

# Hartest Church of England Voluntary Controlled Primary School

## Inspection report

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<b>Unique Reference Number</b>	124701
<b>Local Authority</b>	SUFFOLK LA
<b>Inspection number</b>	315027
<b>Inspection date</b>	15 January 2008
<b>Reporting inspector</b>	Kathleen Yates

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–9
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	71
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Pat Cawston
<b>Headteacher</b>	Mrs Penny Easting
<b>Date of previous school inspection</b>	26 January 2004
<b>School address</b>	The Row Hartest Bury St Edmunds IP29 4DL
<b>Telephone number</b>	01284830343
<b>Fax number</b>	01284830343

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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 the following issues: the quality of care, guidance and support for pupils' academic development and the impact of leadership and management at all levels. Evidence was gathered from observing work in classrooms, scrutinising school documentation and records of pupils' achievement and progress, discussions with senior leaders in the school and with pupils. Other aspects of the school's work were not investigated in detail, but the inspector 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 where appropriate in the report.

## Description of the school

This is a small school serving the village of Hartest and other surrounding villages. Almost all pupils are of White British backgrounds and very few are entitled to free school meals. The proportion of pupils with learning difficulties and/or disabilities is average. Attainment on entry, although covering a wide range of abilities, is broadly in line with that expected for children of this age. The school was awarded the national Activemark and the Green Flag Awards in 2007.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Hartest Primary is a good school. There are some outstanding features. The school works exceptionally well with parents, other schools, outside agencies and the community to enrich pupils' education and promote their well-being. There is a great sense of teamwork within this happy school, where everyone is highly valued and included. The school's perception that it provides pupils with a good standard of education is accurate. There are close links with the pre-school setting and with the schools to which pupils transfer. Parents are correct when they say that their children do well both in their personal development and in their academic work.

There has been a consistent trend of pupils attaining above average standards in reading, writing and mathematics by Year 2. All cohorts, including current pupils achieve well from their starting points. By Year 4, standards continue to be above average and sometimes well above, demonstrating that pupils continue to make good progress and reach the challenging targets set for them.

Pupils' personal development, including their spiritual, moral, social and cultural development is good. Attendance is above the national average and pupils are justly proud of their school and their achievements. They enjoy learning, display positive attitudes, behave well and have a good understanding of healthy lifestyles and of how to keep themselves safe.

Teaching and learning are good. Highly trained teaching assistants enhance the teaching for those who find learning difficult and ensure displays around the school contain valuable learning points. Typically, lessons are planned well to provide demanding activities that promote pupils' interests with a high level of 'hands on' tasks, which makes learning memorable. The emphasis teachers place on cooperative working and listening to one another prepares pupils well for their future lives. Relationships are good, pupils are eager to take part so that the pace of learning is brisk and all pupils make good progress. The facilities for information and communication technology (ICT) have recently been updated, and the school is making effective use of ICT to support teaching and learning across the curriculum.

The good curriculum makes a significant contribution to pupils' spontaneity in their learning and allows them to develop well. There is a high take-up for an exceptionally good range of sporting, musical and creative activities, which pupils and their parents greatly appreciate. The school gained the national Activemark in 2007, which acknowledges their fitness. Learners have excellent opportunities to contribute to, and take on, responsibilities in the community. The recent award of the International Eco Schools Award (Green Flag) has recognised the school's outstanding achievement for improving the environment of the school. Care, guidance and support are good for all pupils, including those with learning difficulties and/or disabilities. The school fully meets requirements for the protection of children and checks health and safety issues closely. While staff ensure learners make good progress, the school's systems for monitoring and recording this lacks a clear overview of progress over time. The school has yet to provide pupils with short-term targets which tell them what it is they need to do to improve.

Leadership and management are good. The headteacher has a clear vision, which is shared by a happy and dedicated team. Governance is good. The governing body is supportive and checks that the budget is spent wisely. Along with the headteacher, the governors have been astute in appointing a number of part-time teachers who have an excellent range of expertise. The school makes very good use of their individual strengths and those of well-qualified teaching assistants. As a result, all pupils across the school make good progress. Day-to-day running of

the school, including the financial management, is highly efficient. There has been good improvement since the last inspection and there is good capacity to improve further.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

When they arrive in Reception, the skills and knowledge of most children are typical of those found nationally. The very good liaison with the adjacent pre-school and with parents ensures children settle quickly into a warm and supportive environment where staff have a good understanding of how young children learn. Routines are firmly established so that children respond well to the expectations of how they should behave. Teaching and learning and the curriculum are good with the result that children enjoy a wide range of stimulating activities where they learn to work together, share equipment sensibly and achieve well. Parents are diligent in taking up the challenge to be actively involved in supporting their children. For example, they attend weekly sessions to encourage their children to develop good handwriting skills. They also listen to their children reading regularly and this promotes excellent relationships with the school and helps children to gain confidence in their own abilities. Leadership and management are good and assessment is used well to guide future learning. By the end of the Reception year, almost all children reach the levels typical of this age. In most cohorts, about a third of the children exceed the expected levels.

### **What the school should do to improve further**

- Develop a formalised system to record the progress pupils make and to give a clearer overview of progress for leaders and managers.
- Provide pupils with short-term targets so that they are clear about what they need to do to improve and how they can be more involved in meeting their targets.

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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?	2
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	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> 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	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
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	2

### 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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
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	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**

15 January 2008

Dear Pupils,

Inspection of Hartest Church of England Voluntary Controlled Primary School, Bury St Edmunds, IP29 4DL

Thank you for making me so welcome when I visited your school. It was a delight to spend time with you. This letter is to let you know what I found out about your school.

Congratulations to you on gaining not one but two important awards! The Green Flag award celebrates how well you understand the importance of looking after our environment. Please keep it up! The Activemark shows you take part in regular exercise and know how to keep yourselves fit. Well done!

The staff at your school have an excellent range of skills and provide you with many interesting lessons. You make good progress and enjoy your learning so that by the time you leave most of you are reaching standards which are higher than average. The school offers you an especially wide range of extra activities, which you enjoy a great deal. Your parents work very well with the school and you are well prepared for moving on to your next schools. You attend regularly, behave well and the school works hard to help those of you who have difficulties to be able to do as well as others.

All of your teachers make regular checks on how well you are doing. The school is now going to record this information in a way which makes it easy to have a clear picture of just how well you are doing both over a half-term and over all the time you spend in Hartest School. Your teachers are also going to involve you more in knowing what it is you are going to be learning next. This means that you will be given targets that will be changed as soon as you have achieved them. I think that both you and your parents will find these really helpful.

Thank you once again for making me so welcome. I shall remember my visit with great pleasure for a long time.

I wish you well for the future,

Kathleen Yates

Lead inspector