



Hurst Park Primary School

Inspection Report

Unique Reference Number 125038
LEA Surrey LEA
Inspection number 281867
Inspection dates 20 June 2006 to 21 June 2006
Reporting inspector Lynn Bappa AI

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

Type of school	Primary	School address	Hurst Road
School category	Community		West Molesey
Age range of pupils	3 to 11		KT8 1QW
Gender of pupils	Mixed	Telephone number	020 8979 1709
Number on roll	248	Fax number	020 8941 9756
Appropriate authority	The governing body	Chair of governors	Mr P I Miller
Date of previous inspection	16 February 2000	Headteacher	Mrs K M Barkway

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Hurst Park is a small over-subscribed school. The pupils come from a range of backgrounds. The proportions of minority ethnic pupils and those with English as an additional language are average. There are fewer pupils with learning difficulties and disabilities than found in most schools.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Inspectors agree that this is a good school with outstanding features. It provides good value for money. As one parent commented, 'My son thoroughly enjoys coming to school and I feel confident that he is being equipped not only with academic skills, but also with an awareness of the world around him and his place in it'. Provision in the Foundation Stage is good. As one parent wrote, 'My child's confidence has improved tremendously throughout his year there'.

Standards have been well above average for several years and pupils achieve well. In national tests for Year 6 pupils in 2005, however, standards in writing and mathematics, particularly for higher attaining pupils, fell. The school has acted quickly to deal with this and standards are beginning to rise again.

Teaching is good and pupils enjoy learning. The introduction of the 'Six Hat Thinking' programme is helping pupils to learn independently. The curriculum is enhanced by events such as 'One World Week'. The school has exceptionally strong links with schools all over the world and has gained a British Council International Award for its work in this area.

Pupils' personal development is outstanding. Their behaviour is impressive. Pupils feel safe and happy in school. Teachers keep a close check on their progress and target setting procedures have improved. The next step is to involve pupils more in this process.

Leadership and management are good. The school has identified the most important things it needs to do to get even better, and is well placed to improve in the future.

What the school should do to improve further

- Build on current strategies to improve standards in writing and mathematics.
- Involve pupils more in the target setting process.

Achievement and standards

Grade: 2

Most children enter the school with standards broadly in line with expectations for their age. They make a cracking start to their education. By the end of Reception almost all have achieved the learning goals expected of them and are very well prepared for more formal learning.

Standards are well above average and pupils achieve well. Results of national tests in Year 6 have been high for several years, although the proportions of pupils achieving the higher levels in English and mathematics fell in 2005. This decline was particularly marked in writing. The school has taken robust action to improve this situation. As a consequence, writing seen during the inspection was of a high quality, with more able pupils consistently producing work at the higher levels. Standards in mathematics have also improved. Pupils do particularly well in science. They say this is because science

lessons are exciting with lots of hands-on activities. The school sets challenging targets for pupils and is on track to meet these targets.

All groups of pupils achieve well. Pupils with learning difficulties make good progress because of the good support they receive. Higher attaining pupils are now achieving well as a result of recent initiatives.

Personal development and well-being

Grade: 1

Pupils are very enthusiastic about school. As one pupil said, 'I love the school!' Attendance is above average and reflects pupils' positive attitudes. The school encourages pupils to take responsibility for their actions and behaviour is outstanding as a result. Pupils get on very well together. In a typical playground scene, several pupils sat in the sun and practised 'Ode to Joy' on their recorders, a group of boys and girls happily played football together and Year 2 pupils used the dressing up box to make Muslim prayer mats. They know how to keep safe and healthy and speak very positively about the nutritious and tasty meals they eat at lunchtime.

The school council feels very confident that its voice is heard. Pupils raise considerable amounts of money for charity and for school improvement and have very many opportunities to participate in school life. They are currently raising money to make a sensory garden, for example.

Pupils' spiritual, moral, social and cultural development is outstanding. Assemblies allow pupils to reflect and they are inspired by many of their lessons. The school has won the British Council International Award and the impact of this is seen in every classroom and corridor. Pupils are excited about the links with schools all over the world and show a keen interest in learning about different cultures. Displays of work celebrating the recent 'One World Week' are stunning and pupils are rightly proud of them.

By the time they are in Year 6, pupils are very ready to begin the next stage of their education. One parent wrote that 'pupils leave feeling valued, positive and ready to move on'.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good with outstanding features. Pupils learn successfully because most lessons challenge them and are fun. Activities are planned carefully to build on what they already know. Resources such as word walls help pupils to make good progress in their writing. One pupil insisted on showing an inspector the word wall in his classroom and explained that it really helped him to learn. Pupils respond well to teachers' enthusiasm and enjoy working independently. A small group of children in Reception were beside themselves with excitement when they designed and made a

waterway. As one child said, 'We had a problem and we solved it!' Most teachers question well, allowing pupils time to think and make hypotheses and decisions. Occasionally, however, teachers do not explain the purpose of the lesson clearly enough or question pupils deeply enough.

Marking is good and pupils understand what their targets are. Teachers now need to involve pupils more in this process.

Curriculum and other activities

Grade: 2

The curriculum is rich and prepares pupils well for the next stage of their education. Strategies to improve pupils' skills in writing and mathematics have been carefully planned and have helped to improve standards. Teachers make good use of the new computer suite. Personal, social and health education contributes well to pupils' understanding of keeping healthy and staying safe. In the Foundation Stage good use is made of outside areas, and creative play is a strong feature of the provision.

The curriculum is enhanced by special events like 'One World Week' and impressive classroom displays that bring learning to life. The Year 2 classroom, for example, has a pet giant snail called Holly - her tank is surrounded by examples of beautifully illustrated stories about her adventures and pupils talk knowledgeably about how to look after her. Learning is further enhanced by 'Six Hat Thinking'. Pupils speak positively about the hats and what they mean. Children in Reception, for example, read a story about a dirty dog and used green hats to imagine what had happened to him. One child told inspectors that a green hat meant that you could think anything you wanted.

Pupils speak highly of the good range of extra-curricular activities and visits. All these initiatives contribute to make learning an enjoyable and worthwhile experience for pupils.

Care, guidance and support

Grade: 1

The quality of care, guidance and support is outstanding. The school provides a calm and happy learning environment. It is rightly proud of its very caring ethos where every pupil is known and treated as an individual. New children settle quickly into school. One pupil thought that it would take 'about ten minutes' to feel at home. Robust procedures are in place for child protection, health and safety and risk assessments.

The quality of academic guidance is good. Assessment procedures have improved. This means that teachers quickly identify pupils or groups of pupils who are not doing as well as they should, and tackle any shortcomings. As a result, higher attaining pupils are now achieving well. Support for pupils with learning difficulties or who speak English as an additional language is good.

Leadership and management

Grade: 2

Leadership and management are good with outstanding features because leaders successfully focus on improving standards and promoting the personal development of pupils. Teamwork is of a high quality and everyone plays a part in moving the school forward. Although higher attaining pupils did not do as well as they should in 2005, the reasons for this have been identified and are being tackled. As a result, standards are improving. The headteacher sets high expectations and is an inspirational leader who is very well supported by a talented leadership team. One parent described her as an 'excellent headteacher who promotes a good sense of community within the school'. She knows the school's strengths and weaknesses well and this is evident in the quality of the school's own self-evaluation. The school is keen to improve even further. It has successfully tackled the issues for improvement from the last inspection. The success of the recent drive to improve writing provides a clear indication of the school's good capacity to improve.

The role of the new curriculum leaders is developing well. They are beginning to play an active and robust part in monitoring and improving the quality of the curriculum and teaching. Governors have a good understanding of the school's strengths and priorities for development. They closely monitor and evaluate performance and provide good challenge to school leaders. The school listens carefully to the views of parents and pupils and usually acts on them.

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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	2	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	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	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	1	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?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	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	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

Pupils

Not long ago we came to your school to see how you were getting on and whether there was anything we could suggest that would make the school better. You made us very welcome and we enjoyed meeting you. Thank you and well done!

We were with you for two days. That was long enough for us to realise that your school is, as you say, a 'lovely' school. We think it is a good school and some things are excellent. One of the reasons is that you make good progress in your learning. You get a very good start to your education in the Nursery and Reception class. You get lots of opportunities to try new things and work hard. You also get on very well with each other and with the adults in the school. We particularly enjoyed visiting you in your classrooms and seeing the good work you were doing. Many of you told us how much you enjoy being at school and how proud you are of what you can do. There were lots of other things that we liked. Here are a few: * You are kind to each other and to visitors. Your behaviour is excellent and you should be proud of yourselves. * All the different people working at the school do their very best to look after you and make you feel safe. * We particularly liked looking at the different work you were doing in your classrooms. We saw children in Reception making a waterway and also enjoyed watching Year 6 pupils doing science experiments. We think your teachers work very hard to make your lessons interesting. We think Six Hat Thinking is helping you to learn well. * We think you have beautiful displays in your school that help to bring your learning to life.

We have now asked your teachers to continue helping you to get even better in writing and mathematics. We also think that they could let you help them with setting your targets. We know that you will also carry on doing your best.

Best wishes,

Lynn Bappa

Lead Inspector