

# Hurst Park Primary School

## Inspection report

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<b>Unique Reference Number</b>	125038
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	328270
<b>Inspection date</b>	26 June 2009
<b>Reporting inspector</b>	Derek Watts

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.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	256
Government funded early education provision for children aged 3 to the end of the EYFS	48
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Philip Miller
<b>Headteacher</b>	Mrs Kim Divey
<b>Date of previous school inspection</b>	20 June 2006
<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>	Hurst Road West Molesey KT8 1QW
<b>Telephone number</b>	020 8979 1709
<b>Fax number</b>	020 8941 9756

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## Introduction

The inspection was carried out by two Additional Inspectors, who evaluated the overall effectiveness of the school and investigated the following issues:

- how well the school is improving provision and performance in writing in the Early Years Foundation Stage and in Years 1 and 2
- pupils' progress in Years 3 to 6.

Evidence was gathered from lesson observations and scrutiny of pupils' work and school documentation. Parents' questionnaires and discussions with pupils, governors and staff also contributed to the judgements. Other aspects of the school's work were not investigated in detail, but 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

Hurst Park is a larger than average primary school. Nearly three quarters of the pupil population are from a White British background. Other pupils come from a range of ethnic backgrounds with Other White backgrounds being the next largest group. The proportion of pupils who have learning difficulties and/or disabilities is below average. These difficulties lie mainly in the areas of emotional, language, speech and communication. There is Early Years Foundation Stage provision for children in Nursery and Reception. The headteacher was appointed in April 2009.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Hurst Park Primary is a good school. There are some outstanding aspects to its work. Children in Nursery and Reception get off to a good start because of the good provision. Pupils in Years 1 to 6 achieve well overall because of good teaching and an outstanding curriculum. Standards by the end of Year 6 are above average. Effective care, guidance and support, and a very positive school atmosphere lead to outstanding personal development and well-being for pupils.

Leadership and management are successfully promoting good quality provision and this is leading to positive outcomes for pupils. The headteacher has settled into the post and provides clear leadership and educational direction. With her staff, a positive climate in which pupils can learn and develop has been created. A recently formed senior leadership team, with clear roles and responsibilities, provides good support to the headteacher. School performance is systematically monitored and evaluated by senior staff. The findings of evaluation are used well to inform planning and to bring about necessary improvements. For example, considerable improvements have been made in writing and to the range of the curriculum. Governors are supportive and hold the school to account well. The school demonstrates a good capacity to improve further.

Community cohesion is promoted well. There are strong partnerships with parents and the local community. Pupils participate well in a range of local events such as district sports. The breakfast and after school clubs are much appreciated by working parents. Different cultures and faiths are promoted effectively through the school's curriculum. The majority of parents are pleased with the care and education provided for their children. The ethos, teaching, leadership and the range of additional activities receive special praise. Typical comments from the parents' questionnaires were: 'The school is always warm and friendly'; 'Very pleased with the teaching'; 'A well run school'; and 'Enormous variety of activities'.

National test results and pupils' work show that standards by the end of Year 6 are significantly above average in English, mathematics and science. However, although pupils' progress from entry to the school to exit is good overall, their progress is not consistent from Years 3 to 6. Senior leaders have identified this as an improvement area and progress has been made but it is recognised that there is more to do. Inconsistencies in assessment and in teaching are the factors accounting for the uneven progress. Improving provision and pupils' performance in writing has been a priority. Good progress is being made in this area. Speaking and listening activities are used well to develop writing. Drama, the school grounds and visits are used effectively to inspire pupils' writing. For example, pupils in Year 1 wrote interesting and imaginative stories about 'Horris the Hedgehog' being lost in the school grounds. Teachers use modelling effectively to demonstrate good writing techniques to pupils. Pupils write for different purposes and in a variety of styles. They are also acquiring and applying writing skills in a range of subjects.

Effective teaching is contributing to pupils' overall good progress. Examples of outstanding practice were seen during the inspection. Teachers make the purpose of the lesson clear so pupils know what they are expected to learn. Pupils are keenly interested and respond well to their teachers' informative explanations and instructions. Skilful questioning by teachers challenges pupils' thinking and checks their knowledge and understanding. Assessment information is usually used well to plan teaching and to tailor activities and tasks to pupils' abilities and needs. As a result, pupils are challenged well, their interest is maintained and they

make good progress. Occasionally in Key Stage 2, tasks are not sufficiently matched to pupils' abilities, particularly the more able. Furthermore, not all lessons proceed at a brisk pace and learning slows down. Teaching assistants are used well and make a valuable contribution to pupils' learning, particularly for those who have learning difficulties. Pupils are set individual learning targets in literacy and numeracy so they know what to do to improve. However, in some cases, these targets are not sharply focused on pupils' needs and the progress towards them is not sufficiently monitored.

An exciting curriculum promotes good progress for pupils and makes an outstanding contribution to their personal development. Provision for English, mathematics and science is effective and contributes to pupils' good progress in these subjects. Health and safety education is promoted extremely well throughout the curriculum. The school offers a very good range of additional activities. These are thoroughly enjoyed by the pupils and appreciated by the parents. Provision for sport is strong with plenty of opportunities for pupils to develop different sporting skills and to compete in team games against other schools. The environmental area, pond, raised gardens and surrounding areas are used extremely well to support pupils' learning. Successful residential visits for Year 4 and Year 6 pupils provide exciting outdoor activities, develop teamwork and offer new experiences.

Very good pastoral care underpins pupils' personal development and well-being and there are robust procedures to safeguard pupils. Pupils feel safe and very well cared for at school. Their spiritual, moral, social and cultural development is outstanding. Pupils thoroughly enjoy school and this is shown by their enthusiasm for the activities provided and their good attendance. In a well presented assembly by Year 3, pupils appreciated the wonders of the natural world and the importance of protecting the environment and wildlife. They celebrated the many achievements of others. Clear expectations by staff and the positive relationships between adults and pupils lead to extremely good behaviour in class and around the school. Pupils adopt healthy lifestyles and show an excellent understanding of the importance of healthy diets and regular exercise. Pupils thrive on the additional responsibilities they are given and make a good contribution to the school and to the wider community. Members of the school council have contributed to improvements to playground facilities. They also made valuable contributions to the selection of the new headteacher and deputy headteacher. Pupils help others by raising funds for a range of well-known charities. At Hurst Park, pupils are well prepared for the next stage of their education. They leave the school with good literacy and numeracy skills. Personal and social skills are very well developed.

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

### **Grade: 2**

Children enter the Nursery with knowledge and skills broadly expected for their age. By the end of Reception, they attain above-average standards in all areas of learning. The Early Years Foundation Stage is led and managed well. Teamwork among the staff in Nursery and Reception is developing well. This has led to improvements in the quality of planning and better assessment procedures. Good attention to children's welfare, effective teaching and an interesting range of learning activities promote good progress for children. Children make good progress in their personal and social development because of the positive relationships established between adults and children. Children thoroughly enjoy their learning and possess positive attitudes. They are confident and well motivated and readily share learning resources and support each other. All the required areas of learning are successfully incorporated into exciting topics such as 'growth and change', 'all about me', 'festivals', and 'traditional tales'. Teachers and assistants

provide a good balance of adult-led activities and those that allow children to work independently. Speaking and listening pervades all activities and basic reading skills are promoted well. Children have good opportunities to acquire and practise early writing skills. The school acknowledges that opportunities for writing in outdoor activities could be extended. Since the last inspection, the accommodation and provision for the Early Years Foundation Stage has been improved, particularly the facilities for outdoor learning. This is used well to promote creativity and children's physical development.

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

- Improve the consistency of pupils' progress in Key Stage 2 by ensuring that all lessons are suitably challenging, particularly for more able pupils, and that learning proceeds at a good pace.
- Strengthen the consistency of individual target setting so targets are well matched to pupils' needs and ensure that progress towards them is regularly reviewed.

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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?	2
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	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/or disabilities make progress	2

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<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	2
The behaviour of learners	1
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	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
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?	2

## 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 eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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

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

09 July 2009

Dear Pupils

Inspection of Hurst Park Primary School, West Molesey, KT8 1QW

Thank you so much for welcoming us into your school and showing us your work. We enjoyed our visit and would like to tell you what we found. Yours is a good school. Some features of the school are outstanding.

These are the main strengths of the school.

- You really enjoy school and your attendance is good.
- The school has a positive atmosphere and an attractive environment to learn in.
- You are making good progress because of the good teaching you receive.
- There is an outstanding range of learning activities, including clubs, sport and visits.
- Behaviour is exceptionally good in lessons and around the school.
- You have an excellent understanding of how to keep healthy and fit.
- Staff take good care of you and provide strong support.
- Pupils make a good contribution to the school and to the wider community.
- Your headteacher leads the school well and she receives good support from senior staff.
- The school has good partnerships with parents and the community.

There are two areas we have asked the school to improve.

- At times in Key Stage 2, tasks could be more challenging especially, for the more able, and the lessons could move on at a quicker pace.
- Your learning targets in literacy and numeracy need to be well suited to your needs and your progress towards these should be checked regularly.

Finally, thank you once again for all your help. We wish you all the very best for the future.

Yours faithfully

Derek Watts

Lead Inspector