

Inspection of Hamsey Green Primary

Tithepit Shaw Lane, Warlingham, Surrey CR6 9AN

Inspection dates: 5–6 February 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils are proud and happy. They are polite and respectful towards others. The school's core values of aspiration, collaboration, optimism, resilience and nurturing underpin the culture of high expectations. Pupils behave, work well and do their best at all times. They uphold the motto, 'together we learn for life.'

Pupils feel safe. They play well together and say there are lots of things for them to do. For instance, they enjoy using the playground equipment which helps them to keep fit and invent games. Playground 'PALS' are always on hand to help.

Pupils say that there is no bullying in school because they use the school rules of 'kind words, kind actions'. They are confident that staff will help them deal with minor worries and concerns. Pupils appreciate the range of clubs and after-school activities available to them. Additionally, they look forward to special trips, such as visits to the theatre.

Parents and carers are positive and appreciate the recent changes leaders have introduced. They see these as a basis for a strong relationship between school and home. One parent summarised the views of many in saying, 'Leaders have helped our school become a community.'

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

Senior leaders and staff have restructured the curriculum. They have put planning in place to ensure that pupils learn the most important knowledge in the right order in most subjects. Teachers make sure that pupils use their previous work to help them learn and do more. For example, in science, pupils in Year 3 use increased vocabulary and understanding to describe and test materials. Leaders know that planning is not as well sequenced in all subjects. They have identified the need to further refine planning in some subjects such as history and modern foreign languages.

Teachers expect the best from pupils. As a result, pupils are eager to do well. Teachers link subjects through a topic-based approach that pupils enjoy. Pupils told us that this helps them to connect ideas together. For example, in a Year 5 writing lesson, a pupil was able to apply their knowledge of Ancient China to describe the main character in their story accurately.

Teachers use their subject knowledge to carefully check what pupils have understood. They use this information to plan and provide pupils with appropriate challenge and support. This helps pupils to secure their understanding and do well in their work.

The teaching of early reading and phonics is a priority. The school has a well-planned and systematic phonics programme. Staff are well trained. They are quick to support pupils who need additional help. Teachers read to pupils every day. Daily

reading activities help pupils to revise and hone their skills. This means they are able to understand the meaning of complex texts. However, some reading books do not provide opportunities for pupils to practise the sounds they have been taught. This means that some pupils do not learn to read as quickly.

Children in early years enjoy a range of exciting activities that develop their language, literacy and mathematical skills well. Staff plan and provide interesting learning activities that motivate children to learn about the world around them. For instance, children were able to name and use a range of shapes to help them design terraced and semi-detached houses. Parents are regularly kept informed of their child's progress and this strengthens children's learning.

Pupils with special educational needs and/or disabilities (SEND) receive valuable support. Knowledgeable staff make sure that individual targets are well planned. They are adept at making sure resources support learning in the curriculum. Pupils with SEND do well in their work.

Pupils' personal development is a strength of the school. Pupils learn about worldwide events and consider the wider impact of their actions. For instance, pupils told us about the effect of global warming on the Australian bushfires. Additionally, events such as 'enterprise challenges', supported by local businesses, increase pupils' resilience. These provide pupils with opportunities to fund-raise by making and selling products at the school fair.

Leaders, including trustees and governors, know the school well. They work together to improve the quality of education that pupils receive. They regularly review their work by seeking outside views and support. Staff are unanimously proud to work at Hamsey Green. They feel supported and value leaders' efforts to take their workload into account.

Safeguarding

The arrangements for safeguarding are effective.

Staff are well trained and know that safeguarding is everyone's responsibility. They are aware of the signs to look out for to identify harm. Staff know what to do if they have concerns. Leaders log concerns appropriately and take necessary actions when families need help. They work well with other agencies and are relentless in following up to make sure that pupils get the help they need. Recruitment procedures ensure that adults are suitable to work with children.

Pupils know how to keep themselves safe online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school curriculum is ambitious and broad. Leaders have ensured that planning in most subjects is well sequenced and coherent. They need to further refine planning in subjects such as history and modern foreign languages. Leaders are in the process of bringing this about.
- Leaders have made sure the phonics programme is well sequenced. However, some books do not provide opportunities for pupils to practise the sounds they have been taught. Leaders should ensure that the books pupils read match the right phonics stage and provide pupils with the opportunity to practise their early reading skills.

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 are the school and you are 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	144230
Local authority	Surrey
Inspection number	10122301
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	273
Appropriate authority	Board of trustees
Chair of trust	Karen Quinton
Headteacher	Nicola Mace
Website	www.hamsey.surrey.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- This was the first inspection of the school since it became part of Tandridge Learning Trust. The school converted to become an academy on 1 May 2017. When its predecessor school, of the same name, was last inspected by Ofsted, it was judged to require improvement.
- There has been a substantial turnover of staff since September 2017. The deputy headteacher became the acting headteacher in February 2019 and was appointed as substantive headteacher in February 2020.
- Since September 2019, infant classes have moved to the junior site, making this a single-site school. All year groups are now taught in single-year classes.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with the headteacher, assistant headteachers, curriculum leaders and the special educational needs coordinator (SENCo). We also held discussions with members of the governing body, including the chair of governors, two other governors, the chief executive officer of the trust and the chair of trustees.

- We did deep dives in reading, mathematics, history, modern foreign languages and computing. In each subject, we met with curriculum leaders, visited lessons, talked to pupils, spoke to teachers and looked at pupils' work. The lead inspector heard some pupils read as part of the reading deep dive.
- To inspect safeguarding, we checked recent recruitment procedures. A meeting was held with the designated safeguarding leads, and child protection records were sampled. We spoke with several staff members and pupils about safeguarding.
- An inspector spoke with several parents before school. We considered 79 responses to the online survey, Parent View, including 40 free-text comments. We considered 22 responses to the confidential staff survey.

Inspection team

Tracey Bowen, lead inspector	Ofsted Inspector
Mineza Maher	Ofsted Inspector
Teresa Davies	Ofsted Inspector

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