



Hungerford Primary School

Inspection Report

Unique Reference Number 109816
LEA West Berkshire LEA
Inspection number 278279
Inspection dates 21 June 2006 to 22 June 2006
Reporting inspector Wiola Hola HMI

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

Type of school	Primary	School address	Fairview Road
School category	Community		Hungerford
Age range of pupils	4 to 11		RG17 0BT
Gender of pupils	Mixed	Telephone number	01488 682230
Number on roll	358	Fax number	01488 681625
Appropriate authority	The governing body	Chair of governors	Mrs Janette Kersey
Date of previous inspection	6 November 2000	Headteacher	Ms Karen Sawyer

Age group 4 to 11	Inspection dates 21 June 2006 - 22 June 2006	Inspection number 278279
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

Description of the school

The school is larger than average. Most pupils are from White British backgrounds; others are from many different backgrounds. The proportion of pupils eligible for free school meals is below average but has risen in recent years. The proportion of pupils with learning difficulties or disabilities, including those with statements of special educational needs, is average. Very few pupils speak English as an additional language. Pupils' mobility is higher than average. Most Year 6 pupils were away on a school residential visit during the inspection.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school in the view of inspectors and of the school. It has some outstanding features. Children make a good start in the Foundation Stage. Throughout the school, pupils achieve well in many areas and reach above average standards. Pupils' personal development is outstanding overall. This is because the school's curriculum is good, and ethos, care and support are excellent. These enable pupils to grow in confidence, in understanding the world, and how to treat it and people in it with concern and respect. A relative weakness in pupils' personal development is the extent to which they develop skills as independent learners. Pupils' behaviour is excellent and they enjoy greatly being at school.

Teaching and learning are good overall but not consistently so. They include elements of excellent work. Learning is greatly enhanced by the way that subjects are often linked together well and presented in many rich and relevant contexts. Displays around the school are vibrant, creative and exciting. They show the breadth and depth of pupils' work and experiences. Teachers and support staff take care in most lessons to ensure that all pupils are given suitably challenging work. Pupils with learning difficulties and disabilities are extremely well supported and make excellent progress. The most able pupils are not always provided with the extra challenge they could rise to, but they still do well.

Leadership and management are excellent. The leadership of the headteacher is outstanding and has contributed significantly to the way in which the school has improved in recent years. The schools' systems and capacity for self-evaluation and improvement are very strong. In particular, systems for keeping a check on pupils' academic progress are very thorough although the method of storing attainment data does not allow for speedy analysis. The school provides good value for money.

What the school should do to improve further

- Ensure that more of the teaching is of the excellent quality seen in some lessons.
- Ensure that teaching consistently challenges gifted and talented pupils.
- Develop further pupils' independent learning skills, such as enquiry, research and evaluation.
- Improve the ease with which staff can analyse and make use of attainment data so as to increase further pupils' progress.

Achievement and standards

Grade: 2

Standards are above average and pupils achieve well. Pupils with learning difficulties or disabilities achieve extremely well. More able pupils achieve well overall although in some lessons they are capable of greater progress. Most children enter the reception classes with basic skills and knowledge broadly in line with what is expected of their age. Some have poor speaking and listening skills, or their personal, social and

emotional skills are less well developed than usual. Children make good progress and, on leaving the reception classes, they generally attain the expected learning goals. They achieve less well in their early writing skills.

In Year 2, standards have fluctuated in recent years due primarily to the changing nature of pupils' attainment on entry. In Year 6, standards have risen, as has the progress pupils make over Years 3 to 6. In 2005, standards were significantly above average overall and best in English and science. The school expects to exceed its 2006 targets and has set challenging targets for 2007.

Pupils make good progress in most subjects with particular strengths in creative subjects, most notably in art. They develop well their skills in speaking, listening, writing and in using information and communication technology (ICT), although the school has correctly identified the need to work further on these.

Personal development and well-being

Grade: 1

Pupils' spiritual, moral, social and cultural development is outstanding. Pupils learn about global citizenship which prepares them well for life in a culturally diverse society. They thrive in the school's excellent ethos. Their behaviour and attitudes to work, each other, staff and visitors are exemplary. Pupils are friendly, caring and polite; they look out for ways in which they can help others. Pupils feel cared for and are confident that adults will support them. They work and play together safely and the few incidents of bullying are swiftly dealt with. Pupils know how to lead healthy lives and demonstrate this in practice.

Enthusiasm for school is clearly evident and reflected in good attendance. Pupils are highly motivated and well organised. They work well collaboratively when required but seldom pose their own questions to follow up or research. Participation in decision making activities such as class and school councils is beginning to develop well. Pupils contribute positively to many local community activities. They are prepared well for their next stages in education.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good overall and sometimes excellent. A very positive feature is in the way teachers often link subjects together in interesting ways, with well chosen and prepared resources. The work on the 'Brown Trout', for example, enabled children and pupils to grow in their understanding of life cycles, water safety, care for the environment, and to talk and write about all of these with great enthusiasm.

Lessons are planned well and generally meet the needs of the different groups of pupils present. The teaching of pupils with learning difficulties or disabilities is excellent. Sometimes, the most able pupils are not sufficiently challenged or the pace

of learning is a bit slow and pupils' concentration slips. In excellent lessons, teachers' very effective questioning challenges pupils to think and respond deeply and fully, and also encourages the use of new or wider vocabulary. Learning support assistants work effectively in many ways, often teaching smaller groups of pupils or marking their work. Pupils work diligently but do not routinely set up or follow lines of enquiry or critically evaluate their own or each other's work.

Teachers are aware of what pupils have achieved previously and what they should be achieving next. Pupils are given half-termly targets for some areas of their work and usually know if and when they meet them. Teachers' marking is satisfactory but pupils are not always clear about how their work might be improved. Teachers are beginning to make good use of the interactive whiteboards to enhance learning.

Curriculum and other activities

Grade: 2

The curriculum is good with some outstanding features. It generally meets the needs of all pupils and lays good foundations for their future. Many topics are brought to life because of the interesting resources or contexts. Subjects are linked very effectively so that many aspects of learning are covered simultaneously, enriching pupils' overall experience. Creativity is a strength of the curriculum. Provision for pupils' spiritual, moral, social and cultural is very good and includes work on global citizenship. The provision for pupils with learning difficulties and disabilities is excellent. Provision for gifted and talented pupils is broadly satisfactory. ICT is used reasonably well to extend pupils' skills and knowledge in other subjects but some elements of the ICT curriculum are covered thinly. In the Foundation Stage, children experience a proper balance between adult directed activities and those they choose themselves. The congested outdoor area in reception classes has a limiting effect on some activities.

The curriculum is greatly enhanced by visits, visitors, focus days, and a wide range of out of school clubs and activities. Exciting displays around the school stimulate learning and add greatly to the enjoyment of school.

Care, guidance and support

Grade: 1

The school provides pupils with excellent care and support. Staff know pupils and their families very well and create a welcoming and nurturing environment that enables pupils to flourish; parents appreciate this greatly. Health and safety procedures are regularly reviewed and staff are clear about child protection issues. Pupils' medical needs are well looked after by sympathetic staff. The benefits of healthy eating and regular exercise are very well promoted through the Healthy Schools programme. In the Foundation Stage, the transition arrangements from nursery or playgroup are very good; this helps children to settle in quickly. There is a strong commitment to the inclusion of all pupils and those with learning difficulties receive excellent support.

The careful tracking of each individual pupil's progress is helping to raise pupils' achievements in English, mathematics and science. The school keeps very through

records of pupils' attainment but the way data are stored does not allow for easy analysis of the progress of specific groups of pupils. Pupils are generally given clear guidance about their targets for learning and how to improve their work.

Leadership and management

Grade: 1

Leadership and management are outstanding. Staff create a positive school ethos and strong supportive relationships that underpin good learning. The headteacher is energetic, enthusiastic and unwavering in her drive for improvement. She is supported well by the effective leadership team and has the full confidence of governors, staff and parents. They all recognise the great improvements made in recent years. Provision for pupils with learning difficulties and disabilities is extremely well managed. School self-evaluation is analytical, self-critical and accurate, although sometimes modest.

The leadership team has been strengthened in the last year with staff who have been prepared well for their roles through the 'Leadership from the Middle' initiative. The team and subject leaders are working very effectively to develop further the curriculum and teaching to raise standards. The school improvement plan is comprehensive, and correctly identifies areas for development. In constructing it, the school takes reasonable account of the views of parents, pupils and members of the school community through questionnaires, meetings and informal discussions.

The governors are deeply committed, know their school well, and provide both support and challenge very effectively. They are proud of the school's successes and understand how the school can improve further. The school demonstrates a good capacity to improve in the fact that standards and achievements have risen and learning is made so engaging and enjoyable.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	1	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Pupils

You may remember that I visited your school recently with two other inspectors. Thank you all for being so welcoming, polite and helpful. We were glad to talk with many of you in lessons and in break times and also to some members of the School Council. You clearly enjoy being at this good school. We were sorry not to meet all of the Year 6 pupils but hope they had a wonderful time on the residential visit.

These are the best things about your school: * you are helped to grow as confident, caring young people, very aware of how to treat each other and the world with respect * children in the reception class are helped to settle in quickly and make a good start to school * you make good progress in your work because teachers and helpers plan your lessons well and make learning very enjoyable * the adults in the school take extremely good care of you and help you to learn how to stay safe and healthy * you have an excellent headteacher. She, and the staff and governors, know very clearly what the school is good at and what can be made even better * the displays in the school are creative and exciting and show the many interesting things you learn about; (we hope the duck eggs hatch successfully).

Here are the main ways in which the school could improve even further: * we saw some excellent teaching in your school and feel there could be even more of it. Some of you are very able and could be given even harder work * you should be given more opportunities to work out your own questions, search for answers, and sometimes decide for yourselves how good your work is * the school should find a better way of storing information about what you have learned so that teachers can check on your progress more quickly and give it an extra boost. Your parents told us that they are very pleased with the school. We wish you all the very best for the future.

Yours faithfully

Mrs Wiola Hola

Her Majesty's Inspector