

Hamsey Green Primary School

Tithepit Shaw Lane, Warlingham, Surrey, CR6 9AP

Inspection dates 8–9 May 2014

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
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 requires improvement because pupils' progress is uneven between classes and subjects in Years 1 to 6. This includes disabled pupils and those who have special educational needs as well as the most-able pupils. Pupils do not always work quickly enough, and produce worthwhile written work in science.
- Teachers do not always expect enough from pupils, or provide purposeful work so that they learn quickly.
- Teachers' marking does not always show pupils how to improve, especially in mathematics and science. They provide limited guidance for parents and pupils in how to improve pupils' reading.
- Pupils' behaviour requires improvement because they do not always get on with their work quickly when not being supervised closely by adults.
- Leaders are not making sure that expectations for teachers are high enough. They do not ensure that all members of staff are following the agreed advice and guidance set out in the school policies.

The school has the following strengths

- Children learn quickly in the Early Years Foundation Stage, especially in speaking and developing social skills.
- Pupils entitled to additional funding are supported well and learn quickly.
- Pupils feel safe and are kept safe at school.
- The new funding to develop sport is having a positive impact on pupils' health and physical well-being.
- Parents are pleased with the work of the school and find members of staff to be caring.
- Leadership and management, including by the governors, are improving the school steadily. They know what needs to be done to make the school good. There has been a clearer drive to improve the school this year and achievement and teaching have started to improve more quickly.

Information about this inspection

- The inspection team observed teaching in 25 lessons, some jointly with the headteacher.
- Meetings were held with senior leaders, teachers, pupils, members of the governing body and a representative from the local authority.
- The inspection took into account the 65 responses to the online Parent View survey. Informal discussions were held with a random sample of parents.
- The inspectors considered the views expressed in survey responses from 50 members of staff.
- A range of information supplied by the school was scrutinised, including the school's own information about how well pupils are doing, planning documents, checks on the quality of teaching, the school development plan, records relating to behaviour and attendance and safeguarding procedures.

Inspection team

Alison Cartlidge, Lead inspector	Additional Inspector
Valerie Cobb	Additional Inspector
John Collins	Additional Inspector

Full report

Information about this school

- Hamsey Green is much larger than the average-sized primary school.
- The proportion of pupils for whom the school receives the pupil premium (additional funding for pupils known to be eligible for free school meals and children who are looked after by the local authority) is broadly average.
- The proportion of disabled pupils and those who have special educational needs at school action is broadly average and the proportion at school action plus or with a statement of special educational needs is also broadly average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The children's centre on the same site did not form part of this inspection.

What does the school need to do to improve further?

- Ensure that most teaching and pupils' achievement are good or better, by:
 - making sure that all teachers have high expectations of the pupils and provide work that is purposeful and moves learning forward quickly
 - improving teachers' marking, especially in mathematics and science, so that pupils are clear about what they need to do to improve their work
 - providing pupils and their parents with clear guidance on how to improve pupils' reading
 - improving the depth of pupils' understanding in science and the quality of their written work.
- Strengthen the impact of leadership at all levels, including governance, by:
 - raising expectations for teachers and making the checks on their work more rigorous
 - making sure that all members of staff consistently follow the agreed school policies.
- Make sure that pupils have positive attitudes towards learning, including when they are working without direct adult supervision, so that they can always learn quickly at these times.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because pupils' progress is inconsistent between classes and subjects. In all subjects, including literacy and numeracy, certain tasks keep pupils interested but do not extend their learning well enough. For example, in some lessons drawing and cutting out take up too much time and learning is slower than it should be. In addition, pupils' written work in science is often too easy, and they often complete simple worksheets which provide limited opportunity for pupils to learn about the subject in depth.
- Disabled pupils and those who have special educational needs do not always make consistently good progress. Many new and worthwhile support groups have been put into place to support differing needs. It is too early to show that these are having a sustained impact on the learning of all these pupils, and at times they are not helped well enough.
- The most-able pupils do not consistently make enough progress because sometimes they complete similar work to other pupils and opportunities are missed to move them on to harder work when they are ready.
- Most children are working below the levels expected for their age when they start school in the Reception Year. They make good progress, especially in developing their speech and social skills, because these areas of learning are promoted especially well. For example, children were involved in animated discussions with members of staff and each other about their visit to see the school cook and their exploration of the muddy puddles in the outdoor area. Occasionally, when children choose their own activities, the work is too easy.
- Attainment is broadly average by the end of Year 6 in reading, writing and mathematics. There is evidence to show that pupils are making better progress this year than in the past, especially following whole-school developments. For example, following disappointing results in the Year 1 phonics (linking sounds and letters) screening check in 2013, the school has reorganised the way the subject is taught and consequently pupils are making better use of this knowledge to support their reading and spelling. As one Year 2 pupil proudly stated when asked what helps him with his reading, 'You look at the picture and first sound it out and no guessing'.
- The attainment gap for pupils entitled to the pupil premium funding is closing rapidly across the school. In national tests at the end of Year 6 in 2013 they had caught up with other pupils in mathematics and writing and were just a term behind other pupils in their reading. The progress of these pupils is checked with rigour and they generally make better progress than other pupils.
- Pupils reach the standards of which they are capable in physical education. During the inspection, pupils in Year 1 demonstrated their skills when climbing ropes and travelling along the monkey bars. Pupils in Year 3 showed vigour and skill when performing a recently learned dance routine.

The quality of teaching

requires improvement

- Teachers in Years 1 to 6 do not consistently expect pupils, including the most able, to complete hard enough work or to work quickly, particularly when pupils are working without the support of an adult. Consequently, there are times when work lacks purpose, including in literacy and numeracy; there is no sense of urgency to get on with work, and pupils work slowly and waste time chatting with their friends.
- In the Reception Year where teaching is good, members of staff ensure that time is spent well on activities that will extend the children's learning and work is purposeful and relevant. For example, pupils enjoyed their role play when making and baking biscuits like the school cook. Occasionally, when making their own choices, children could be encouraged to try even harder work.
- There are examples of good teaching across the school and teachers and teaching assistants work together well as a team to provide pupils with a good range of accessible resources and to plan activities that they will enjoy. For example, pupils in Year 4 had various interesting means

of measuring angles and those in Year 1 enjoyed using their 'magpie' books to extend their vocabulary.

- Members of staff foster good relationships with the pupils and as a result there is a calm and happy working atmosphere in classes. Pupils are confident about sharing their ideas with others and enjoy working with their talk partners.
- Improvements have been made to the way teachers mark the pupils' work, especially in literacy, although this good practice is not consistent, especially in mathematics and science. In these subjects, pupils are not always clear about what they can do to make their work better. In addition, there is general guidance for pupils and parents about how to improve reading but limited individual advice to support home learning.

The behaviour and safety of pupils

requires improvement

- The behaviour of pupils requires improvement because it does not consistently lead to rapid progress when pupils are working without the direct support of an adult. Pupils do not always push themselves to work hard at these times and some lose concentration.
- Social behaviour has improved since the last inspection and school records show that there are fewer instances of disruptive behaviour than in the past. Most parents and pupils are happy with pupils' behaviour. Pupils understand and follow the new 'Green Behaviour Code' and fewer notes are being sent home to parents than previously.
- Pupils are polite, friendly and proud of their school. The school tackles discrimination of any kind robustly and pupils are keen to help each other when working in pairs or small groups. For example, pupils in Year 2 enjoyed working together writing questions for the pending visit of a fireman.
- The school's work to keep pupils safe and secure is good. Pupils feel safe at school and know how to stay safe. Members of staff are caring and are fully trained in looking after pupils and supporting their social and emotional needs. Pupils feel that instances of bullying or unkind behaviour are rare and are dealt with to their satisfaction.
- The school has increased the rigour in monitoring attendance and rates of attendance are broadly average this year, following firmer discussions with parents who take term-time holidays or fail to send their children to school regularly.

The leadership and management

requires improvement

- Leaders, including middle leaders, have made many recent improvements in the school and there is a renewed focus and drive for improvement, but these have not been in place long enough to show sustained improvement in teaching and pupils' progress. In addition, the impact of new initiatives is not consistent across classes and subjects.
- Leaders, including governors, check up frequently on how well teachers are doing and provide relevant training, but expectations for what they should achieve are not high enough and leaders are not making sure that all teachers follow advice and guidance in school policies quickly. For example, some teachers provide pupils with clear next steps for learning, while others do not.
- Nevertheless, teaching is improving across the school, particularly in areas that have been a whole-school focus such as in the teaching of phonics. Information that checks up on how well pupils are doing is showing that leaders have tackled the underachievement from the past and rates of pupils' progress are improving.
- The headteacher and other leaders have a clear understanding of what the school does well and what needs to be done to make the school better. The school is rising in popularity in the area with more parents making it their first choice. Parents who responded to the inspection survey Parent View are especially pleased with the way the school cares for their children and helps them to feel safe. As one parent said, 'You can ask teachers anything.'
- Leaders promote equal opportunity well. Funding is being used well to support the pupils

entitled to the pupil premium so that the gap in attainment between these and other pupils is closing fast. Help is carefully targeted to support pupils in ways relevant to their specific needs. As a result, obstacles to learning are overcome. For example, support currently includes the provision of breakfast, reading glasses and extra adult support with dealing with emotions and learning.

- The new funding to develop sport is being used well to provide additional training for staff, new clubs, and equipment. The funding is having a positive impact on pupils' healthy lifestyles and physical well-being. The school has already noticed that more pupils are choosing to join sports clubs and are becoming more active. The school takes part in a variety of inter-school sport activities and is highly successful in these competitions.
- The wide range of subjects is taught through interesting topics, but not all work is of sufficient breadth, especially in science. Leaders are refining topics to ensure that pupils' knowledge and skills always develop as they move through the school. Provision for pupils' spiritual, moral, social and cultural development is especially effective in supporting the moral and social aspects but less effective in the spiritual reflection aspect.
- The school's safeguarding arrangements meet requirements. There is good training for keeping pupils safe and also in first aid, and all adults working with pupils are checked for their suitability.
- The local authority has provided a good level of support for this improving school this year, increasing the capacity of leaders to carry on making improvements themselves.
- **The governance of the school:**
 - Governance requires improvement because until recently there has been insufficient challenge and support to ensure that the school improves quickly. There have been recent changes to the governing body and an external review of governance and governor training to equip them for their responsibilities has been carried out. As a result, there are more governors who take an active part in checking up on how well the school is doing and they have a clearer knowledge of the school's strengths and next steps needed. They know how well the school compares with other schools, how good teaching is and how good teaching is to be rewarded and weaker teaching supported. They know what is done to check up on teaching and are well placed to help the school to move forward.

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

Unique reference number	124943
Local authority	Surrey
Inspection number	426505

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	402
Appropriate authority	The governing body
Chair	Corinne Fernades
Headteacher	Fiona Morgan
Date of previous school inspection	5–6 March 2012
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