

Hurstbourne Tarrant Church of England Primary School

Church Street, Hurstbourne Tarrant, Andover, Hampshire, SP11 0AX

Inspection dates 26–27 March 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Early years provision		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Pupils make outstanding progress from their starting points. By the time they leave in Year 6 they typically attain significantly above the national average in reading, writing and mathematics.
- In the early years provision children make exceptional progress. They leave Reception very well prepared for Year 1.
- The headteacher's high aspirations and clear vision have enabled the school to consistently achieve the best for its pupils. Leaders at all levels are highly effective. They make good use of links with external organisations to further develop their skills.
- Governors are very ambitious. They constantly challenge the school to do even better for its pupils.
- The impact of all leaders on the quality of teaching and pupil achievement is outstanding.
- The curriculum has been very carefully planned to ensure that pupils have a range of exciting experiences.
- Teaching is outstanding in all year groups. Teachers have very high expectations. In every lesson pupils are challenged to achieve their best.
- Pupils' behaviour is exemplary. Around the school they are polite and courteous. In lessons they listen carefully to the teacher and have extremely positive attitudes to their learning.
- The school's work to keep pupils safe and secure is exemplary. Pupils report that they feel safe in school and have learnt how to keep themselves safe when out of school.
- Parents are delighted with the school. All who answered the questionnaire Parent View would recommend the school to another parent.
- Pupils say that they love the school and that the school is like a close and caring family.

Information about this inspection

- The inspector observed learning in 10 lessons and part lessons; most were observed jointly with the headteacher. In addition, the inspector heard pupils reading in Year 2 and Year 6.
- Pupils' work in every year group was examined.
- Meetings were held with a group of pupils, the vice-chair and other members of the governing body and school staff. A meeting was held with a representative from the local authority.
- The inspector took account of 82 responses to the online questionnaire, Parent View. She also examined letters and spoke to parents at the end of the school day.
- The inspector observed the school's work and analysed a large range of documents and policies, including the school's own information on pupils' current progress and documents checking the quality of teaching and learning. She also examined records relating to behaviour, attendance, risk analysis and safeguarding.
- The views of staff were analysed through the 16 responses to the staff questionnaire

Inspection team

Elizabeth Bowes, Lead inspector

Additional inspector

Full report

Information about this school

- Hurstbourne Tarrant Primary School is situated in a rural setting. It is smaller than the average-sized primary school.
- The proportion of pupils known to be eligible for support through pupil premium is lower than the national average. Pupil premium is additional funding provided by the government for disadvantaged pupils.
- The proportion of disabled pupils and those with special educational needs on the school roll is similar to the national average.
- The majority of pupils are of White British heritage.
- In 2014 the school met the government floor standards, which are the minimum expectations for pupils' attainment and progress.
- Pupils attend Reception class full time

What does the school need to do to improve further?

- Provide more chances for pupils to develop deeper thinking and reasoning skills.

Inspection judgements

The leadership and management are outstanding

- The headteacher and senior leaders have very high expectations. Their drive and commitment have ensured that high levels of pupil achievement have been sustained over a period of time. The school's motto of, 'Love of learning love of life' is instilled in every child. Throughout the school there is a culture of success, with outstanding teaching and exemplary behaviour.
- There has been a relentless focus on the leadership of teaching. There are regular lesson observations, and pupils' work is carefully and regularly checked. This ensures that pupils are making the maximum amount of progress. The successful management of teacher performance has ensured that all staff are committed to the pursuit of excellence.
- Parents are effusive about how well their children are doing and the caring atmosphere in the school. As one parent said, 'This school is amazing; my child is flourishing and is making wonderful progress. He loves coming to school each day.' All parents who answered the questionnaire Parent View would recommend this school to another parent.
- Subject leaders are highly effective. They know how pupils are progressing in their areas of responsibility and regularly attend training courses to ensure that their skills are always of the highest level. They form part of a very strong leadership group that has an excellent capacity to sustain improvements.
- Additional funding for disadvantaged pupils is used very effectively. It has ensured that many of these pupils often make better progress than their peers.
- The local authority is effective in providing a light-touch level of support to this outstanding school.
- The spiritual, moral, social and cultural development of pupils is promoted exceptionally well. There are a range of exciting opportunities which ensure that pupils are always enthused by their learning. For example, pupils were very excited to use tablet computers to create a stop-go animation. Pupils enjoy learning French and by Year 6 can communicate well both orally and in writing. There are numerous clubs, visits and visitors into school. For example, as part of their project on spring, pupils visited a farm and held some lambs. Other pupils were transfixed watching chicks hatch in an incubator. Although the curriculum has been carefully planned, leaders recognise that there could be more opportunities for pupils to develop their thinking and reasoning skills.
- Core British values are well promoted. This is demonstrated by pupils' respect and tolerance for all faiths. By Year 6, pupils can express mature thoughts about cultural diversity. Pupils know about the concept of democracy and have elections for school councillors and house captains using a sealed ballot. Last summer, pupils had the opportunity to visit the Houses of Parliament and see democracy in action. They are very well prepared for life in modern Britain.
- Staff and governors foster good relationships throughout the school and show a strong commitment to equal opportunities. They ensure that there is no discrimination of any kind.
- Additional funding for physical education and sport is very well used. Pupils can enjoy a wide range of sports and have achieved considerable success in various events in the Andover Rural Schools Competitions. There is a high level of participation in sports and this ensures that pupils stay fit and enjoy healthy lifestyles.
- Safeguarding arrangements are highly effective and meet statutory requirements. Staff ensure that policies and procedures are rigorous and up to date. Accurate records are kept to ensure that all adults have completed the necessary checks. Child protection arrangements are well managed.
- **The governance of the school:**
 - Governance is outstanding. They are exceptionally well informed about the achievement of pupils and know in detail how the school is doing when compared to other schools. They analyse relevant data so that they are aware how different groups of pupils are achieving.
 - Governors have a detailed knowledge of how the school is doing from day to day and of the quality of teaching because they visit the school regularly and drop into lessons and listen to pupils read. They recognise how the quality of teaching and the progress made by pupils affect pay awards. They know how to support the headteacher should there ever be any teacher underperformance.
 - The continued success of the school is assured because they set the headteacher challenging targets to maintain the exceptional progress that pupils make.

The behaviour and safety of pupils are outstanding**Behaviour**

- The behaviour of pupils is outstanding. As a pupil said, 'Behaviour in our school is brilliant.'
- Pupils are very proud of their school and say it is like a caring family. Around the school pupils hold open doors and are very courteous to members of staff and each other. In the playground they play well together. Those in Years 5 and 6 who act as play leaders at lunchtimes ensure that all pupils are involved and no one feels left out.
- The school actively celebrates all pupil achievements, whether in or out of school. In the hall there is a display called, 'What have we done to make us feel proud?' Pupils were keen to point out where their talents had been recognised.
- Pupils have numerous opportunities to take responsibility and develop their confidence. For example, some pupils answer the phone in the office at lunchtimes, while others develop their confidence in roles such as house captains. Many pupils in Year 6 enjoy reading with children in the Reception class. Some aspects of school life also affect the broader community and school council members have been engaged in a project linked with the parish council.
- Within classes, pupils display exceptionally positive attitudes to their learning. This is because they are encouraged by a dedicated staff team who develop pupils' skills carefully. Pupils talk enthusiastically about their learning and concentrate for long periods of time on the tasks set by the teacher. Books are well presented and reflect the pride pupils take in their work.
- Records kept by the school show that behaviour is exemplary. There have been no exclusions.
- Spiritual awareness is carefully developed and pupils often lead the worship at the local church. Last year the pupils who were leaving the school lead the prayer at a service at Winchester Cathedral. There are well-planned opportunities for pupils to develop their knowledge of other faiths and religions. Pupils are encouraged to think about moral issues and can talk thoughtfully about the distinction between right and wrong.
- The school ensures that pupils have every opportunity to develop their social skills. For example, the residential trip to a local activity centre develops their skills of independence. Cultural awareness is developed every day through the range of activities on offer. Pupils enjoy taking part in drama productions. Artistic skills are carefully taught; for example, pupils created intricate sculptures in the style of Giacometti.
- Attendance is above average and procedures are very carefully monitored by staff.

Safety

- The school's work to keep pupils safe and secure is outstanding.
- All pupils who were spoken to said that they felt safe. They have a well-developed ability to assess risk and say that they have been taught about potentially unsafe situations both for themselves and others. For example, when using the internet they know not to reveal their personal details. Pupils know about the dangers associated with living in the countryside and know they have to be careful around tractors. They have learnt about road safety as well as how to keep safe around water.
- Staff and governors ensure that the site is regularly checked to ensure it is safe and secure.
- Pupils are well aware of the issues associated with bullying. They say that there are no problems at the school; however, they would know who to go to if they had any concerns. The school has detailed plans in place to ensure that swift action would be taken if any pupil felt that they were being bullied.

The quality of teaching is outstanding

- Pupils achieve well because teachers have the highest expectations of what pupils can do.
- Teachers provide work that is of just the right level of difficulty and this ensures that all pupils make excellent progress.
- The impact of teaching on reading is strong. Pupils are regularly encouraged to read different types of books, which stimulates their interest. Many pupils become accurate readers from an early age. This is because they have been encouraged to develop a love of reading and talk about the books and authors that they have read.
- Teachers inspire pupils with exciting experiences and ensure that they have frequent opportunities to

write. An example of this was when staff found a time capsule that had been buried in the school grounds. The information inside had been damaged by water so pupils had to re-write some of the information. There are good links with Winchester University and pupils have taken part in a writing workshop and created their own books. In Year 5 and 6, pupils displayed excellent skills when writing poetry in the style of the Caribbean poet Valerie Bloom.

- In mathematics, teachers have concentrated on ensuring that pupils not only fully understand how to do calculations but also see the relevance of mathematics when solving mathematical problems in school and at home.
- Teachers mark pupils' work very carefully and give pupils helpful hints on how to improve their work. Marking comments also demonstrate the strong supportive relationships that teachers have with pupils. Comments such as, 'I knew you could do it, well done,' really enthuse pupils to try their best.
- Displays around the walls demonstrate the high levels of pupils' achievements in writing and mathematics.
- Learning support assistants are exceedingly well deployed to ensure that individual needs are carefully met. They work well with teachers to help those who have special educational needs or disabilities make the best possible progress.

The achievement of pupils

is outstanding

- Pupils' achievement is outstanding. All pupils make excellent progress from their starting points. This is because the headteacher and other senior leaders regularly monitor how each child is doing. They put in place additional help to ensure that any pupil who may be falling behind can quickly catch up.
- In Key Stages 1 and 2, pupils typically attain significantly above the national average in reading, writing and mathematics. The school ensures that every pupil has an equal opportunity to succeed. This is demonstrated by the fact that in 2014 all pupils attained the expected level and many exceeded it. The school's results were in the top 20% of all schools nationally.
- There are too few pupils eligible for pupil premium funding to report their attainment without them being identified. However, the school makes good use of the additional funding. Often there are no gaps between the attainment of pupils, and in many cases eligible pupils are making faster progress than other pupils in the school. The school ensures that as disadvantaged pupils move through the school that they move to above-average attainment in English and mathematics when compared to other pupils nationally.
- The few pupils who have disabilities or special educational needs make excellent progress from their starting points. This is because the education provided by the school meets their needs exceptionally well.
- Those pupils who are most able achieve particularly well. A significantly higher proportion of pupils achieve the higher levels than that seen nationally. In Year 6 in 2014, for example, nearly two thirds of pupils achieved the higher Level 5 in reading and mathematics, and half of all pupils achieved Level 5 in writing. There is a good link with the local secondary school, where pupils attend master classes; as a result, nearly a quarter of pupils attained the highest Level 6 in mathematics.
- Pupils achieve very well across a range of subjects, including music, art, drama and sport.

The early years provision

is outstanding

- Children make excellent progress from their starting points and their preparation to start more formal education in Year 1 is outstanding. Almost all children reach a good level of development by the end of Reception.
- An example of children's excellent achievement in writing is demonstrated by the recent project on snowdrops. Most children had written long sentences describing the snowdrops and had punctuated it correctly with capital letters and full stops.
- Staff take the utmost care to ensure that children learn in a fun and exciting environment. Activities are meticulously planned to ensure that children have the maximum chances to succeed. Teaching is outstanding and adults are skilled at asking questions and guiding children to develop the strategies to answer their own questions. An example seen during the inspection was of a child asking how many claws a polar bear has. The teacher guided the child to research the question both on the internet and in books

to discover the answer.

- Children quickly become confident learners. They take delight in their work and respond with enthusiasm to the range of activities that are offered. Children’s behaviour is outstanding because children understand what is expected of them in terms of behaviour. Children have a clear understanding of how to keep themselves and others safe.
- Parents are delighted with the progress that their children are making and frequently share with staff their child’s learning at home. Parents are encouraged to come into class and demonstrate their talents, and this contributes to the rich curriculum on offer. Parents like the exciting activities that their children experience. For example, during the inspection all children had dressed up as teddy bears as they were going to a picnic.
- The leadership and management of the early years are excellent. The leader has created a culture where very effective learning can flourish. Her high expectations ensure that children derive the maximum benefit from each activity.

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	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. 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.

School details

Unique reference number	116293
Local authority	Hampshire
Inspection number	448800

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	111
Appropriate authority	The governing body
Chair	Sue Evans
Headteacher	Christopher Brooks-Martin
Date of previous school inspection	29–30 April 2010
Telephone number	01264 736213
Fax number	01264 736113
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