

# Hampstead Norreys Church of England Primary School

## Inspection report

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<b>Unique reference number</b>	109964
<b>Local authority</b>	West Berkshire
<b>Inspection number</b>	395360
<b>Inspection dates</b>	26–27 June 2012
<b>Lead inspector</b>	Rob Crompton

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	102
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Susie Brown
<b>Headteacher</b>	Alexandra Butler
<b>Date of previous school inspection</b>	2 October 2008
<b>School address</b>	Newbury Hill Hampstead Norreys Thatcham RG18 0TR
<b>Telephone number</b>	01635 201371
<b>Fax number</b>	01635 202951
<b>Email address</b>	office@hn.w-berks.sch.uk

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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	26–27 June 2012
<b>Inspection number</b>	395360



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## Introduction

Inspection team

Rob Crompton

Additional inspector

This inspection was carried out with two days' notice. The inspector visited eleven lessons or part-lessons led by five teachers. He held meetings with the Chair of the Governing Body and school leaders and talked with pupils. The inspector took account of the responses to the on-line Parent View survey in planning the inspection, observed the school's work and looked at the school's self-evaluation, improvement plans, policies, assessment and tracking systems, safeguarding procedures and pupils' work. The inspector analysed questionnaire responses from 51 parents and carers, as well as those from staff and pupils.

## Information about the school

This school is smaller than average for its type. The large majority of pupils are of White British heritage. A smaller proportion of pupils than usually found come from minority ethnic backgrounds, or speak English as an additional language. The proportion of pupils known to be eligible for free school meals is below average. The proportion of disabled pupils and those who have special educational needs supported by school action plus or with a statement of special educational needs is below average. The school meets the government's current floor standards which sets the minimum expectations for pupils' attainment and progress. In addition to a Reception class, there are three mixed-age classes for Years 1 and 2, Years 3 and 4, and Years 5 and 6. The school has Healthy Schools Status and has several other awards including Investors in People, Activemark Gold, Artsmark Gold, Investors in Families, and The Challenge Award. The headteacher is the executive headteacher of this school and another school within the local authority and spends around half the week in each. The senior leadership team includes an associate headteacher and an assistant headteacher.

**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

<b>Overall effectiveness</b>	<b>1</b>
<b>Achievement of pupils</b>	<b>1</b>
<b>Quality of teaching</b>	<b>1</b>
<b>Behaviour and safety of pupils</b>	<b>1</b>
<b>Leadership and management</b>	<b>1</b>

## Key findings

- This is an outstanding school. All groups of pupils make rapid progress and reach high levels of attainment in English and mathematics by the end of Year 6. Reflecting the views of the overwhelming majority of parents and carers, one parent wrote, ‘The school has given my children the very best start to their life-time education.’
- The Early Years Foundation Stage provides an excellent start. Pupils continue to achieve very well through Years 1 to 6 due to the outstanding quality of teaching. Underpinned by teachers’ secure subject knowledge, lessons move at a brisk pace and include work that challenges pupils of all abilities.
- Pupils’ behaviour is outstanding and pupils have highly positive attitudes to learning. They enjoy all aspects of school life; this is reflected in the high levels of attendance. Pupils feel extremely safe and get along with one another very well within the calm and purposeful atmosphere that pervades the school.
- The exceptionally well planned curriculum fully engages pupils and contributes considerably to their motivation and enjoyment of learning. Every opportunity is taken to promote pupils’ spiritual, moral, social and curriculum development.
- The headteacher plays a pivotal role in sustaining a shared vision and common sense of purpose in a relentless drive for excellence. All staff feel valued. The associate headteacher and assistant headteacher provide excellent role models in their teaching. The roles of the leadership team are clearly defined, although some parents and carers are not sure how leaders’ responsibilities are distributed. This sometimes delays communication. The effectiveness of teaching is closely monitored to ensure consistent high quality. Successful approaches are shared and continuous professional development opportunities keep staff up to date and help them review and sharpen their own classroom practice.

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

- Clarify, for parents and carers, the roles and responsibilities of the senior leadership team, particularly in regard to whom parents and carers should contact to seek general information or to pursue specific issues concerning their children.

## Main report

### Achievement of pupils

Children enter the Early Years Foundation Stage with skills that are broadly as expected at their age. They make extremely good progress so that, by the end of their Reception Year, their personal development, language and number skills are above average. Children get along with one another very well; they are full of curiosity and eager to learn. Using a tablet computer to create pictures, one boy said, 'Come and see how I made the banana smaller.' Children make a very good start in learning letters and sounds (phonics) and this is reflected in their early reading skills and in their growing confidence in writing. All children made good attempts at writing a letter to a former Olympic medal winner. Using the correct punctuation and almost accurate spelling, one wrote, 'Dear Chris Moy, you are the best. I hope you win a medll.' Children's mathematical understanding develops well through a wide range of counting, sorting and construction activities. After building an aeroplane from large interlocking blocks, for example, a group chanted in unison, '5, 4, 3, 2, 1, blast off!'

Pupils quickly gain essential skills in communication, literacy, numeracy and information and communication technology, and become increasingly confident in using them in their learning across the curriculum. Pupils' attainment in reading is well above average by the end of Year 2. They read with increasing fluency and many are avid readers. 'I've got the whole Roald Dahl collection at home,' one boy said proudly. A strong emphasis on speaking and reading has helped to increase pupils' confidence in writing which, after a slight dip last year, is above expected levels. Pupils gain a good grounding in number facts and, by Year 2, most are adept at using their mathematical knowledge, for example when calculating change from 50p, £1 or £2 during shopping activities.

As pupils move through Years 3 to 6, the rapid pace of learning is sustained. Pupils have a keen interest in reading and writing, and reach well above average levels of attainment. During an animated discussion about their reading habits, two girls said they had 'Enid Blyton fever', and went on to discuss what these books reveal about school life for an earlier generation. Pupils identify the literary devices used by different authors to engage the reader. For example, one pointed out that, 'Michael Rosen uses alliteration, repetition and personification.' Such insights emerge in the written work of many pupils. In her narrative version of *The Highwayman* poem by Alfred Noyes, one pupil wrote, from the perspective of Tim, the ostler, 'I peered out from the behind the stable door as Bess and the highwayman embraced each other,

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laughing, talking, hugging...Then I had the idea I had been waiting for – the red coats – it was simple.'

In mathematics, pupils rise to the challenge of solving increasingly complex problems and searching for patterns. One pupil was justifiably proud as she showed how she had found a formula for identifying the sequence of triangle numbers, explaining clearly that 'the  $n^{\text{th}}$  triangular number is  $(n+1) \times (n \div 2)$ '.

Disabled pupils and those with special educational needs achieve as well as all other groups of pupils in all year groups. They engage in learning well in daily lessons and benefit from additional support within lessons or in small withdrawal groups.

### **Quality of teaching**

Teachers take full advantage of pupils' thirst for learning. In Reception, an excellent balance between activities led by adults and those chosen or initiated by the children ensures children build on their prior learning, at the same time developing their independence. There is an air of purposeful activity in both the indoor and outdoor areas. Adults take every opportunity to establish a dialogue with children and move their learning forward. They use modern technology extremely well to stimulate language development. For example, children were keen to record commentaries as they watched videos of themselves during sports day.

Teachers promote pupils' skills in literacy and numeracy very effectively. Teachers and support staff are skilled in helping younger pupils to acquire essential phonics (the way letters link with sounds) and number skills. This forms a strong base for high quality teaching of reading. Classrooms abound with 'working walls' to which pupils have contributed ideas and their work in progress. Individual targets are negotiated and pupils become increasingly adept at reviewing their own work and that of their classmates.

Teachers use many effective strategies to engage pupils and sustain their interest. There were gasps of relief and delight as a 'spelling test of 800 words' was interrupted by a video message from two puppets seeking the ideas of Years 3 and 4 pupils about developing their muscles and energy levels for the Olympics. This prompted a wide range of purposeful activities, including internet searches, which pupils thoroughly enjoyed. After working with a professional story teller, pupils went on to reflect on the cultural references in the story and to create stories with the same moral message but within a local context.

Teachers' very secure subject knowledge is used to good effect in planning tasks with an appropriate level of challenge for pupils of different abilities. Disabled pupils and those with special educational needs are supported extremely well. The work set in lessons takes full account of their prior learning, with the knowledgeable and experienced teaching assistant providing skilled help in class or in small groups.

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## **Behaviour and safety of pupils**

Parents and carers are confident that their children are safe and well looked after. The overwhelming majority responding to the questionnaire believe that behaviour is generally good. Conversely, a minority raised concerns about lessons being disturbed by poor behaviour. This issue was thoroughly explored. The inspection found that well established and thoroughly effective arrangements ensure that pupils with behavioural difficulties are enabled to take as full a part in lessons as possible, whilst ensuring the minimum disruption for other pupils. Pupils have very mature views about this. Asked to comment on behaviour, one said, 'Some people have things in their past that have happened ... teachers respond to these personal difficulties very well.' Another acknowledged that sometimes the behaviour of some individuals can be a little frustrating but that staff 'address any poor behaviour very well'.

Pupils take on extra responsibilities enthusiastically and carry them out diligently. The behaviour of most around the school is exemplary. Lessons run smoothly; lunchtime is an enjoyable social occasion and break times are harmonious. Pupils feel extremely safe and say that bullying of any sort is extremely rare. They are aware of the forms bullying can take, such as persistent name calling and the misuse of social media websites. Pupils know how to keep themselves safe. They are aware of potential hazards and how to avoid them, for example when walking or cycling along country lanes or using the internet.

## **Leadership and management**

Members of the governing body are astute and keep a sharp eye on the impact of the headteacher's joint responsibilities. The roles and responsibilities of the three senior leaders are clear to them and school staff, although some parents said they were unsure about the respective duties of the leadership team and the protocols for communication. Staff, especially those new to the school, are extremely well supported through highly effective procedures for monitoring teaching, sharing effective practice and providing further training. Close ties with the school linked through the executive headteacher arrangement are highly beneficial. Joint training is organised, curriculum plans are discussed and teachers' assessments of pupils' work are moderated to help ensure accuracy.

The school has won a range of awards for its provision. The curriculum captivates pupils' interest and promotes their spiritual, moral, social and cultural development exceptionally well. Topics, assemblies, visits and other activities frequently incorporate learning about different cultures, faiths and lifestyles. Asked about how they learn about life outside their own village, one pupil remarked, 'We don't know many people who are different from us but we get on with children from different cultures that we meet on exchange visits, so they don't appear so different anymore.' Pupils were extremely positive about the experiences they anticipate they will always remember. Among their comments were, 'The Science Museum was amazing.' 'Abseiling in Wales was so thrilling, I'll always remember it.' 'Rock pooling on the beach was great.' All pupils in Key Stage 2 learn an instrument and play in the school

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band. Their enthusiasm for music was clear in their eager invitations to hear them play.

Safeguarding arrangements fully meet requirements. School leaders and members of the governing body are committed to including all pupils equally and eliminating discrimination. This is evident in the way meticulous records track pupils' individual progress through the school and the immediate response of senior leaders to any anomalies that emerge. Any trends are quickly identified and feed into the school's well-founded development planning. The school's success in maintaining its many strengths indicates that it is well placed to ensure the outstanding quality of education is sustained.



## 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	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 to 31 December 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](http://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.
Floor standards	the national minimum expectation of attainment and progression measures.
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.**



28 June 2012

Dear Pupils

**Inspection of Hampstead Norreys Church of England Primary School,  
Thattham RG18 0TR**

Thank you for your warm welcome when I visited your school. I thoroughly enjoyed talking to some of you and seeing how much you enjoy your lessons, playtime and lunchtime with your friends. You spoke highly of the school and your responses to the questionnaire were also very positive.

You go to an outstanding school. You get off to an outstanding start to your school life in the Reception class. You are taught exceedingly well and this, together with your very positive attitudes and enthusiasm for learning, means you make excellent progress and reach high standards. I was very impressed with your responsible attitudes and the way you consider one another's feelings so well.

It was great to hear how much you enjoy the many interesting activities arranged for you. Teachers really bring the curriculum to life and you have plenty of opportunities to use your literacy and numeracy skills. I hope those of you trying to work out how many strokes it would take to complete a round of golf using various clubs found the answer! Your headteacher and all the school's leaders are determined to ensure that you continue to do as well as you possibly can. You told me how much you enjoy exchange visits with the other school that your headteacher is also in charge of. Some of your parents were not quite sure about who to contact about different things when she is at the other school, so I have asked the school to make this clearer for them.

Thank you once again for making my visit so enjoyable. I am sure you will continue to work hard, to attend regularly and make the most of all that is on offer at Hampstead Norreys.

Yours sincerely

Rob Crompton  
Lead inspector

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