

Hurst Primary School

Inspection report

Unique Reference Number	101446
Local Authority	Bexley
Inspection number	276519
Inspection dates	2–3 November 2005
Reporting inspector	Beryl Richmond

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 on roll	
School	
Appropriate authority	The governing body
Chair	Mr R Hodges Mr P Whatley (Acting)
Date of previous school inspection	Not previously inspected
School address	Dorchester Avenue Bexley Kent DA5 3AJ
Telephone number	02083032688
Fax number	02083035699

Age group	4–11
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Introduction

Three additional inspectors carried out the inspection.

Description of the school

Hurst Primary school is much larger than average. It has a nursery attended by 52 children. The majority of pupils have traditionally come from the immediate vicinity of the school but over the last three years there has been an influx of pupils from further a field. The movement of children in and out of the school is significant. The proportion of pupils eligible for free school meals is much lower than the national average. Fewer pupils than usual have learning difficulties and disabilities although the proportion with a statement is slightly higher than average. Most of the pupils are from White British backgrounds. The proportion of pupils who speak English as an additional language is low. There have been significant changes in leadership since the last inspection. The deputy head teacher is currently the acting head teacher. A new head teacher has been appointed to start in January 2006.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade:

What the school should do to improve further

* Improve teaching and learning, and assessment so that it is consistently good throughout the school* Improve the process and use of self-evaluation by involving all stakeholders.

Achievement and standards

Grade:

Personal development and well-being

Grade:

Quality of provision

Teaching and learning

Grade:

Teaching and learning are satisfactory, although there are some notable strengths that promote pupils' good achievement in years 3 to 6. In these year groups, and especially in years 5 and 6, teachers use this assessment information well to provide all pupils with challenging work. Pupils respond well to these high expectations. In these year groups, as teachers are both knowledgeable and confident pupils respond with enthusiasm to the many interesting and enjoyable activities planned for them. In the younger classes including the Foundation Stage, there are occasions when pupils could be more actively involved in their learning and spend less time sitting on the carpet. This would limit loss of concentration, increase productivity and allow pupils to make the best possible progress. The systems used to track pupil's progress are satisfactory. Teachers in years 5 and 6 use this well to identify possible underachievement so that they can provide additional support. However, teachers lower down the school do not always do the same and some pupils are not suitably challenged. Pupils' work is marked regularly and teachers encourage pupils with praise, but some do not make it clear to pupils what they are doing well or what they can do to improve. This is not the case in Year 6 where pupils know exactly what National Curriculum level they are working at and can explain what they need to do to improve. This is a major contribution to their good achievement and high standards.

Curriculum and other activities

Grade:

The curriculum is satisfactory. It meets statutory requirements. Planning for pupils' learning is satisfactory. Since the last inspection, the school has improved the opportunities for pupils to use their computing skills in other subjects and this is now satisfactory. The school has added French to the curriculum for Year 6 pupils and pupils respond positively to this. A good range of lunchtime and after-school clubs that enrich the curriculum are enjoyed by many pupils. Sporting activities are particularly well attended. These contribute well to pupils' personal development. The school carefully plans a good range of visits and visitors to enrich the curriculum. Pupils spoke enthusiastically about the recent workshop about Diwali.

Care, guidance and support

Grade:

The level of care, guidance and support is satisfactory, although there are some good aspects. The school deals quickly and effectively with inappropriate behaviour. The policy for child protection is effective and as all staff are adequately trained, vulnerably pupils are identified and supported well. Induction arrangements for pupils starting school in the Foundation Stage, or further up the school are good and thought well of by parents. The assessment of pupils' academic performance is satisfactory. In some cases, teachers use these systems well to identify pupils having trouble learning, but this is not always the case, especially in the younger classes. Individual and class targets that help pupils focus on the next steps could be used more consistently. When used well, however, as in Year 6, pupils make rapid progress.

Leadership and management

Grade:

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Text from letter to pupils explaining the findings of the inspection

Thank you very much for your help during the recent inspection at your school. All the inspectors enjoyed talking with you.

The inspection found much that is good in your school.* Many of you make good progress in years 3 to 6 and at the end of Year 6 your standards in English, mathematics and science are good.* Teaching is often good and you enjoy the challenge of working with friends on interesting activities.* You have good opportunities to make your views heard through the school council.* You behave well in lessons and at playtime and feel happy and safe.* There are many good opportunities for you to take responsibilities for tasks and each other.* There are many good opportunities, especially sporting ones, for you to enjoy after school.

We also found some things that need to be improved.* Teaching for some pupils needs to be more challenging and some teachers need to tell pupils how to improve more accurately.* The school needs to include the views of more people when it talks about how good it is and ensure that its plans for improvement are used in all year groups.

Yours

Mrs B. Richmond, Lead Inspector