

# Hook Infant School

## Inspection report

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<b>Unique Reference Number</b>	116228
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	338766
<b>Inspection dates</b>	21–22 January 2010
<b>Reporting inspector</b>	Janet Sinclair

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>	Nursery
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	314
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs A Collier
<b>Headteacher</b>	Mrs M Walker
<b>Date of previous school inspection</b>	2 March 2007
<b>School address</b>	Church View Hook Hampshire RG27 9NR
<b>Telephone number</b>	01256 764487
<b>Fax number</b>	01256 761046
<b>Email address</b>	headteacher@hook-inf.hants.sch.uk

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Royal Exchange Buildings  
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Manchester M2 7LA

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 12 lessons, several part lessons and scrutinised a sample of work, seeing 12 teachers teach. They spent about half of the school days observing learning, and held meetings with governors, senior staff and groups of pupils. They observed the school's work, and looked at a wide range of documentation, including policies, the school development plan and records of pupils' progress. They considered the 145 responses to parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the quality of learning and progress for all groups of pupils, but particularly in the Early Years Foundation Stage
- the extent to which teaching and the curriculum consistently meet the needs of all pupils
- pupils' understanding of cultural diversity and actions taken to promote community cohesion
- the impact of new leadership in creating a cohesive team and ensuring high expectations for pupils' outcomes.

## Information about the school

Hook is a larger-than-average infant school. There are a few pupils from minority ethnic groups, some of whom are at an early stage of learning English. A slightly above-average number of pupils have special educational needs and/or disabilities. These are mainly specific and moderate learning difficulties, although there are also some pupils with complex needs.

The school has enhanced Healthy School status and Activemark accreditations.

A new headteacher, previously the deputy headteacher in the school, took up her post in September 2009. A new deputy headteacher arrived at the same time.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school. It has many strengths and some outstanding features, including the care and support pupils receive, the partnership with parents and the depth of pupils' understanding of how to keep themselves healthy and safe. Excellent relationships and a very happy atmosphere ensure pupils are keen to come to school, and this is reflected in their good attendance. Parents are very supportive of the school and appreciate the approachability of staff and the good learning that takes place. These comments from two parents sum up the views of most: 'I am very happy with what the school provides and the quality of teaching' and 'Staff are very friendly and approachable and parents are kept well informed.'

Children get off to a sound start in the Reception classes. Good induction and excellent relationships ensure children settle well. However, the school recognises that the quality of current planning and adult support for activities undertaken by the children independently is insufficient to ensure children make good progress in their learning. Pupils make good progress across Key Stage 1 as a result of effective teaching and good attention to individual needs. Standards are high in reading, writing and mathematics by the end of Year 2 and this, coupled with good progress, represents excellent achievement. Teachers plan and manage lessons well so that pupils enjoy what is on offer, behave well and have good attitudes to their learning. Good subject knowledge and effective match of work to pupils' needs are hallmarks of some of the most effective teaching. Although teachers mark pupils' work conscientiously, pupils themselves are not involved enough in making their work better and this is an opportunity missed to improve their progress.

The curriculum is broad and balanced, with strengths in music. There is a good range of enrichment activities and effective cross-curricular links support the development of pupils' literacy skills. Pupils learn about the different cultures represented within the school, but have a more limited knowledge of Britain as a diverse society.

The new headteacher and deputy headteacher have a clear vision for the school and a strong commitment to providing an effective education for all pupils. They have secured the commitment of all staff to continued school improvement and have promptly identified aspects that need improvement, such as the Early Years, while continuing to communicate high expectations in Key Stage 1. Many parents comment on the seamlessness of the change in leadership and the strong support for vulnerable pupils. Although this was a successful school at the time of the last inspection, the new leadership has demonstrated a good capacity to bring about further improvement through the rigorous self-evaluation it has undertaken. This has resulted in a determined approach to tackling the areas of weakness identified and the creation of a strong,

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collegiate team. Governors are enthusiastic and committed to the school and its pupils. They have effective systems in place and a good knowledge of the school.

**What does the school need to do to improve further?**

- Improve the quality of provision in the Early Years Foundation Stage through more effective planning and greater attention to ensuring adults interact effectively in child-initiated activities.
- Encourage pupils' involvement through giving them greater responsibility for improving their work.
- Increase pupils' knowledge and understanding of the diverse cultures, beliefs and lifestyles found in Britain and the wider world.

**Outcomes for individuals and groups of pupils****1**

Pupils make good progress during their time in the school. This is due to satisfactory provision in the Reception classes and good teaching and learning and effective support for all groups of pupils in Key Stage 1. Pupils work hard and collaborate effectively in lessons, enjoying shared tasks. Though they are not sufficiently involved in assessing how well they have done or using that to suggest improvements, they do have targets for their learning and are clear about these. They perform particularly well in practical activities and become very involved, for example when acting out the story of Zacchaeus or re-enacting the events of Passover. They also concentrate very well in music - the school is involved in the 'Sing-Up' initiative - and sang beautifully during the inspection. Pupils respond well to being taught in small groups that are appropriate for their needs and abilities. There is no difference in the progress of pupils from different groups, including those at the early stages of learning English and those with complex special needs.

Pupils behave well and enjoy each other's company. They make a good contribution to the community through, for example, raising money for charity and making school rules. They act as school councillors and help around the school. Pupils are kind and thoughtful towards each other and have a strong sense of right and wrong. They have an excellent understanding of healthy living, quoting a range of things that support a healthy lifestyle such as apples and carrots, drinking water and limiting their sweet intake as well as exercise such as football, games and running. They feel very safe and extremely well cared for.

*These are the grades for pupils' outcomes*

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<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account: Pupils' attainment <sup>1</sup>	1
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

In several particularly good lessons, use of exciting resources, a brisk pace and many opportunities for independent learning ensured pupils made exceptional progress. Excellent relationships ensure that pupils are committed to their learning even when, occasionally in other lessons, whole-class introductions last too long or teachers' talk is the dominant feature. Clear and focused teaching of small groups, such as the more able in mathematics, is also helping to accelerate progress. Teaching assistants make a good contribution to pupils' learning through their work with small groups and individuals. Pupils with special educational needs are well supported, especially those with complex needs, whose care and guidance is exceptional. This is clearly demonstrated in the comments received from parents. For example, one parent wrote, 'Our daughter's special educational needs have been extremely well catered for by the school. The care and commitment shown by the school has been exemplary.'

The school tracks pupils' progress carefully and intervenes quickly to support those not making enough gains in their learning. This ensures that any potential underachievement is dealt with promptly. The curriculum is adjusted well to build on prior learning and meet individual needs. For example, pupils with speech and language difficulties are given support in small groups to develop their listening, speaking and thinking skills. The small number of pupils at an early stage of learning English have their needs identified quickly and are given additional support as needed, sometimes using an individual education plan. Pupils thoroughly enjoy the many clubs such as chess, which they can attend.

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*These are the grades for the quality of provision*

<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>2</b>
	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The new leaders have already done much to empower staff and governors through encouraging their initiative and supporting them within this. For example, the governors are currently involved in making links with the wider community in order to further promote community cohesion. There is a good working atmosphere and subject leaders and governors are enthusiastic about areas for further development and their role within this. This is due to effective self-evaluation undertaken by the whole staff team which enabled them to clearly articulate the school's strengths and weaknesses. Careful analysis of data by senior staff and subject leaders ensures a good understanding of the next steps in pupils' learning and fully supports the school's drive to promote equality of opportunity and tackle discrimination. Monitoring of teaching and learning has given leaders a clear idea of where further support is needed in order to achieve greater consistency in teaching.

Partnerships are good and the school is working hard to promote its links with the adjoining junior school. There is an effective sports partnership, which has enabled pupils in Year 1 to have a course in orienteering. The school is a cohesive community working closely with its neighbours but is only now beginning to explore links with the wider national and international communities. Systems for safeguarding pupils are good and systematically reviewed by senior staff and governors.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b> Taking into account: The leadership and management of teaching and learning	<b>2</b>
	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children start in the Reception Year with skills and abilities close to or above the levels expected for four-year-olds. They make satisfactory progress across the areas of learning so standards are average and sometimes above average on entry to Year 1. Regular observations of children's learning take place, but these are not always used well to plan activities tailored to children's needs. The good emphasis on sounds and letters work is helping to accelerate children's progress, and this was seen in the good word-building skills of a more able group. Children willingly take part in the sound range of activities on offer, behave well and are happy to share resources with each other. However, staff are not always on hand to support and encourage children in their learning through effective questioning. Planning for activities undertaken by the children independently is insufficiently detailed to ensure all staff are clear about the possible learning outcomes for the children. Occasionally, there is excitement in learning and this was clearly seen when a group of children, supported effectively by a teaching assistant, created ways across an imaginary river by constructing bridges.

The new leader has worked hard to improve provision through setting up an environment where children learn predominantly through play, and this has been achieved with all staff supporting the changes. She is fully aware of the further developments needed, but is pleased with the efforts of her team so far.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

Questionnaires show that the overwhelming majority of parents are very happy with the school and what it provides. They are pleased with the new leadership and the changes being made. They consider that their children fully enjoy all that the school has to offer and are safe and well looked after. Inspectors agreed with these positive views. A very few parents had concerns which covered several areas, but in the main related to the



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individuals involved.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hook Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 145 completed questionnaires by the end of the on-site inspection. In total, there are 314 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	95	66	50	35	0	0	0	0
The school keeps my child safe	98	68	45	31	1	1	0	0
The school informs me about my child's progress	70	48	66	46	8	6	0	0
My child is making enough progress at this school	68	47	62	43	9	6	1	1
The teaching is good at this school	97	67	42	29	1	1	0	0
The school helps me to support my child's learning	86	59	49	34	5	3	0	0
The school helps my child to have a healthy lifestyle	77	53	64	44	3	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	74	51	55	38	2	1	1	1
The school meets my child's particular needs	78	54	56	39	6	4	1	1
The school deals effectively with unacceptable behaviour	59	41	69	48	5	3	1	1
The school takes account of my suggestions and concerns	62	43	62	43	8	6	1	1
The school is led and managed effectively	94	65	48	33	1	1	0	0
Overall, I am happy with my child's experience at this school	104	72	35	24	4	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



25 January 2010

Dear Pupils

Inspection of Hook Infant School, Hook RG27 9NR

I am writing to tell you how much we enjoyed our visit to your school. Thank you for helping us with the inspection. We were pleased to learn that you enjoy school, especially your fun lessons and the many clubs you attend.

We judged that your school is giving you a good education and that it takes care of you extremely well.

Here are some other things we particularly liked about your school.

- You attain high standards in reading, writing and mathematics and make good progress.
- You are well behaved, friendly and keen to learn.
- You have an excellent understanding of how to stay healthy.
- You feel extremely safe and well supported.
- You have lots of activities that you thoroughly enjoy, including music and sport.

These are the things I have asked your school to do to help you learn even more.

- Improve the planning and the way grown-ups join in activities in the Reception classes.
- Ensure that you are fully involved in improving your work.
- Help you understand about different people in other parts of Britain and the rest of the world.

You can help by carrying on doing good work. We wish you all the best for the future.

Yours sincerely

Janet Sinclair

Lead inspector

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