great enjoyment as they explored the properties of reflective symmetry. Teachers regularly assess learning but they do not always use this information well enough to ensure that the pitch of work is right for all pupils, especially the more able, and that the pace of learning is always brisk. This is the main reason why too much teaching is satisfactory rather than good. Target setting has improved in the current year and most pupils know about the next steps in their learning, but there is still some variation in the quality of marking.

The teaching of reading has improved since the arrival of the new headteacher. There has been a strong focus on developing 'guided reading' sessions when pupils read to an adult. These sessions are generally managed well and they are helping reading skills to improve more quickly than in the past.

Curriculum planning gives pupils suitable opportunities to apply basic skills in literacy, numeracy and information and communication technology in different subjects. Following the amalgamation there are still some inconsistencies in the progression of skills across the school and this has not yet been mapped out coherently. For example, there are different mathematics schemes in the lower and upper school and some teachers are over reliant on these when planning work.

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Throughout the school, teaching soundly supports pupils' spiritual, moral, social and cultural development. Teachers encourage pupils to cooperate through group work. Topic work, on subjects such as India, helps pupils to learn about their own and other cultures.

Behaviour and safety of pupils

When the new headteacher arrived, there was an early focus on improving pupils' behaviour. The new behaviour policy is well understood by pupils and they are confident that behaviour has improved so that it is good 'most of the time', with one commenting, 'We are clear about what will happen if we are naughty.' Most parents and carers feel that behaviour is now good and that their children are kept safe. The inspection found that while most pupils behave well, and in the Early Years Foundation Stage are responsive and well motivated, some still find it difficult to concentrate. This happens most frequently when teaching is dull or work lacks purpose, resulting in inattention in lessons and occasional low-level disruption.

The school ensures that pupils are kept safe. Pupils with identified behavioural difficulties are supported well and are helped to improve their interactions with others. Pupils say that there is occasional bullying but they are confident that it is tackled quickly because 'grown-ups listen to us'. Pupils know that bullying can take many forms, explaining clearly about the dangers of cyber-bullying and how name calling can be hurtful.

Rates of attendance have risen to broadly average levels this year because attendance is being monitored and promoted more rigorously. Staff continue to work vigorously, with help from outside agencies, to support the very few families where attendance is still irregular.

Leadership and management

The school is emerging with strength from a period of great transition during the amalgamation. Teamwork is strong and leaders, including the governing body, have successfully united two different schools despite the difficulties caused by the split site. Leaders are now doing the right things to improve pupils' progress to enable it to be good across the school and recent initiatives are already having a positive effect, demonstrating that the capacity to improve the school further is satisfactory. Behaviour is already significantly better with a member of staff commenting, 'Pupils are now very clear about what is expected.' Pupils in danger of underachieving are being given help so that they catch up. The introduction of a new mathematics programme is proving beneficial, especially in the Early Years Foundation Stage where numeracy skills are improving quickly. There is a strong focus on keeping pupils safe and safeguarding arrangements meet statutory requirements.

School self-evaluations are identifying the right priorities for improvement and leaders are pursuing them with rigour. There is regular monitoring of teaching by leaders at all levels, but this has not been sufficient to ensure improvement.

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Opportunities for professional development focus well on the school's main priorities. For example, they have helped to improve the teaching of reading.

Leaders at all levels, including the governing body, ensure that there is no discrimination. They focus strongly on promoting equality of opportunity, welcoming pupils with a wide range of social and emotional needs. They have begun to accumulate a wealth of data to check the progress of different groups and are using this sharply to identify, and then tackle, underachievement so that progress is more even across the school.

The curriculum is broad and balanced but it does not always take enough account of pupils' interests and aptitudes, leading to some disengagement in lessons. It soundly promotes pupils' spiritual, moral, social and cultural development. This is reflected, for example, in pupils' increasing willingness to have a go at new things and to take responsibility as school councillors or playleaders. Exciting clubs and visits add greatly to pupils' enjoyment of school.

Parents and carers are very positive about leadership, including the way that new 'focus groups' allow them to contribute their views, with one comment, reflecting the views of many, that, 'The changes made by the new headteacher have been excellent and the future is looking very bright.'

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.

8 March 2012

Dear Pupils



Inspection of Hamsey Green Primary School, Warlingham, CR6 9AP

Thank you for being so welcoming and helpful when we visited your school. We enjoyed talking to you about your work and hearing some of you read. We found that your school is providing a satisfactory education. This means that we found some good things in the school but also some things that need improving.

Here are some of the things we found out about your school

- You said in discussions and in the questionnaire that you enjoy school.
- Although there is good teaching some of the time, this is not always the case in Years 1 to 6 and this means that your overall progress is satisfactory. You make the best progress in the Reception classes and it was great to see so many smiley faces when we went into lessons.
- You feel that behaviour has improved. We could see that you behave well most of the time, but some of you do not always pay enough attention in lessons.
- You keenly take responsibility. We were impressed by the work of the new school councillors and playleaders who take their responsibilities very seriously.
- You rightly feel you are kept safe and you take good care of each other.
- All adults in school are caring and they give you suitable help when you have problems with your work.
- Leaders are doing the right things to move the new school forward and are clear about what still needs improving.

What we have asked your school to do now

- Make sure that teachers in Years 1 to 6 always provide you with the right level of work and expect you to work quickly all of the time.
- Check that teaching is always good enough and give clear help to teachers so that more of it is good.
- Improve your involvement in lessons by making them more exciting and make sure that the school is clear about how your skills will develop as you get older.

You can help your teachers by continuing to work hard all the time. Good luck with your new school newspaper!

Yours sincerely

Mike Capper
Lead inspector

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