

Inspection of Hampstead Norreys C.E. Primary School

Newbury Hill, Thatcham, Berkshire RG18 0TR

Inspection dates: 26–27 November 2019

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this school?

Pupils flourish in this small, friendly school. They are kind and thoughtful to each other. Older pupils look out for their younger schoolmates. Teachers have created a warm and safe environment for pupils to grow and learn in. They keep a watchful eye out for any pupils who may need emotional support.

Teachers demand the best from their pupils. Pupils rise to the challenges they are given. They are curious about the world and have a 'can-do' attitude, as shown by the children in early years who announced, 'We want to be investigators.' Pupils don't give up when the work gets hard. They use the 'cognitive crew' to help them solve problems or structure their thoughts. If they do get stuck, teachers and teaching assistants are on hand to help.

Pupils seize the opportunities they have to develop new interests and skills in clubs and other activities.

Pupils love coming to school and rarely miss a day through absence. They behave well in lessons and around the school. They don't have any concerns about bullying. They say that teachers deal firmly with anyone who is mean to others. Trained anti-bullying ambassadors help to sort out any minor squabbles in the playground.

What does the school do well and what does it need to do better?

The headteacher and her team are ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). All pupils follow a wide, challenging and engaging curriculum. As a parent who responded to the online questionnaire, Ofsted Parent View, wrote, 'My children are incredibly happy. They love school and talk daily about what they have learned and how supportive their teachers are.'

Mathematics is taught well from the early years onwards. Pupils in all classes get practice in number work, reasoning and problem-solving. As a result, pupils achieve very well in mathematics. Reading has a high priority. Phonics is taught in a structured way, from the early years. Pupils enjoy listening to stories and talking about their favourite books. Older pupils understand how writers achieve their effects.

Pupils, including those with SEND, write fluently, at length and accurately. They take great pride in their work and are keen to improve it. They write in a variety of genres and use interesting vocabulary.

Teachers use assessment to identify how much pupils have learned and to plan next steps. Teachers have a very detailed understanding of the needs of pupils with SEND. Timely and effective support means that these pupils are able to keep up with their peers.

The content for each subject is taught in a logical sequence. Teachers help pupils to remember what they have learned. For example, pupils in key stage 2 were able to summarise the causes and symptoms of the 'Black Death'. They could also recall the main events in this period of history.

Pupils, including those with SEND, are taught the skills they need to be successful learners. They draw on these skills to carry out their own research and stick at challenging tasks. However, written and discussion tasks are sometimes set because they support pupils' learning in English rather than in other subjects. This means that pupils do not get enough practice in using subject-specific vocabulary in subjects other than English and mathematics.

The inside and outside areas in early years provide a stimulating environment. Children play and learn together well. They take turns and tidy up sensibly. Leaders have reflected on the dip in the proportion of children reaching a good level of development in 2019. The curriculum plan for the current year contains a sharper focus on early reading and mathematics. This is already having a positive impact on what children know and can do.

Relationships between pupils and teachers are exceptionally warm. Pupils have very positive attitudes to their learning, as demonstrated by their low rates of absence. They contribute to class discussions with enthusiasm and listen carefully to each other's ideas.

Pupils appreciate the various clubs and out-of-class activities on offer. They particularly like the sports clubs and the competitive matches with local schools. They have positions of responsibility, such as on the school council or worship committee, which they take seriously. Year 6 reading buddies provide strong academic and social support for younger pupils. Pupils are given the opportunity to take part in dramatic and musical performances. Pupils also play a valuable and active role in their local community.

Pupils respect others' religious beliefs. They understand that all people should be treated equally. They take a keen interest in news and current affairs. However, pupils do not learn enough about different cultures, backgrounds and lifestyles.

Safeguarding

The arrangements for safeguarding are effective.

Staff are alert to any tell-tale changes in a child's behaviour or mood. Staff and governors receive regular training on safeguarding that covers all required areas. There are clear systems in place for reporting concerns, which staff understand.

Leaders know what the local risks to pupils are and work well with neighbouring schools and the police to reduce these risks. All required pre-employment checks are carried out rigorously. The headteacher makes sure that any pupil who needs support receives it in a timely way.

Pupils are taught how to keep themselves safe, including when using the internet.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils follow a broad and balanced curriculum. However, there is insufficient attention paid to subject-specific vocabulary in the foundation subjects. Leaders and teachers should ensure that more tasks require pupils to use subject-specific vocabulary with precision. In this way, not only will pupils learn geography or science, for example, but they will also learn to speak, think and write like a geographer or scientist.
- Leaders have put in place a logically sequenced personal, social, health and economic (PSHE) programme for each key stage. However, the programme does not place a sharp enough emphasis on the full range of cultures, values and lifestyles found in modern Britain. Leaders should ensure that there is a more explicit focus on diversity and equalities throughout the curriculum, including in the PSHE programme.
- In 2019, the proportion of children achieving a good level of development at the end of the Reception Year fell compared to previous years. Teachers have rightly placed more emphasis on reading and mathematics this year. Consequently, children have made a strong start since September. Leaders should ensure that this continues and that most children achieve a good level of development by the time they move to Year 1.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	109964
Local authority	West Berkshire
Inspection number	10111433
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	84
Appropriate authority	The governing body
Chair of governing body	Mark Browne
Headteacher	Kate House
Website	hampsteadnorreysprimary.net
Date of previous inspection	26–27 June 2012

Information about this school

- In 2018, Hampstead Norreys School federated with the nearby Ilsleys School, with a single governing body and shared headteacher.
- Pupils are taught in four mixed-age classes in this small primary school.
- The proportion of pupils with SEND has risen in recent years and is now above the national average.

Information about this inspection

We carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a section 5 inspection under the same Act.

- We did deep dives in reading, writing, mathematics and science on the first day of the inspection. We visited lessons in all year groups, reviewed a sample of pupils' work and spoke to leaders, staff and pupils.
- We also visited the Reception class, as well as lessons in other classes in history, geography, and art over both days of the inspection.
- Meetings were held with senior leaders, members of the governing body, including the chair, and with a school improvement adviser from the local

authority.

- We also spoke to parents, anti-bullying ambassadors and members of the school council.
- We reviewed safeguarding arrangements in the school, and scrutinised other documents available publicly or provided by the school.

Inspection team

Gary Holden, lead inspector

Her Majesty's Inspector

Mary Ellen McCarthy

Ofsted Inspector

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