

Hurstbourne Tarrant Church of England Primary School

Inspection report

Unique Reference Number	116293
Local Authority	Hampshire
Inspection number	290487
Inspection dates	5–6 July 2007
Reporting inspector	David Marshall

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	106
School	
Appropriate authority	The governing body
Chair	Mrs D Murdoch
Headteacher	Mr T Deery
Date of previous school inspection	24 September 2001
School address	Church Street Hurstbourne Tarrant Andover SP11 0AX
Telephone number	01264 736213
Fax number	01264 736113

Age group	4-11
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

Hurstbourne Tarrant Primary School is a smaller than average primary school. It has a large, mainly rural, catchment area although around one third of the pupils come from outside this area. There are currently 23 pupils with learning difficulties or disabilities, which is above average. One child has a statement of special educational need. There are no pupils with English as an additional language and a very large majority have White British heritage. Currently three children on roll are from a Romany background. The present headteacher is leaving at the end of the term to take up a post in a large junior school.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Hurstbourne Tarrant Primary is a good school with outstanding features. Its effectiveness is due to the excellent leadership of the headteacher and the outstanding quality of pastoral care it provides for its pupils. The staff create a very supportive atmosphere for learning that ensures that pupils make good progress and achieve well. The headteacher, the whole staff team and governors know the school's strengths very well and what needs to improve further. Teamwork is excellent. The school has continued to improve from its strong position at the time of the last inspection. The school's capacity to continue to improve is very good because of the very well established and effective systems of leadership and management. Governors are a real asset and promote the school's effectiveness to parents and the wider community. There are excellent partnerships with the community, the local church and with other schools and organisations. Parents think highly of the school and what it offers their children, one commented, 'I would not hesitate to recommend the school to other parents and frequently do.'

Children start in the Reception class with skills and understanding that are above expectations for their age. They are given a good start to their education and achieve very well. By the time they start in Year 1 they are very confident and have excellent relationships with one another. Thanks to the care shown by all adults, pupils continue to make good progress throughout the school. By the end of Year 6, standards are above average. Careful analysis and planning, with necessary strong additional support, have enabled pupils to reach significantly higher standards in national tests this year. Pupils with learning difficulties benefit from well focused support and make excellent progress; most attain average standards by the time they leave the school.

Teaching and learning are good, and occasionally outstanding. Observations and assessments of what the pupils know and can do are collected well and shared with all concerned. Lessons are well planned and are interesting and inclusive, making sure that all pupils enjoy learning. The pace of lessons is good and relationships throughout are excellent. On occasions the appropriateness of the work offered to pupils is not always sufficient to ensure they progress as well as they could. As the school has identified, this is particularly so in writing. On these very few occasions, pupils' progress, particularly that of the more-able, slows. By providing good quality help from very well qualified teaching assistants wherever it is needed, the least able and most vulnerable pupils make very good progress.

The excellent atmosphere to encourage learning enables pupils to achieve an outstanding standard of personal development and well-being. All pupils are cared for exceptionally well and all of them, including the most vulnerable, are safe and secure. All staff constantly look for ways to enthuse pupils through modifying their approach to delivering the curriculum. The curriculum covers all subjects well and is enhanced by a very good range of additional activities.

What the school should do to improve further

- Use the school's current good systems for assessing pupils' progress to ensure that teachers consistently provide work that is appropriately challenging for all pupils, especially in writing.

Achievement and standards

Grade: 2

Throughout the school pupils achieve well. Most pupils enter the school with above average attainment, although the number needing additional help for learning difficulties is above average for the size of the school. Children make good progress in their Reception year and consistently achieve all the goals expected for their age. Results in the national tests at the end of Year 2 have remained stable, and above average, despite the much higher number of pupils with learning difficulties in the 2007 cohort. Although standards vary by the time pupils leave the school, they are generally well above those expected for their ages and their achievement is good. In the 2007 national assessments, pupils reached standards that were well above average in speaking and listening, reading, mathematics and science, but above average in writing. Because the school is good at assessing how well its pupils are doing, they have already put in place measures to raise standards in writing, especially for the more-able pupils.

There is an upward trend in standards across a wide range of subjects and there are many opportunities for pupils to develop their creative, sporting and musical talents. Information and communication technology (ICT) is used effectively across the whole curriculum and pupils achieve well. The provision for pupils with learning difficulties is very good and these pupils achieve highly and make outstanding progress.

Personal development and well-being

Grade: 1

It is clear from their comments that pupils thoroughly enjoy coming to school. One summed up their feelings, 'It is really good here because it is easy to make friends.' Pupils' high levels of spiritual, moral, social and cultural qualities are seen in the ways in which they respect and listen attentively to each other. Behaviour is exemplary and one pupil said she was especially pleased that everyone helped each other to improve. Pupils express their ideas clearly and enjoy the opportunities to be involved in decision making. They are very positive about how the staff respond to their needs and enjoy being school council members. The pupils make a good contribution to the local and wider communities, joining in a variety of events. They enjoy responsibility and work hard as peer mentors and in supporting younger children. They are very knowledgeable about how to keep healthy and safe, and have a well developed understanding of the dangers and benefits of drugs. Pupils eagerly join in the many and varied extra-curricular sporting and musical activities. Their positive attitudes make lessons and all additional activities a delight and pupils willingly contribute ideas, knowing that they will be valued. This, along with their well developed academic skills, prepares them very effectively for secondary school.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good overall. In the Reception class the teacher uses her knowledge about how young children learn well to plan activities that are enjoyable and relevant to the children's needs. As a result they become confident learners, ready to take on the challenges of the next stage.

Throughout school teachers manage pupils well and relationships are excellent, creating a purposeful and happy learning environment. Teachers put their subject knowledge and questioning strategies to good use to extend pupils' learning and challenge their thinking. Although assessment is generally used very well to plan for individual needs, there are occasional day-to-day instances where teachers fail to plan activities that are sufficiently challenging for all pupils. The marking of pupils' work is very effective in providing them with information about how well they have done and what they need to improve.

Curriculum and other activities

Grade: 2

The curriculum is good with some outstanding features. The well planned curriculum covers all subjects, meets pupils' personal as well as academic needs and is particularly strong in music and the performing arts, where pupils make very good progress. The very recent concert, 'Gel', in which the whole of Key Stage 2 took part, is an example of the outstanding standards in singing and performing being reached. In the Reception class, there is a good balance between activities that are chosen by pupils and those directed by adults. Throughout the school, staff are currently building into their planning further opportunities for pupils to evaluate their own learning. The school provides a very good range of out of school activities and clubs. There is no doubt that the small hall, and boundaries on the use of the outside areas, places limitations on what the staff can offer, and the amount, therefore, that pupils can achieve. It is a testament to the whole staff that they work so hard and so well that these restrictions appear to have little impact.

Care, guidance and support

Grade: 2

The school has a very strong commitment to caring and support, which is reflected in the comprehensive arrangements for safeguarding the welfare of pupils. All policies and procedures are firmly embedded and understood by all staff. As a result, pupils say they are happy to come to school and enjoy all the available activities. One summed it up, 'I like it here because it is a small school and everyone gets a turn.' Pupils' academic guidance is generally very good. The assessment and support systems have been developed very well. Pupils are becoming more involved in their own learning by evaluating their progress against their targets. Although these assessment procedures are implemented rigorously to track pupils' progress during the year, this information is not always used by teachers to ensure pupils are adequately challenged in all lessons.

Leadership and management

Grade: 1

The headteacher's leadership is excellent. All staff follow his lead and teamwork is a strength stressed by all in the school. Over the last four years the headteacher has moved the school forward very well from the already strong position it was in at the time of the last inspection. There have been a number of improvements in the school buildings; a strengthening of the senior leadership team; a much greater involvement with other schools and agencies to provide mutual support and development; a widening of the curriculum to include greater opportunities in music and the arts; an excellent monitoring and support system to remedy any minor

shortcomings in teaching. These initiatives have all contributed to significantly improved achievement.

Management at all levels is very good and strongly committed to the continuing professional development of staff. This is reflected in their drive to continue to improve the consistency and appropriateness of planning in order to do their very best for all pupils. The teaching assistants and administrative officer are considerable assets to the school and are very much appreciated by all concerned.

There is a good understanding of the strengths of the school and areas that need more development. The school improvement plan provides clear guidance on relevant issues for raising standards and takes into consideration support and initiatives from all sources. The excellent governing body is totally involved in this process and brings a wide range of skills to bear as governors to act as critical friends, challenging decisions and requesting explanations where this is judged to be necessary.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

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

The quality of provision

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

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

17 July 2007

Dear Pupils

Inspection of Hurstbourne Tarrant Church of England Primary School, Andover, SP11 0AX

Thank you for making me so welcome and sharing with me your thoughts and feelings about school. You obviously thoroughly enjoy lessons and activities and contribute much in making the school successful. I think you go to a good school, and your behaviour, positive attitudes to work and play and the ways in which you care for one another are outstanding.

The school is a caring place and the staff work hard to make learning fun. The teaching is good and the curriculum also helps to make learning interesting. I was very impressed by your enthusiasm for all of the extra activities you join in and for the sensible way you discuss your work. The school is well organised and your headteacher and the staff make sure that everything runs smoothly. You play your part well in making decisions through the school council.

I have asked your teachers to make sure that no matter which class you are in, you are always given work that is going to help you to make the best progress you can. In turn you must carry on listening carefully and take note of what your teacher says. Then you will all continue to make really good progress in your learning.

Finally, I would like to thank you once again for all your help. I wish you well in the future.

With kind regards

David Marshall

Lead inspector