

Harestock Primary School

Inspection report

Unique Reference Number	116241
Local Authority	Hampshire
Inspection number	338770
Inspection dates	10–11 November 2009
Reporting inspector	Stephen Lake

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 of pupils on the school roll	243
Appropriate authority	The governing body
Chair	Helen Ley
Headteacher	Jacqueline Sankey
Date of previous school inspection	6 September 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 21 lessons and held meetings with governors, teachers, support staff and groups of pupils. They observed the school's work and looked at the most recent school self-evaluation form, the school development plan, governors' minutes, the school's assessments of pupils' attainment and progress, the records held on vulnerable pupils and those with special educational needs, school policies, and reports from the local authority and School Improvement Partner. Inspectors analysed questionnaires from pupils, staff and 49 parents.

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

- the current attainment and achievement of pupils, especially the more able, and the standards reached by children in the Early Years Foundation Stage
- the impact upon outcomes at all levels of the large number of pupils who join or leave the school especially in Years 5 and 6
- the impact upon standards and quality of teaching of the revised procedures for assessment, especially upon the provision for more-able pupils
- how well community cohesion is promoted and evaluated, and the impact upon pupils' cultural development
- how effectively data are used by the leadership and management at all levels, including the governors, to set challenging targets for school improvement.

Information about the school

Harestock is an average size primary school although numbers have risen significantly since the last inspection. It serves a mixed area comprising private and social housing, together with some service family accommodation. A significant minority of pupils come from service families. Around a quarter of the pupils leave or join the school every year or so. The proportion of children with special educational needs is above average. In the last 18 months the school has been through a difficult time with not only many children leaving or joining the school in Years 5 and 6 but also unavoidable staff absence or changes of staff in the same year groups, including some changes in senior management. The school has been awarded Healthy School status and Sports Mark.

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?

3

The school's capacity for sustained improvement

3

Main findings

Harestock Primary School provides a satisfactory education for its pupils. It is a school that is 'on the way up'. Its strengths are seen in the good quality care, guidance and support for all pupils, especially those who join the school during their school career. This support is helping pupils, especially those with special educational needs, grow in confidence and become more effective learners. Pupils were very keen to tell inspectors how much they like the school and how it helps them understand how to keep fit and healthy. Pupils know how to stay safe and their behaviour is good. They have a good understanding of their local community but their knowledge and understanding of wider British culture is not good enough.

After the significant turbulence of staff and pupils during the previous academic year, attainment fell in the 2009 national test results and across the school. The school is rising from this low point because the strong partnership between the revitalised senior leadership team and re-energised governing body is driving forward school improvement. The impact can be seen in the large improvement in attainment for the current Year 6.

The good teaching and stimulating curriculum in Reception ensures that children get off to a good start from starting points below those normally found. Progress is satisfactory in Years 1 to 6 and pupils' attainment is average by Year 6 although progress in mathematics is not quite as good as in English and science. Pupils' achievement is satisfactory. Pupils who find learning difficult are supported well in lessons by skilled teaching assistants and this ensures that they make satisfactory progress in their learning.

The sound curriculum is enriched by a good range of activities. However, weaknesses in the planning of the curriculum limit opportunities to promote pupils' understanding of the way subjects link together, or to develop skills such as numeracy across the range of subjects. The quality of teaching is improving, especially in English which has been a major focus for improvement in the last year. Revised systems for assessing how well pupils are doing are another factor in the better attainment this year, as careful identification of what pupils need to do next to improve their learning is helping to accelerate their progress. Nevertheless, the systems are not yet fully effective, especially in mathematics. In particular more-able pupils are not challenged enough to ensure they reach their full potential.

The senior leadership team has a clear understanding of the main areas for development and is starting to monitor the impact of the strategies in place to bring about improvement. Although the use of assessment information is improved in

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classrooms at pupil level, the data are not analysed robustly enough to allow senior managers and governors to have a clear overview of whole-school performance. As a result targets set for whole-school performance have not been challenging enough. This has already been identified by the new Chair of the Governing Body through a rigorous audit of the strengths and weaknesses of the governing body. In addition this review identified that the systems for ensuring and evaluating the impact of strategies to promote community cohesion are not robust enough and this is having an effect on pupils' cultural development. Such strong and widely shared commitment to improving performance further, together with the clear evidence of rising standards, demonstrates a satisfactory capacity to improve.

What does the school need to do to improve further?

- Improve the systems for presenting and analysing the assessment information on pupils to:
 - allow managers and leaders at all levels to have better access to the information in order to have a more strategic overview of school performance that allows them to challenge areas where performance is comparatively weaker and evaluate the success of new initiatives
 - allow more rigorous use of assessment information to plan work that is more closely matched to each pupil's needs, especially for more-able pupils, so that all are challenged to achieve as well as possible.
- Improve the systems for evaluating the impact of the school's actions to promote community cohesion.
- Review the organisation of the curriculum to:
 - ensure that it helps pupils to see the interrelations between subjects
 - support better provision within the curriculum for raising pupils' awareness of the rich variety of cultures to be found within Britain.

Outcomes for individuals and groups of pupils**3**

Attainment is rising as a result of improved teaching. More challenging but realistic targets have recently been set for most individual pupils' attainment at the end of Year 6 and pupils are well on their way to achieving these, with learning in many lessons observed now good. Teachers are challenging most pupils to reach higher standards, especially in English. For example, in one lesson a pupil produced a very good piece of creative writing making use of high quality adjectives to make the piece more interesting. The teacher increased the challenge by commenting, 'You have used adjectives well ' can you use adverbs too?' Nevertheless more-able pupils are not doing as well as they could, particularly in mathematics, where progress is a little slower, because the work set for them is not challenging enough. Good support for pupils with additional learning needs helps them to make the same progress as other pupils, but in small support groups they often make better progress because adults working with them

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have higher expectations.

The vast majority of pupils are polite, friendly and very confident talking to visitors to the school. Pupils say there is almost no bullying in the school and they trust teachers to deal effectively with any that might occur. A wide range of responsibilities such as school council, peer mentors that help other pupils in class, or 'playground buddies' enable pupils to make a strong contribution to the school community. Groups such as the Junior Community Team provide opportunities that support good involvement in the local community. Through these activities and the sound development of literacy and numeracy pupils gain skills that help prepare them satisfactorily for their future life. Pupils clearly know right from wrong and show respect for themselves and others. They know about their local culture and have some understanding of other cultures through visitors to the school and strong links with the various cultures represented in the school such as the Nepalese. However, their understanding of wider British culture and some worldwide cultures is a comparative weakness.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

¹ 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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A close partnership with the local authority has enabled focused professional development for teachers that is further extending their skills. For example, much of the improvement in the standards attained in English is due to training on how to improve pupils' writing. Teachers prepare lessons that motivate most pupils and make them keen to learn. In many lessons teachers ask searching questions that assess how well pupils understand the work and challenge them to achieve more. This is not consistent, though, and where pupils are not challenged enough their behaviour deteriorates a little. Teachers mark work well with useful comments on how pupils can improve their work, but teachers' expectations about presentation in books or the pace at which pupils can work are not always high enough, especially in mathematics and for more-able pupils. Although information and communication technology is used well to support learning with some small groups of pupils with additional needs withdrawn from the classroom, overall it is not used well enough to support learning across the curriculum.

The broad and balanced curriculum has several good features. Pupils enjoy music and the many opportunities to learn an instrument. A close partnership with the local secondary school enriches the teaching of French. The many after-school clubs are attended by a large number of pupils and links with many local schools enable a good range of competitive sports. Visits and visitors enrich the curriculum and provide a wide range of experiences that support learning but these are not organised systematically enough to ensure they are well linked to curriculum areas.

This school looks after those moving into the school at unusual times well, to ensure that they make satisfactory progress. The school is particularly vigilant in ensuring the safety of pupils and in monitoring their attendance. Close links with the local authority services ensure that pupils with English as an additional language or pupils with special educational needs are supported well.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The newly formed senior management team has high expectations for the school and has already demonstrated the ability and desire to improve standards. Nevertheless it is too early to see the full impact of their work. Monitoring of teaching and learning is satisfactory. Assessment data are scrutinised to check on the attainment of different groups of pupils and ensure equality of opportunity.

The governing body is supportive of the school. The strong partnership between the

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senior staff and governors is flourishing as the new chair develops strategies to improve further the effectiveness of the governing body. Governors visit the school regularly to observe its work and meet with staff but not enough attention is given to monitoring the school's strategies for promoting community cohesion, particularly with regard to how pupils' understanding of other cultures is developed. Nevertheless the school is effective in ensuring cohesion within its own local community.

An area in which the school excels is safeguarding. Senior staff and governors have a very clear understanding of what is required to keep pupils safe. They are meticulous in ensuring that robust procedures for safeguarding are in place. A recent recruitment to the governing body brings extensive experience in this area. This is typical of the steps that the governing body are taking to strengthen its role.

Careful management of resources has allowed additional teachers to be appointed to cope with the increased number on roll and reduce class sizes in Years 5 and 6 as part of a strategy to improve standards. Careful planning has enabled some extensions to the accommodation that are almost complete, and has also put in place plans to improve the outdoor area for the Early Years Foundation Stage.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Good links with parents and pre-school playgroups, together with well-established routines ensure that children get a good start to school. The welcoming and lively classrooms and the strong team-working between all adults ensure that the welfare and needs of children are met well. This enables children to feel really secure and well cared

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for. Children grow in confidence in this environment and build securely upon their previous experiences. They achieve well from starting points that are below those expected for their age, particularly in communication, language and literacy and calculation where starting points are well below those expected. The good teaching ensures that children start Year 1 well prepared for learning and with broadly average standards although, because of the very low starting points, communication, language and literacy skills and calculation skills remain below average. Teachers are skilled at ensuring a good balance between direct teaching and opportunities for children to learn through purposeful play. Children are encouraged to choose their own activities but these are not always recorded in enough detail to enable the compilation of a full record of the activities that children have undertaken.

The well-organised and attractive indoor environment is used effectively to support a curriculum that provides a good degree of challenge to children. They are able to move freely between indoor and outdoor areas although the small amount of all-weather cover limits the amount that the outdoor area can be used. The good leadership and management of the Early Years Foundation Stage ensures that children's progress is assessed regularly and activities are provided that ensure all individuals, including those with special educational needs, are challenged effectively but gently to achieve well.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The vast majority of parents are very supportive of the school. They are particularly pleased with the pastoral care and the support and guidance given to pupils. Many of those who returned questionnaires also made positive written comments. Typical comments are: 'They have supported my child through a difficult time and done a great job'; 'The staff are very approachable and are always willing to listen'; 'My son is happy, educationally thriving and believing in himself now'; and 'The introduction before starting Year R was excellent.' There was no pattern of concerns or negative comments.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Harestock Primary 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 49 completed questionnaires by the end of the on-site inspection. In total, there are 243 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	69	13	27	1	2	0	0
The school keeps my child safe	35	71	13	27	1	2	0	0
The school informs me about my child's progress	27	55	20	41	0	0	0	0
My child is making enough progress at this school	26	53	19	39	2	4	1	0
The teaching is good at this school	24	49	23	47	1	2	0	0
The school helps me to support my child's learning	24	49	21	43	2	4	0	0
The school helps my child to have a healthy lifestyle	29	59	20	41	0	0	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)	26	53	15	31	3	6	0	0
The school meets my child's particular needs	26	53	18	37	3	6	0	0
The school deals effectively with unacceptable behaviour	23	47	21	43	0	0	1	2
The school takes account of my suggestions and concerns	24	49	17	35	3	6	1	2
The school is led and managed effectively	23	47	23	47	1	2	0	0
Overall, I am happy with my child's experience at this school	32	65	15	31	2	4	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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



12 November 2009

Dear Pupils

Inspection of Harestock Primary School, Winchester, SO22 6LU

Thank you for making us welcome and talking with us when we visited your school. We were very impressed with your good behaviour and the enthusiasm that you show for school.

Yours is a satisfactory school that is improving. You attain standards similar to those attained in most schools. Here are some of the things we found out about your school.

- You get off to a good start in the Reception classes, which helps you to be ready to learn more things when you get to Year 1.
- The school looks after you really well and makes sure you know how to stay fit and healthy. It is particularly good at making sure you are safe.
- You make a good contribution to school life through responsibilities such as the school council and peer mentors.

In order to help the school continue to improve, this is what we have asked the headteacher and governors to do:

- Find ways of better using the information that they have on how well you are doing to let the senior staff and governors know how well the whole school is doing.
- Make sure that teachers use the information that they have on you to plan work that challenges all of you, especially those who understand things quickly. You can help by telling your teacher if you find any work easy.
- Find better ways of helping you learn about all the different cultures and communities in Britain and the rest of the world, and check how well these are working.

Thank you again for your help.

Yours sincerely

Stephen Lake

Lead inspector

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