

Haslemere Primary School

Inspection report

Unique Reference Number	102643
Local Authority	Merton
Inspection number	355226
Inspection dates	13–14 January 2011
Reporting inspector	Sarah McDermott

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	447
Appropriate authority	The governing body
Chair	Peter Nicholson
Headteacher	Bob Shearman
Date of previous school inspection	12 March 2008
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Introduction

This inspection was carried out by four additional inspectors. The team observed 19 lessons taught by 15 teachers. The inspectors held meetings with the headteacher, members of the governing body, staff and groups of pupils. They scrutinised pupils' work and looked at the data the school had collected on pupils' academic progress and attendance. They also looked at the school development plan, investigated procedures for keeping pupils safe and analysed the responses to questionnaires from pupils, staff and 253 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The extent to which different groups of pupils, such as White British boys and high attaining pupils, make similar progress.
- The consistency of the quality of the teaching and learning, particularly in Key Stage 1, in raising attainment in English and mathematics.
- The success of the school in reducing persistent absenteeism.
- The effectiveness of all leaders and managers in identifying and successfully addressing underachievement.

Information about the school

Haslemere Primary is larger than most primary schools. The proportion of pupils known to be eligible for free school meals is much higher than average. Almost three quarters of pupils come from minority ethnic backgrounds, with the largest group of Black African heritage. Nearly half of all pupils speak English as an additional language, with nearly a quarter at the early stages of learning English. The proportion of pupils with special educational needs and/or disabilities, mostly relating to speech and language communication problems or behavioural and emotional difficulties, is higher than average.

◆ The governing body manages a breakfast and an after-school club on the school premises. The children's centre on site was not part of this inspection. The school holds the Healthy Schools' Award.

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: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Haslemere Primary is a good school with happy pupils and cheery staff. Parents and carers are pleased with the warmth and care shown to their children. One parent commented, 'I have always been impressed with the ethos and atmosphere of the school and with the talents and dedication of the staff.' This was typical of the views of many. Children, many with limited skills, get off to a flying start in the nursery class and continue to make good progress to leave Year 6 with attainment in English and mathematics in line with the national average. Pupils who speak English as an additional language are very well supported. On occasion, pupils at the early stages of learning English make exceptional progress in their language skills. Pupils with special educational needs and/or disabilities make similarly good progress to their peers. Due to concerted and successful efforts, the number of persistent absentees has decreased and attendance levels are good.

Pupils are polite and courteous. They move around the school sensibly and are proud ambassadors for their school. In an assembly, pupils were captivated by the tale of the Voyage of the Dawn Treader, posing perceptive questions and offering imaginative suggestions. In lessons, most pupils behave very well but on occasion, learning lacks sparkle when pace and challenge slacken. For example, more able pupils sometimes waste time sitting through lengthy explanatory introductions when they already know what they should be doing. However, most teaching is good and helps pupils to make good progress in their learning. Teachers mark work consistently well, boosting self-esteem and encouraging pupils to comment on the quality of their work. All pupils have learning targets, but as they are not always up to date, pupils do not use them effectively to increase their independence in improving their writing, reading or mathematics across the curriculum. Teachers are well organised and make the most of their effective teaching assistants to ensure all pupils, whatever their ability, are well involved in learning. Boys are progressing just as well as girls because interesting themes stimulate their imagination. A Year 6 lesson on the traditional Maori Haka dance proved a good basis for lively and imaginative writing. Over the last two years, the school has improved attainment in writing considerably by prioritising it in the school development plan and ensuring teachers are confident and knowledgeable in perfecting pupils' writing skills. Teachers make good use of detailed tracking data to ensure any pupil falling behind is given individual attention to catch up.



Senior leaders regularly monitor the effectiveness of teaching and give teachers very detailed feedback. Nevertheless, they do not distil this valuable information into a single whole-school focus to move the quality of teaching and learning up to consistently higher levels. The headteacher is ambitious for his pupils and frequently reminds teachers of the goals for improved attainment. The senior leaders work well as a team, each taking full

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accountability for their areas of responsibility and keeping the governing body up to date with information about attainment and achievement. Self-evaluation is accurate and based on a detailed analysis of performance. The school has moved from being satisfactory to good by successfully tackling development areas from the last inspection. Improved attendance rates and higher attainment in writing indicates that the school has good capacity for sustained and further improvement.

What does the school need to do to improve further?

- Improve the learning and achievement of pupils by:
 - ? checking that more-able pupils, in particular, do not waste time waiting to start independent activities if they know what to do and this fits in with the organisation of the lesson
 - ? ensuring pupils have targets that are regularly updated and that give them scope to improve their work independently across all areas of the curriculum.
- Use the detailed monitoring by senior leaders of individual teachers to form a strategic overview of strengths and weaknesses to ensure teaching and learning is improved to a consistently good and outstanding quality.

Outcomes for individuals and groups of pupils**2**

Pupils love coming to school. This is borne out by their enthusiasm on arrival at the school gates and their improved attendance levels. A large proportion of pupils walk to school, good numbers join active after-school clubs and many have healthy, well-balanced eating habits. Pupils feel safe and know they can turn to school adults should they be worried. Behaviour is good because pupils are clear about rules and know what is acceptable and what is not.

Pupils make good progress overall from their starting points. Progress in Key Stage 1 classes has not been as consistently good as in Key Stage 2 classes. Nevertheless, attainment and achievement are improving year on year, as testified by the increasing results at the end of Year 2. Pupils with special educational needs and pupils who speak English as an additional language appreciate the special attention given to them by school staff and outside professionals. They make similarly good progress because staff know their precise needs and adapt teaching methods carefully to help them achieve well. More-able pupils also make good progress, but sometimes are held back because the pace of learning is not as lively as it could be.

In lessons, pupils learn positively because they quickly pick up the expected routines, get down to work promptly and are enthusiastic to find out more. They are usually very attentive and follow instructions carefully and patiently, even when activities are not as stimulating as they could be. Some pupils use their initiative to find out how they can improve their work 'off their own bat', but others tend to line up to ask their teacher or wait to be told. When given the chance, pupils work well in pairs or groups, sparking ideas off each other. In a science lesson, for example, groups of pupils handled scissors and torches sensibly and thoroughly enjoyed finding out about light and shadow.

Pupils take on a good range of jobs around the school, such as playground pals and school councillors, and have a heightened awareness of the importance of being active

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members of the Phipps Bridge neighbourhood. Their good attendance and expected skills in literacy and numeracy, as well as their cheerfulness and well-developed maturity mean they are well prepared to go on to secondary school.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teachers establish good relationships with their pupils, so pupils are at ease in their learning and want to do the best for their teachers. The quality of teaching in Key Stage 1 is improving and now mirrors that in Key Stage 2. Well-structured planning and good explanations ensure pupils are clear about what they will have learnt by the end of the lesson. In most lessons, teachers set work to match the differing abilities of their pupils. However, on a few occasions, slower pace and limited challenge detract from effective learning, particularly for the most able pupils. These pupils divulge that they feel confident to get down to independent work in advance of their peers. High quality marking helps pupils to pinpoint what they need to do better. Teachers successfully encourage pupils to evaluate their own work and that of their peers so they can learn from each other. Nevertheless, teachers do not routinely update learning targets to give pupils scope to improve their learning independently across a range of different subjects. Teachers keep careful tabs on the progress of each of their pupils, swiftly organising one-to-one support or booster classes to ensure that pupils slipping behind are helped to achieve as they should.

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Good links between subjects bring learning to life. During the inspection, the school had just started on a voyages theme in their 'creative curriculum' so, for example, pupils in Year 3 thoroughly enjoyed their music lesson based on sea shanties and storms at sea. The curriculum includes regular interesting trips to broaden pupils' experiences and add to their learning and life skills, but is not always stretching enough for the more able pupils. The planned installation of solar panels is developing the pupils' awareness of the environmental benefits of alternative energy sources. The school is well organised and rigorous in ensuring all pupils are safe and sound whilst in its care. Regular surveys mean pupils have a good voice in how the school is run and ensure the school can pick up and remedy any emerging concerns. The school is reviewing its risk assessment systems to make sure visits are planned with the precise context of each pupil in mind. The breakfast and after-school clubs are well run, providing safe, secure and stimulating places before and after school.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher and his senior team are held in high esteem by pupils, parents and carers and staff. Deployment within the senior leadership team plays successfully to individual teachers' strengths. The deputy headteacher's expertise in pastoral matters positively complements the careful analysis of performance data by the headteacher. The detailed school development plan reflects a thorough analysis of performance and gives a clear vision of how the school can improve further. Challenging goals are set for teachers to improve their pupils' achievement. Senior leaders routinely monitor plans, exercise books and lessons in each class, although the resulting information is not gathered into key strategic development points to ensure teaching improves.

The committed governing body is knowledgeable about the context of the school, questioning senior leaders effectively on any dips in performance. It is fully versed in safeguarding procedures and regularly checks that recruitment and child protection systems meet legal requirements. The school works well with a wide range of outside professionals to bring creativity and added interest to the curriculum and to support pupils with specific needs. The promotion of equal opportunities is good and results in all pupils making equally good progress in their learning. The school is attentive in making sure no pupil is discriminated against or misses out on any activity or outing they want to participate in. The school promotes community cohesion well. It is proud of the wealth of cultures and diverse backgrounds of its pupils and keeps a close eye on the achievement of different groups. The school is a happy, close-knit community with good links with

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families and local neighbourhood organisations. It does not yet have sufficient ties with schools in different parts of the United Kingdom.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Strong connections with parents and carers and quickly established links between each child and a key worker mean children settle quickly to school routines. Care, guidance and support are of a very high standard. Many children arrive speaking limited English but, with thorough support and guidance in developing language skills, they are very soon chatting happily to new friends. Children make good progress in all areas of learning because activities are carefully planned for best impact on achievement. They learn to make sensible decisions with subtle guidance from adults. For example, when going out, one teacher suggested to her class, 'Think whether you need your coats.' Behaviour is good and children confidently play and work well together. Since the last inspection, Reception children have their own dedicated outside play areas. However, the choice of activities is more varied and stimulating in the Nursery garden than in the Reception areas. Children have the chance to explore and investigate independently, although on occasion children can be left to their own devices without adult conversation and interaction for too long. Leadership is good, with a realistic overview of strengths and weaknesses. The team is continuing to perfect the use of assessment data to ensure each individual child has personal attention to make good progress.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

A high proportion of parents and carers returned questionnaires and are pleased with the way their children are looked after and the progress they make in their learning. Nearly all parents and carers agree that their children are happy and safe at school. Although a few feel that the school does not listen to their concerns, the inspectors found the headteacher and his team very responsive to parents' queries and worries. Despite the qualms of a very small minority of parents and carers, the school prepares pupils well for the next stage of education.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Haslemere Primary to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 253 completed questionnaires by the end of the on-site inspection. In total, there are 464 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	143	57	107	42	2	1	0	0
The school keeps my child safe	141	56	107	42	2	1	0	1
My school informs me about my child's progress	110	43	120	47	17	7	1	2
My child is making enough progress at this school	98	39	128	51	21	8	0	2
The teaching is good at this school	109	43	128	51	7	3	2	3
The school helps me to support my child's learning	96	38	123	49	22	9	6	8
The school helps my child to have a healthy lifestyle	102	40	137	54	5	2	0	4
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	96	38	119	47	14	6	1	9
The school meets my child's particular needs	75	30	152	60	10	4	2	6
The school deals effectively with unacceptable behaviour	95	38	129	51	14	6	5	4
The school takes account of my suggestions and concerns	74	29	140	55	23	9	0	6
The school is led and managed effectively	98	39	138	55	4	2	1	5
Overall, I am happy with my child's experience at this school	116	46	125	49	8	3	0	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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.



17 January 2011

Dear Pupils

Inspection of Haslemere Primary School, Mitcham CR4 3PQ

Thank you very much for welcoming us to your school. Most of you behave very well and we particularly like the way pupils from many different backgrounds get on so well together. We are impressed with the way you eat healthily and the way you enthusiastically take on jobs around the school, like playground pals and councillors. Well done in improving your attendance!

You go to a good school. You make good progress in English and mathematics. Teaching is nearly always good because lessons are well organised, teachers make sure you know what you should learn and they usually give you work that is not too easy, not too hard, but just right. You have exciting activities and interesting trips arranged for you. Your headteacher and his team of senior teachers lead the school well and they know what needs improving.

To make your education better, we have asked your school to do the following:

- Make sure you do not have to wait to start activities if you know what to do and this fits in with the organisation of the lesson.
- Check that your learning targets are kept up to date so you can use them to improve your writing and mathematics in different lessons.
- Use the information collected by your senior teachers from watching your lessons to find ways to make teaching and learning even better.

We thoroughly enjoyed our visit to your school. We know that your teachers make your school a very special place for you. You can do your bit by continuing to do your best in your learning and maintaining the lovely community feel at Haslemere Primary School.

Yours sincerely

Sarah McDermott Lead inspector

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