

# Hale School

Upper Hale, Farnham, Surrey, GU9 0LR

## Inspection dates

5–6 June 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because:

- Achievement is not yet good despite some recent improvements in pupils' progress in reading, writing and mathematics.
- Teaching is not consistently good. Some is inadequate. Teaching does not respond quickly enough to pupils' needs. More-able pupils are not given demanding enough work, and sometimes, work is too hard for the less able pupils.
- Teachers' marking does not always make clear what pupils have achieved and what they need to do next to improve their work, particularly in mathematics. In writing, it does not always identify inaccurate spelling.
- Teachers' questions are sometimes not probing enough to extend learning.
- Teachers do not link pupils' individual writing and mathematics targets sufficiently through other subjects of the curriculum and this holds back pupils' progress.
- Staff with particular responsibilities to lead an aspect of the school have not been given adequate time to develop their roles in order to make more thorough checks on teaching and learning to ensure that all pupils achieve well.

### The school has the following strengths:

- Some pupils are making good progress. Pupils' progress in all years is accelerating due to improvements in the checks made on the quality of teaching by school leaders.
- Behaviour is good. Pupils are polite and welcoming throughout the school and concentrate well in class.
- Adults that help teachers to support groups of pupils in the classroom support pupils well so that they make progress.
- Governors provide good support and challenge to the school.

## Information about this inspection

- Inspectors observed 21 lessons, of which nine were joint observations with the headteacher or deputy headteacher.
- Inspectors attended an assembly and observed break times, lunchtime and a parents' meeting on phonics (the sounds letters make).
- Inspectors looked at the school's website.
- Meetings were held with a group of pupils and governors, a representative from the local authority, senior leaders and managers with responsibility for subjects.
- Inspectors took account of 78 responses to the online Parent View survey, an email and five letters from parents and carers. Staff questionnaires were also considered.
- The inspection team took into account a number of school documents, including the school's self-evaluation, information on the management of teachers' performance, views of the local authority, minutes of meetings of the governing body, the school's development plan and records relating to safety, attendance and safeguarding.
- Inspectors analysed information on pupils' achievement across the school over the past three years and the school's own progress data.
- Inspectors looked at samples of work in pupils' books, listened to pupils read and observed the teaching of phonics.

## Inspection team

Jameel Hassan, Lead inspector	Additional Inspector
Diane Rochford	Additional Inspector
Kanwaljit Singh	Additional Inspector
Rosemarie McCarthy	Additional Inspector

## Full report

### Information about this school

- This school is larger than the average sized primary school.
- Children join the Early Years Foundation Stage on a part-time basis, in Nursery.
- The proportion of pupils eligible for the pupil premium, which provides additional funding for children in local authority care, pupils eligible for free school meals and those with a parent or carer in the armed services, is average. In this school, all these groups are represented.
- About average proportions of pupils are from White British backgrounds and from minority ethnic heritages.
- A lower proportion of pupils than is typical speak English as an additional language.
- The proportions of disabled pupils and those with special educational needs supported through school action, and those who are supported through school action plus or with statements of special educational needs, are average.
- There is a breakfast and after-school club each day, managed by the governing body, and part of this inspection.
- The children's centre on site is managed by the governing body but subject to separate inspection.
- The school meets the government's current floor standards. These set the minimum expectations for pupils' attainment and progress.
- The school is part of a local group of seven schools including three infant, one junior, another primary and a secondary school.

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

- Improve teaching to be consistently good or better by:
  - eradicating inadequate teaching
  - making sure that all teachers provide a variety of tasks that meet the learning needs of all pupils: demanding enough to challenge the more able, and not too hard for others
  - adapting lessons more promptly to learning needs during lessons
  - improving marking to make clear what pupils have achieved, with guidance leads to further improvement, and to ensure spelling errors are corrected
  - ensuring that questions teachers ask probe and extend learning fully.
- Raise achievement, especially in mathematics and writing, by:
  - accelerating pupils' rates of progress to at least good
  - increasing opportunities to extend pupils' writing and mathematical skills in other subjects.
- Improve the impact of leaders and managers by:
  - developing the roles of staff responsible for subjects more fully, making sure they have sufficient time to monitor the teaching and learning in their areas of responsibility
  - monitoring pupils' progress more effectively to pick up any potential underachievement promptly and ensure all pupils make at least good progress.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Achievement is not good because it has been inconsistent since the previous inspection and a few pupils made inadequate progress.
- The majority of children enter the Nursery with skills and knowledge that are typical for their age. Due to improvements over the past 18 months, inadequate progress has been largely eliminated. By the end of Key Stage 2, pupils from most ethnic groups, including White British, reach the standards expected for their age in reading, writing and mathematics.
- In 2012, the results of the Year 1 phonics screening check were slightly below the national average, and at the end of Key Stage 1 attainment was below average in writing and mathematics. However, inspection shows much improved progress in this section of the school and inconsistencies have largely been ironed out. There is some good progress, for instance, for pupils who speak English as an additional language, who receive well-targeted support.
- Due to previous inconsistencies, pupils currently in Key Stage 2 entered the key stage with below average attainment. However with the detailed monitoring of individual pupils and appropriate interventions to support those who were behind, they have now caught up and good progress is evident.
- Some pupils did not meet the standard of others in the 2012 National Curriculum tests. White British boys and disabled pupils and those with special educational needs did less well. This year, these shortcomings have been addressed, with the help of learning support assistants and activities meeting pupils' needs, in response to improved checks on teaching by school leaders.
- Pupils who have statements of special educational needs now make significant progress, meeting increasingly challenging targets. Outside agencies, such as speech therapists, help those pupils who have very specific learning needs.
- Overall the gap in performance between pupils for whom the school receives the pupil premium and their classmates narrowed last year. In mathematics, it closed. Attainment in 2012 for these pupils was in line for national expectations in both English and mathematics but still behind their classmates.
- Reading is a strength. Pupils read widely and often. Pupils are encouraged to read at home gaining rewards for those that read with their parents or carers regularly.

### The quality of teaching

### requires improvement

- Teaching is not yet consistently good; a little is inadequate.
- In weaker teaching, teachers do not use assessment effectively to support the needs of all the children and activities do not meet their needs, so they do not make the necessary progress.
- Teachers do not have high enough expectations. There is too much teacher talk and work is not challenging enough for the more-able pupils, but it is too hard for the less able.
- The marking of pupils' work does not always make it clear what the pupils have achieved and what they need to do next to improve their work, particularly in mathematics.
- There are opportunities for pupils to extend their writing through initiatives the school has implemented but teachers marking writing do not always correct inaccurate spelling.
- Pupils receive a good start in Nursery, experiencing a rich and well-planned environment developing their emotional development and learning skills, with challenging questions to help them with their thinking. However in Reception this good practice is not continued and the type of questioning does not allow pupils to work things out for themselves. Further up the school, too, teachers' questions are sometimes not probing enough, and do not extend learning.
- Where teaching is at its best, teachers have high expectations and there is good use of assessment to plan the appropriate activities to meet pupils' needs. They make sure that pupils know their targets and give pupils the opportunity to check if they have met them, and to

respond to teachers' comments to correct and improve their work. However not all teachers do this effectively in all subjects. Teachers do not always link pupils' individual writing and mathematics targets through other subjects of the curriculum effectively enough to reinforce their learning.

- Teachers help those that fall behind with their reading by providing good support with phonics (letters and their sounds), to make sure pupils are able to read more effectively.
- The relationship between teachers and pupils is good and this develops pupils' confidence in learning for themselves. For example, in a mathematics lesson in Year 4, pupils showed good skills in conducting and extending their learning by leading a group activity. Between them they collaboratively made decisions, analysing whether they had the correct answers when multiplying fractions to three decimal places.

### **The behaviour and safety of pupils** are good

- Pupils' attitudes towards learning are good and this helps them to learn. They work well, both with others and on their own. They take turns, sharing resources and discussing their learning within a calm atmosphere.
- Pupils are polite and well-mannered both in class and around the school. They are courteous towards each other and the adults that care for them in school. At break and lunchtimes, pupils happily play together.
- School leaders have taken effective steps to make sure pupils are safe, for instance, on the internet. Pupils also have a good understanding on how to keep safe on the roads.
- Leadership roles for pupils, such as play leaders and prefects, enable pupils to behave responsibly. Pupils are proud of their roles in the democratically elected school council.
- The whole school is involved in an anti-bullying week each year. As a result of this pupils' know about different types of bullying and what bullying means. Records show, and pupils believe, that little bullying takes place at the school. If it occurs, the staff deal with it effectively.
- Most pupils attend regularly and are punctual to lessons.

### **The leadership and management** require improvement

- There have been too many inconsistencies in pupils' achievement and standards have been allowed to fluctuate too widely.
- Existing and new leaders with particular responsibilities have not yet developed their role sufficiently to be able to make thorough checks on teaching and learning to ensure that all groups of pupils make consistent progress over time.
- The senior leadership team regularly checks on pupils' learning. Improvements in teaching and learning have been brought about by mentoring of staff by senior leaders.
- Leaders highlight any underachievement and provide good support for those pupils who need it most. They use data effectively to improve the achievement of those pupils for whom the school receives extra funding, thereby promoting equality of opportunity and tackling discrimination.
- The local authority provides good support for the school in the moderation of writing. Professional development has been provided by the local authority for the Early Years Foundation Stage.
- The group of schools who work together provides linked training and opportunities for pupils to join together. Two local secondary academies in the group have helped to enhance mathematics for more-able pupils.
- The subjects taught are enhanced by school trips, such as visits to the theatre, a forest and a residential trip for Year 6.
- Parents and carers are actively encouraged to be involved in their child's progress. During the

inspection there were two meetings for Year 1 and 2 parents and carers on phonics so they could support their child at home with their reading.

- Concerns were expressed by parents and carers about the high turnover of staff. Inspectors found that there were valid reasons for the changes. Some of the new members of staff have contributed well to the improved teaching and learning.
  - The after-school and breakfast club, known as Snap Dragons, offers children purposeful activities and a nutritious breakfast in the mornings. Snap Dragons provides a safe and caring environment for those pupils who use it.
  - **The governance of the school:**
    - The governing body provides leadership and challenge and supports the school well. It has members who have good educational experience and who understand the strengths and areas for development in teaching. Governors are regularly involved in setting the school's strategic direction. They recognise the improvements made since the last inspection and are informed about key issues. They have attended relevant training from the local authority and senior leaders to support the school's needs and to get an accurate view of the school's performance. Governors are aware of which groups are performing well and specific governors have a good understanding of their financial responsibilities, overseeing the allocation of the pupil premium. They hold the headteacher fully to account for the performance of her staff and along with the local authority they lead the headteacher's performance management and give her robust targets, including for pupils' performance. The school meets the statutory requirements for safeguarding.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	125133
<b>Local authority</b>	Surrey
<b>Inspection number</b>	406294

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	443
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jo Taylor
<b>Headteacher</b>	June Trantom
<b>Date of previous school inspection</b>	16–17 February 2011
<b>Telephone number</b>	01252 717729
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