



Hampstead Norreys Church of England Primary School

Inspection Report

Unique Reference Number 109964
LEA West Berkshire LEA
Inspection number 278323
Inspection dates 27 September 2005 to 28 September 2005
Reporting inspector Graham Lee AI

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

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|------------------------------------|----------------------|---------------------------|--------------------|
| Type of school | Primary | School address | Hampstead Norreys |
| School category | Voluntary controlled | | Thatcham |
| Age range of pupils | 4 to 11 | | Berkshire RG18 0TR |
| Gender of pupils | Mixed | Telephone number | 01635201371 |
| Number on roll | 74 | Fax number | 01635202951 |
| Appropriate authority | The governing body | Chair of governors | Mr Andrew Green |
| Date of previous inspection | 8 November 1999 | Headteacher | Mrs Kath Howard |

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|-----------------------------|---|------------------------------------|
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Introduction

The inspection was carried out by one additional inspector.

Description of the school

Hampstead Norreys is a small Church of England primary school serving a village community in West Berkshire. The school is popular and draws a significant minority of its pupils from the surrounding area. Currently it has four Reception children on roll but this will increase significantly next term. Pupils are almost exclusively of white, British heritage although a very few are from mixed backgrounds. Hardly any pupils are entitled to free school meals. Relatively few pupils have learning difficulties although two pupils have statements of special educational needs. The school has achieved Healthy Schools, Activemark Gold and Investors in People status in recent years.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Hampstead Norreys is an outstanding school, which is better than the school's modest evaluation of itself. The school is at the heart of the village community and has a strong Christian ethos which permeates all its work. It has an inspirational headteacher who is committed to giving every pupil an equal opportunity to achieve as well as they can. She is very well supported by a highly dedicated and effective staff team and governing body. The school provides excellent value for money. Children make a very good start to their education in the Reception class and continue to achieve very well as they move through the school. By the time they leave at the age of 11 they are achieving high standards. This is because of very effective teaching and a rich and interesting curriculum. An outstanding feature of the curriculum is the range of enrichment activities both within and outside the school day. Pupils' personal development is an outstanding feature of the school. They are justifiably proud of their school and all that it has to offer. They really enjoy school, are very industrious and behave extremely well. Arrangements for their care and welfare are also a very high priority for everybody in the school. As a result pupils are safe, secure and happy. Parents are very supportive and full of praise for the work of the staff. The school has continued to improve since the last inspection when it was already a very effective school. Staff and governors are not complacent, however, and the school is well placed to maintain the current high quality provision under the leadership of a new headteacher.

What the school should do to improve further

There are no significant issues for the school to improve. Staff and governors should strive to maintain the current high quality provision under the leadership of the new headteacher.

Achievement and standards

Grade: 1

Pupils achieve very well throughout the school because of the very good teaching they receive. They reach high standards by the time they leave the school at the age of eleven. Children enter Reception with understanding and skills which are above average. They make good progress in the relatively short time they are in Reception class because of the stimulating provision that is made for their needs. This good progress continues in the infant class and standards are well above average by the age of seven. In the juniors they achieve particularly well because their progress is tracked carefully and they are given challenging targets which help them to improve. The majority of pupils reach the higher levels in English, mathematics and science. This represents a considerable improvement in mathematics over the past year as a result of action taken by the school. All pupils develop good key skills in literacy and numeracy and have a ready facility with information and communication technology. This prepares them very effectively for secondary education and provides exceptionally well for their

economic well being. The high levels of attainment indicate that more able pupils are achieving very well. Similarly, pupils with special needs make as much progress as their peers because of the very good levels of support they receive.

Personal development and well-being

Grade: 1

The personal development of pupils is outstanding. They are unfailingly polite, helpful and respectful of one another and the adults in the school. Their behaviour is exemplary. Pupils' attendance is good. They are proud of their school and are enthusiastic and highly motivated learners. One pupil said she liked the school because 'everybody is kind and lessons are fun.' Pupils develop spiritual, moral, social and cultural frames of reference through the extremely positive and reflective atmosphere in the school and the range of curriculum opportunities. They are able to have a voice in the school through the School Council and express their views maturely and eloquently. Pupils are very aware of safety issues, for example when moving round the cramped space or playing on the apparatus. They are aware of the need to live healthily. There is a very high uptake of the sports activities on offer in the school and most make healthy choices at lunchtime. Pupils are very involved in community events such as the Harvest Festival and have particularly close links with the church.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching is consistently good throughout the school and in some aspects outstanding. Teachers have good subject knowledge and use this very effectively to promote pupils' learning in all subjects. As a result, pupils achieve very well. Teachers plan well to meet the needs of all groups of learners. More able pupils are challenged effectively and consequently reach high standards. Those with special needs are very well supported by high quality support staff and achieve as well as their peers. Currently teaching for the Reception children is led by the nursery nurse under the guidance of the infant teacher. This arrangement works very well. A range of stimulating activities are planned which leads to good progress in all areas of learning for children of this age. An outstanding feature of the teaching is the extremely positive relationships between all staff and pupils. As a result pupils have excellent attitudes to work and their behaviour is exemplary. In the very best lessons, teachers use their own enthusiasms to motivate pupils. A lesson on rivers in the upper juniors featured images of the teacher traversing a glacier, which really captured the imagination of pupils. In the lower juniors, the teacher's own art work inspired pupils to produce some observational drawings of high quality. Assessment systems are very good and pupils are becoming increasingly involved in checking their own and each others' work. As a result, they are much clearer about what they need to do in order to improve.

Curriculum and other activities

Grade: 1

The school provides an impressively rich and diverse curriculum for its pupils. High standards are achieved in English, mathematics and science because the school makes careful arrangements to meet the needs of all its pupils in the mixed age classes. The school has established a high quality and enjoyable curriculum in creative and aesthetic subjects, which makes the most of specialist skills and expertise. Music is now taught by a specialist teacher and visiting experts, such as artist and dancers feature regularly. The school has recently introduced French in the juniors, which broadens the curriculum still further. For a small school pupils are offered an outstanding range of activities beyond the school day. A variety of sports, musical and other activities are on offer and the school makes very effective use of support from outside the school. The school also has a thriving after school club which supports parents with child care. A particular feature of the work is the strong programme of outdoor adventurous pursuits which pupils follow throughout the juniors culminating in climbing Snowdon in Year 6.

Care, guidance and support

Grade: 1

Arrangements for the care, guidance and support of learners are excellent. All staff know every pupil and their families as individuals. Pupils know that they can turn to adults in the school for help and advice. The very few instances of bullying within the school are dealt with promptly and efficiently. Child protection procedures are in place and well understood by all members of staff. The school is careful to consider any potential risks within the school and when visiting other places. There are excellent arrangements in place to track pupils' academic progress and to help them improve. The school has very good links with outside agencies and uses these for help and support whenever necessary. The school also works in very close partnership with its parents to ensure that pupils get the very best out of school.

Leadership and management

Grade: 1

The school evaluates leadership and management as good but inspectors found it to be outstanding. The headteacher is an outstanding leader who has created an excellent environment for learning in which all pupils are valued and encouraged to strive for the highest possible standards. She leads by example and works in close partnership with staff, governors, parents and the local community. She is extremely well supported by a very effective and dedicated staff team and governing body. Support staff are highly trained make an excellent contribution to teaching and learning in the school. Governors are very active and aware of priorities for improvement. The headteacher and staff are very clear about what they need to do in order to improve further on an already very effective school. Systems for monitoring the performance of the school are rigorous and effective. For example, highly effective action has been taken to improve maths results as they had not been as good as those in English and science.

Improvement planning clearly identifies the most important areas for the school to take forward. The cramped space is managed very effectively although this will become a problem as numbers are set to increase in the near future. All staff are committed to improvement and professional development and to the caring and inclusive ethos of the school.

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Inspection judgements

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

Overall effectiveness

| | | |
|--|-----|----|
| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 1 | NA |
| How well does the school work in partnership with others to promote learners' well-being? | 1 | 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? | 1 | NA |
| The standards ¹ reached by learners | 1 | 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 | 2 | 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 | 1 | 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? | 1 | 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 | 1 | NA |
| How effectively and efficiently resources are deployed to achieve value for money | 1 | NA |
| The extent to which governors and other supervisory boards discharge their responsibilities | 2 | 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

I am writing to thank you all for making me so welcome when I came to the school. I really enjoyed my time at Hampstead Norreys and you all helped the inspection by being so friendly and helpful. I thought you would like to know what I found out.

You are all rightly proud of your school because it is outstanding and is a very special place to be. I was very impressed by your behaviour and enthusiasm for your school. You all try hard and enjoy your lessons very much. All of you do well in your learning right from when you start school to when you leave. When you go on to secondary school you have reached very good levels in English, maths and science. Your teachers work very hard to help you to do this. They make lessons fun and interesting. They also explain things carefully and give you work that makes you think. You are also helped a lot by the very good teaching assistants in the school. At Hampstead Norreys you are very lucky to have such a lot of activities to do in the school day as well as outside it. In a small school, the staff work very hard to provide these for you. A lot of you enjoy different sports in school and this helps to keep you healthy. The canoeing, camping and climbing activities really sound like fun. The school is doing so well because of the leadership of Mrs Howard. She is an excellent headteacher who makes sure that you do as well as you can and that you are well looked after in the school. All the staff in the school give her excellent support to make sure that school is a lively and happy place to be.

Now that Mrs Howard is leaving you can help the staff, governors and the new headteacher to make sure that Hampstead Norreys continues to be the super school it is now.