

Hatherden Church of England Primary School

Inspection report

Unique Reference Number	116359
Local Authority	Hampshire
Inspection number	290514
Inspection date	9 July 2007
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	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	108
Appropriate authority	The governing body
Chair	Mrs Catherine Morton
Headteacher	Mr Stephen Biggs
Date of previous school inspection	30 April 2001
School address	Hatherden Andover SP11 0HT
Telephone number	01264 735260
Fax number	01264 735449

Age group	4-11
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

Hatherden is a smaller than average sized school. All pupils are taught in mixed-age classes. There is a very low proportion of pupils known to be eligible for free school meals. A below average proportion of pupils have learning difficulties and disabilities. There has been high staff turnover in the Reception/Year 1 class during the last year.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Hatherden Church of England Primary School provides its pupils with a satisfactory education. Although the school is slowly improving, difficulties in ensuring stability in staffing have hampered planned improvements, particularly in the Foundation Stage. The school community is aware of the need for continued progress.

Most parents believe that their children enjoy school and that they are making good progress. The school has made considerable efforts to improve communications through forums for parents, newsletters and informal meetings. Despite this a significant minority of parents do not feel that the school asks for and listens to their views. Much of the parental concern relates to the provision for the youngest children. The school understands very well parental concerns about the unsettling effects of staff turnover on their children. The school has done everything it can but it has not been possible to share all the information with the parents. The governors and senior management team have already taken robust action to ensure stability in staffing in this class in the coming year.

Provision in the Foundation Stage is satisfactory in all the circumstances and children make satisfactory progress. Consequently, they attain average standards at the end of the Foundation Stage. Currently, the planning and assessment procedures are not rigorous enough. The school recognises that staff turbulence has slowed the speed at which improvements have been made.

Pupils' personal development and well-being are satisfactory. Their attendance at, and enjoyment of school, is good. Their behaviour is satisfactory although several parents and some pupils continue to have concerns. Behaviour observed during the inspection was good both in the playground and in classrooms. Year 6 pupils said they value their work during 'anti-bullying week' when they had an opportunity to frankly and openly discuss bullying issues.

Pupils' achievement and standards are satisfactory. Their starting points are usually at least average. By the end of Year 6 standards in English are above average and are average in mathematics and science. More than half of the current Year 6 pupils achieved level 5 in English, mathematics and science. The school has suitable tracking systems in place to monitor pupils' progress but assessment information is not always accurate nor used well enough to provide challenging work in lessons. Pupils' targets are not always set sufficiently high and consequently a few do not progress as rapidly as they could. Teaching and learning are satisfactory with older pupils benefiting from good teaching and learning and consequently making more rapid progress. The school is particularly proud of its learning environment, which is good. The curriculum is satisfactory with strengths in enrichment and in extra curricular provision. Pupils particularly enjoy the school's clubs.

Care, guidance and support are satisfactory. Good support is provided for pupils with learning difficulties and disabilities and overall they make good progress. The school has good links with a wide range of outside agencies and other organisations to provide specialist support for pupils' care and learning. Marking of pupils' work is often good. Pupils value their individual targets for English and mathematics but these targets are not always sufficiently challenging.

Leadership and management are satisfactory. The headteacher has a clear vision for improvement. In order to achieve it, leadership and management roles are now more widely shared but these roles are not fully developed. The school values the contribution made to school improvement by the seconded deputy headteacher. Bearing in mind improvements,

particularly in standards, improvement since the last inspection is satisfactory. The school has satisfactory capacity for further improvement.

What the school should do to improve further

- Improve planning and assessment procedures in the Foundation Stage.
- Ensure that teachers' assessment of pupils is accurate and used effectively to set challenging work.
- Develop the role of middle managers so that their impact is more sharply seen in standards and achievement by the end of Year 6.

A small number of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Given pupils' starting points, achievement by the end of Year 6 is satisfactory. Children are only making satisfactory progress in the Foundation Stage because the lessons are not planned in sufficient detail to address all the areas of learning well and there has been instability in staffing. Historically, data indicated that pupils made better progress in Key Stage 1 where their standards were often well above average. However, current evidence shows that progress is more consistently satisfactory throughout the school with more rapid progress at the end of Key Stage 2. Pupils with learning difficulties and disabilities make good progress because of the good support that they receive.

Targets set for the end of Year 6 for English are usually met. Mathematics targets for level 4 are not usually met. Extra support was provided for some pupils this year and consequently the school only just missed its target. Level 5 targets were met in English and mathematics. The school recognises that targets should be more challenging and is determined to raise standards further.

Personal development and well-being

Grade: 3

Pupils' spiritual, moral, social and cultural development is satisfactory. Their attendance is good and the school has good procedures in place to follow up absence. Pupils know well how to stay safe. They understand about talking to a member of staff if they have concerns, know the fire drill well and understand about road safety issues. Young children talk confidently about how to carry scissors safely and older pupils explain well why latex gloves are necessary when handling certain materials. They have a satisfactory understanding of how to keep healthy by taking part in the wide range of physical activities on offer and by eating a good diet. Pupils' contribution to the wider community is good through initiatives like Outreach and involvement with the church. They take on responsibility for jobs within school. Year 6 are involved in the school council. Although younger pupils say they can get their views heard by contacting Year 6 pupils, they are not fully involved in the school council. Pupils particularly value changes the school made at their request. For instance, the school now makes sure that house points are collected fairly. Bearing in mind pupils' satisfactory basic skills, including information and communication technology (ICT) and satisfactory personal skills, pupils are satisfactorily prepared for their adult lives.

Quality of provision

Teaching and learning

Grade: 3

Teachers and pupils enjoy good relationships so that classrooms are harmonious places where pupils can engage with their learning satisfactorily. Behaviour management in lessons is consistently good throughout the school. The use of whiteboard technology promotes learning well. The use of WALT (we are learning to) and WILF (what I am looking for) in lessons means that pupils understand what they are learning. However, because assessment information is not always accurate and used well enough, expectations are not always sufficiently high of what pupils can achieve. For example, pupils are given work to do because they are in a specific year group rather than it being matched to their prior attainment. Expectations are sometimes about the amount of work a more able pupil does from the same starting point as other pupils rather than starting at a higher level of challenge. Sometimes teaching is too directed and consequently opportunities are missed for independent work. Although there has been instability in staffing in the Foundation Stage, satisfactory teaching has ensured that children made satisfactory progress. Pupils with learning difficulties and disabilities usually make good progress because of the good support they receive.

Curriculum and other activities

Grade: 3

The curriculum is broad and balanced overall. Improvements in the English and science curricula have led to improvements in achievement and standards. There are good opportunities for enrichment, extra-curricular activities and performance of school productions, which pupils enjoy and value. They have good opportunities to develop social skills through participation in residential trips. For example, Year 5/6 visit Avon Tyrell where they participate in a wide range of exciting outdoors activities. The Foundation Stage curriculum is satisfactory but daily planning does not take sufficient account of the different areas of learning. The outside area lacks a cover so that children can always learn and play outside. The provision for personal, social and health education is satisfactory, resulting in satisfactory outcomes. The school has identified that further work is needed to improve provision for health education.

Care, guidance and support

Grade: 3

Academic guidance is satisfactory. The school has satisfactory procedures in place but they are not implemented consistently. Assessment is not always accurate and pupils' targets are not always challenging enough. There are good examples of marking by teachers and pupils say that they value the feedback they receive. Overall, systems for ensuring pupils' safety are satisfactory with risk assessments in place and health and safety routines are secure overall. The school has satisfactory systems in place for recording incidents of bad behaviour but these systems are not rigorous enough or subsequent action effective enough bearing in mind parental concerns about behaviour. The school usually provides good daily and specialist support for pupils with learning difficulties and disabilities.

Leadership and management

Grade: 3

Areas for improvement have been correctly identified, particularly the need for more accurate assessment so that pupils achieve better. The headteacher has monitored teaching and learning frequently and the impact of this work is satisfactory. The leadership and management of the school have an overall accurate view of its effectiveness although it is too positive in some areas. Responsibility for school improvement is now more widely shared. All staff have clear responsibilities and the impact of their work can be seen in achievement and standards that are beginning to improve, particularly in English, mathematics and science. However, their roles are not fully developed in terms of analysing and drawing conclusions from data and as lead professionals in the teams that the school has set up. The impact of leadership and management in providing an enriched curriculum and in ensuring pupils with learning difficulties and disabilities make good progress is good. The impact of the work of the seconded deputy headteacher has been good in improving ICT provision, particularly in developing staff confidence in the use of interactive whiteboard technology. The deputy headteacher has played a key role in overhauling assessment systems so that pupils' progress is tracked more effectively.

The governing body is knowledgeable about the school and is committed to supporting the whole school team so that the school improves. It actively challenges and influences the school on important decisions.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

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?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	3
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	3
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

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?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

3 September 2007

Dear Pupils

Inspection of Hatherden Church of England Primary School, Andover, SP11 0HT

I am writing to let you know how I enjoyed my visit to your school. I think that your school is satisfactory. Thank you for making me welcome and for helping me, particularly by talking to me about your school.

Here are some of the most important things that I want you to know.

- You enjoy coming to school and joining in the wide range of activities that your school offers you. Your attendance is good.
- Your behaviour is satisfactory overall. Although you behaved well during the inspection, sometimes some of your behaviour is not as good, particularly in the playground. Year 6 told us that they particularly value the work they have been doing during 'Anti-bullying week'.
- You usually work together well in lessons. You are achieving satisfactorily.
- You contribute well to your community in many ways, for example, through Outreach and church links and in other ways that help the school run smoothly.
- Teachers and teaching assistants teach you and look after you satisfactorily.
- You value the personal targets that you have to help you improve your work.

These are the things that I think could be better.

- What the school provides for children in Year R could be improved.
- That teachers could give you more difficult work so that you achieve even better.
- Help teachers to carry out their new leadership roles so that you can improve your work.

Best wishes for your future success.

Beryl Richmond Lead inspector