

St Mary Bourne Primary School

Inspection report

Unique Reference Number	115945
Local Authority	Hampshire
Inspection number	312117
Inspection date	26 June 2008
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	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	150
Appropriate authority	The governing body
Chair	Mrs D Marsden
Headteacher	Mrs S Jenkins
Date of previous school inspection	10 January 2005
School address	School Lane St Mary Bourne Andover SP11 6AU
Telephone number	01264 738336
Fax number	01264 738772

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Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated pupils' achievement and progress, the quality of pupils' personal development and well-being, the school's use of assessment, and the effect on leadership and management of changes in staffing. In addition, evidence was gathered from discussions and school documentation to evaluate the quality of teaching and learning and the school's curriculum. Other aspects of the school's work were not investigated in detail, but the inspection found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included in this report.

Description of the school

This smaller than average school is situated in the village of St Mary Bourne, in Hampshire. The number on roll at present is rising and there is a waiting list for places. Pupils come from a wide area, including surrounding villages and also from Andover. The intake is both socially and academically mixed. The vast majority of pupils are White British and very few pupils speak English as an additional language. The proportion of pupils with learning difficulties is around the national average. There are four looked-after children on roll. The school has the Healthy School Award with enhanced status and they have been awarded the Green Flag from the Eco School's Foundation. They have also achieved the Gold Artsmark Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

St Mary Bourne is an outstanding school. An older building it may be, but inside it opens out into a beautifully maintained and welcoming environment. Pupils' work is everywhere to be seen. Staff take great pride in the displays that are around the school which praise and encourage pupils for their many achievements. Pupils in turn are proud of their school. They work very hard and progress outstandingly well. The overwhelming majority of parents are right in their judgement that this is an excellent school. One of them summed up the views of almost all by saying, 'We consider ourselves very privileged to be sending our child to such a well-rounded, well run school. The environment and atmosphere is fantastic for the children and really encourages their confidence'.

Throughout the school, pupils achieve extremely well and are inquisitive learners. They enter the school with skills and understanding that vary but are usually broadly in line with, or just above, those expected for their age. Very effective organisation and careful assessments enable pupils to make excellent progress immediately. Standards at the end of Year 2 are significantly above average and the more able pupils do especially well. Much of the pupils' success in reading and writing is due to the school's strong emphasis on developing speaking and listening skills. By the time they leave the school, standards are high because the teaching is excellent. Individual improvement targets and outstanding support for pupils of all abilities consistently raise pupils' levels of achievement significantly. National test results in Year 6 in 2007 exceeded the school's carefully formulated and challenging targets and were very high. This level of achievement has been consistently raised over a number of years. Staff set challenging pupil targets for the national test results in Year 6 for 2008. School tracking shows they are well on course to achieve these.

Pupils' personal development and well-being are outstanding. Throughout the school relationships between staff and pupils are excellent and contribute to the positive ethos for study. As a result, the atmosphere for learning created by the whole staff is supportive and caring. As one parent said, 'St Mary Bourne is an excellent example of what a small school should be. Just the right size to care for every child's needs'. The overall outstanding care which begins in Reception, gives the children a real sense of determining their own way forward, and guarantees their full involvement in all activities. Throughout the rest of the school, teaching and learning are often outstanding. Lessons are very well planned, making sure that all pupils enjoy learning. Assessment information collected about pupils is used particularly well to ensure that all pupils make outstanding progress. This is achieved by providing excellent support from the very experienced teaching assistants wherever it is needed. More able pupils are challenged well through an excellent range of additional activities.

The curriculum is very well adapted to suit all pupils' needs and learning styles. The curriculum is enriched through weekly German lessons and the many visits, visitors and themed weeks, which bring it to life. Pupils are also very aware of environmental issues and one of the influential School Council explained how they ensure that lights are switched off and all paper is sent for recycling. It is this zealous attention to detail of what each pupil wants and needs that shows the school's outstanding capacity to continue to improve. Not only have standards in English, mathematics and science risen consistently across the school in the last three years, but the pupils have been given excellent opportunities in all other subjects. For example, the achievements in music are outstanding. The many opportunities made available are taken up eagerly and the number of pupils playing many different instruments is exceptional for ones

so young. The clarinet playing in assembly was of a very high standard, and the singing, in parts, was as a parent observed, 'both tuneful and moving'.

The headteacher provides outstanding leadership. She is very ably supported by all staff and teamwork is excellent. There have been significant difficulties in the last two years due to long-term illnesses that were outside the school's control. It is significant that so many parents, and other adults involved with the school, paid tribute to the selfless and dedicated way the headteacher ensured that these problems did not affect the quality of care and provision the school offered. Indeed standards and provision continued to improve. There are detailed plans in place to move some teachers and teaching assistants to different classes from September. These changes are based on the appointments made and the careful analysis of the effectiveness of all arrangements. The excellent governing body has been fully involved in this process. They play a very successful part in supporting and challenging the school, and are firm in their resolve to provide the very best for every child in their care. Financial decisions are taken in the best interests of all pupils. For example, with the help of the excellent Friends of the School Association, whose fund raising is amazing, they are now embarked upon providing a second outdoor classroom to make the most of the extensive and beautiful grounds.

Effectiveness of the Foundation Stage

Grade: 1

Children make an excellent start to their education in the Reception class. It is testament to the huge level of commitment and care shown by the Foundation and Year 1 staff that, despite coming from many different nurseries, all children settle into the school exceptionally well, and their needs are met from day one. A parent wrote, 'My child is very happy at school and I am very impressed with the progress he has made during his first year at school.' Children make rapid progress and achieve exceptionally well, especially in writing and in linking sounds and letters. Adults have high expectations, provide very clear routines and enable children to build strong, positive relationships. The enthusiasm and enjoyment of the children as they discussed animatedly, sang about and painted their discoveries of different solids, was a good indication of how successful the organisation is. The rooms available are stimulating and resources are used well as children move from one to another. The well resourced outside areas provide the same exciting level of challenge and stimulation, especially for the more capable children. A very calm and purposeful atmosphere is created where the children are already making excellent progress. Staff get to know the children very well. They make a careful note of all responses and feedback. The information collected about children is used particularly well to ensure that the least able and most vulnerable settle well.

What the school should do to improve further

- Ensure that well-made staffing plans for September are introduced with care and clarity.

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Annex A

Inspection judgements

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

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
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 extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	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?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

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 leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
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

09 July 2008

Dear Pupils

Inspection of St Mary Bourne Primary School, Andover, SP11 6AU

This letter is to tell you about the findings of the recent inspection. I think the school provides you with an outstanding education, and I agree with what you told me - it is a really exciting place to learn. I was very interested in listening to what you had to say and would like to thank you for your help during the inspection. Many things about your school are excellent. This includes your teachers and those who are responsible for leading and running your school. Here is a list of some of the things that are outstanding.

- You make outstanding progress and reach high standards by the end of Year 6 because of the excellent teaching.
- You all behave extremely well and you really enjoy coming to school and learning.
- Many of you become really good at music and sport.
- You all help to make your school a happy and special place. You also make a big difference to others outside of your school. This includes people who live in the village and people in other countries.
- For your age, you have an outstanding knowledge about how to be healthy and how to keep yourselves safe.
- Your school works very well with parents and other people and this is very helpful to you.

I have asked your school to make sure of one thing to help it to keep being as good as it is now. There has had to be changes in the way the school is run due to staff illness. There are good plans in place to make sure that although you may have a different teacher, nothing alters when you come back to school in September. I want the adults to take the same great care they do now to ensure that these changes happen to everyone's benefit. You can help by continuing to listen carefully and take note of what they say.

I really enjoyed meeting you and coming to your lovely school. I wish you all the very best for the future.

Yours sincerely

David Marshall

Lead Inspector