

# Hampstead Norreys Church of England Primary School

## Inspection report

---

<b>Unique Reference Number</b>	109964
<b>Local Authority</b>	West Berkshire
<b>Inspection number</b>	325068
<b>Inspection date</b>	2 October 2008
<b>Reporting inspector</b>	George Rayner

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

---

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	101
Government funded early education provision for children aged 3 to the end of the EYFS	13
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Will Carter
<b>Headteacher</b>	Miss Alexandra Butler
<b>Date of previous school inspection</b>	27 September 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Newbury Hill Hampstead Norreys Thatcham RG18 0TR
<b>Telephone number</b>	01635 201371

---

<b>Age group</b>	4–11
<b>Inspection date</b>	2 October 2008
<b>Inspection number</b>	325068

**Fax number**

01635 202951

**Age group** 4-11

---

**Inspection date** 2 October 2008

---

**Inspection number** 325068

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by two Additional Inspectors. The inspectors evaluated the overall effectiveness of the school and investigated the following areas of its work: achievement and standards, pupils' personal development and well-being, teaching and learning and leadership and management, including the capacity to improve. Evidence was gathered from: lesson observations, discussion with staff, governors and pupils; scrutiny of pupils' work, assessment data and the school's documentation. Parents' questionnaires and additional comments were analysed. Other aspects were not inspected in detail, but the inspectors 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 this report.

## Description of the school

This village school is much smaller than most primary schools. Almost all pupils have White British heritage and none is at an early stage of learning to speak English. The proportion of pupils with learning difficulties and/or disabilities is below average. Their most significant needs are related to dyslexia, behavioural and social difficulties and communication. The school has a Reception class to provide for children in the Early Years Foundation Stage (EYFS). Currently, there are 13 children on the register.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school. Parents agree. One summed up the views of many by writing, 'This is a shining example of how a school should be.' When children enter the Reception class, their levels of knowledge and skills are generally higher than those expected for their age. Following outstanding progress, pupils reach very high standards by the end of Year 6. In mathematics, they develop an excellent range of skills and most are highly proficient at using these to solve problems independently. Pupils are very good at carrying out scientific investigations by asking their own questions and thinking of ways to find out the answers. They have considerable skill in speaking and listening and develop an excellent vocabulary. Pupils' writing is very proficient. Teachers are not yet satisfied, however. They are introducing strategies that are further increasing the wide range of writing styles that pupils master, by giving them more 'real life tasks', such as planning a trip abroad. The pupils with dyslexia and other learning difficulties also make outstanding progress, because their needs are identified carefully and provided for very effectively.

To enhance an already outstanding curriculum, the school has recently introduced the International Primary Curriculum and this is providing richly integrated topics such as 'Trip to Mars'. These topics are highly enjoyable and let pupils use skills and knowledge from different areas, in tasks that show them how their learning is relevant to their lives. All pupils in Years 3 to 6 study French and German and more able pupils can also learn Japanese if they wish. The wide range of clubs, in a variety of sporting, creative and cultural activities, is especially commendable for a school of this size. Many parents complimented the opportunities that pupils have to learn to play musical instruments, and pointed to the impact that performing in public has on their confidence. Teachers use resources in imaginative ways that fully engage pupils and encourage them to be enthusiastic learners. This was seen in a class for pupils in Years 1 and 2, who thoroughly enjoyed identifying shapes that were presented in a highly stimulating way, using an interactive whiteboard. Teachers and teaching assistants work very effectively together to ensure that any pupils who need additional help to keep up with the pace of work receive it.

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, continue to be outstanding. Pupils show their great enjoyment for school by their excellent attendance, the behaviour of the great majority and their high enthusiasm for joining in with all that it has to offer. Pupils live very active lives, attend sporting clubs in large numbers and are very knowledgeable about the need to eat and drink healthily. Because there has been an increase in opportunities to learn about other cultures, this aspect of pupils' development is now a significant strength. Links with the local parish church make a strong contribution to pupils' cohesion within their own community. To extend this, the school has now developed links with a school in Slough, which are beginning to be equally valuable in helping pupils to understand what life is like in more culturally mixed places. Pupils make an exemplary contribution to school life. They compete enthusiastically for appointment to a range of roles, such as head boy and girl, 'music prefects' and librarians. All carry out their roles diligently as, for example, when 'environment prefects' advise other pupils on making sure that they dispose of litter responsibly. Pupils' progress in all of their subjects, fully complemented by their activities outside of lessons, prepares them excellently for their futures.

Very well organised and highly efficient systems contribute to the outstanding care provided for the pupils. As a result, pupils feel very secure. Several parents commented on how well the

older pupils contribute by looking after the younger ones. Close liaison with a range of specialised agencies ensures that the school obtains high quality additional support for any pupils who need this. The school has further improved its systems for tracking the progress of each pupil. These are now extremely comprehensive. Staff use this information very well to select the best strategy to meet needs of any pupils who might be falling behind.

A major strength in the school's leadership is an absolute absence of complacency. In spite of being judged outstanding in their previous inspection, there has been a determined and highly effective pursuit of further improvement. Rigorous self-evaluation has provided a view that is modest in some areas, but which has sharply identified the areas in which quality and performance could be even better. Underlying this is the headteacher's complete commitment to the happiness and success of the pupils and extremely sharp vision for securing this. Although there have been several recent changes in staffing, this is proving invaluable in helping those who have recently arrived to quickly become effective and valued members of a very cohesive team. The governors share the high aspirations for the school. Their support and willingness to challenge has been an important factor in improvements made to the provision of computers and teaching assistants, which have further enhanced pupils' learning. The school's track record of maintaining, and extending, its strengths demonstrates an outstanding capacity for yet further improvement.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 1**

The school's provision for children in the Reception class is outstanding. Children enjoy their learning through play and small group activities and make rapid gains in all aspects of the EYFS curriculum. Most children know their numbers to 10, and have great fun learning to solve early addition problems by playing the 'passing the beanbag' game. They enjoy practising early writing skills on the interactive white board. Children are able to sustain concentration extremely well when sitting on the carpet and persevere in practical tasks, working co-operatively in small groups. They discuss what they have to do and work together in exemplary fashion, respecting and considering each other's points of view. Children respond very well to challenges, such as the best way to build 'a dark, dark house', or make an interesting 'soup' from sand, leaves and water. They are enthusiastic learners, full of curiosity, which is stimulated by the rich environment and curriculum. Children behave sensibly, and learn to treat living things with respect, such as ants under the turf in the model farm.

The adults are highly skilled and well qualified in meeting the needs of very young children. Teachers consider the unique talents of each child when planning activities. They make excellent use of observations to track the progress of each child and ensure that it is as good as possible. As a result, all children make excellent progress. All staff are committed to high quality care for children in their charge. The setting is well-equipped, safe and secure, enabling all children, including the most vulnerable, to thrive. The partnership with parents is exemplary, fully ensuring that all important information about each child is shared. Leadership and management are excellent and the impact of this is shown by the quality of children's learning and their achievement. Leaders have exceptionally high aspirations and they evaluate provision continually, which results in consistent improvement. Staff make the fullest use of the indoor and outdoor accommodation filling every nook and cranny with exciting and stimulating activities. Its restricted size is not helpful to them however and plans for extensions are in hand.

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

- Although there are no major issues impacting upon achievement or well-being, speedy implementation of plans to extend the EYFS accommodation would help the staff to ensure that they maintain their excellent provision.

**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](http://www.ofsted.gov.uk).**



## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

### 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 capacity to make any necessary improvements	1

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

### Achievement and standards

How well do learners achieve?	1
The standards <sup>1</sup> 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/or disabilities make progress	1

<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	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
The extent to which learners enjoy their education	1
The attendance of learners	1
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

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 eliminated	1
How well does the school contribute to community cohesion?	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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

15 October 2008

Dear Pupils

Inspection of Hampstead Norreys Church of England Primary School, Thatcham, RG18 0TR

Thank you for welcoming the inspectors to your school recently. We enjoyed meeting you. We are grateful for the help you gave, by talking to us and showing us your work. We were able to see that yours is an outstanding school. You make excellent progress in your learning. You reach standards that are higher than those that we see in most schools. You are really good at using your skills to carry out work, even when the adults are not telling you what you have to do.

The adults work very hard to give you lots of exciting things to do, in lessons and enjoyable clubs and trips. They care for you very much and look after you very well. Your parents said that the older pupils also help by looking after the younger ones. When we talked to some of you, you told us that all of this makes you feel very safe and happy. The adults are very proud of you. They told us that you give them lots of help, by being so well behaved and cheerful. We could see this for ourselves. You make it worthwhile for them by joining in really well with all of the things that they plan for you. Your parents and the other adults at home also help by making sure that you come to school regularly. All of these things are important reasons why you do so well.

Although your school is so good already, the headteacher and other adults are still not satisfied. They say they can make it even better for you and know just what they need to do for this. We do not think that there are any really big things that they need to improve. They have good plans to improve the space for the Reception class and we agree that they should do this. The staff there are very clever at preventing this from spoiling the children's learning, but more space would help them.

Very well done to you all and very best wishes for your future lives.

Yours sincerely

George Rayner

Lead Inspector