

# Hook-with-Warsash C of E Primary School

## Inspection report

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<b>Unique Reference Number</b>	116291
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	338784
<b>Inspection dates</b>	16–17 March 2010
<b>Reporting inspector</b>	George Rayner

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	420
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Lesley Powell
<b>Headteacher</b>	Mr Christopher Hines
<b>Date of previous school inspection</b>	15 March 2007
<b>School address</b>	Church Road Warsash Hampshire SO31 9GF
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## Introduction

This inspection was carried out by four additional inspectors. They visited 20 lessons during which they observed 15 teachers. Inspectors scrutinised the school's work, and looked at many documents, including the school's self-evaluation, improvement plans, various policies, monitoring files and curriculum plans. Inspectors also analysed 47 questionnaires received from parents and carers.

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

- the extent to which learning and progress are consistent for different pupil groups, especially boys, the most able pupils and those with special educational needs and/or disabilities
- the impact of assessment on pupils' learning, especially how well it helps pupils to take their next steps and improve their work
- how well leaders share the work of monitoring quality and performance and ensure that improvement takes place when necessary
- how well the school is helping pupils to understand the differences between their own lives and those of people who have different religious, social and cultural backgrounds.

## Information about the school

This school is larger than average. Very few pupils are entitled to free school meals. The proportion of pupils with special educational needs and/or disabilities is below average. These pupils most commonly have moderate difficulties in speech, language and communication, or behavioural and emotional difficulties. Almost all pupils have White British heritage and none is at an early stage of learning English. Provision for children in the Early Years Foundation Stage is provided in two Reception classes. The school has National Healthy School Status and an Activemark. There is a daily breakfast club and an after-school club, both run by a separate organisation and not part of this inspection.

**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

One of the greatest strengths of this school is the outstanding way in which pupils grow up as thoughtful, courteous and happy young people. They thoroughly enjoy school and show this by their excellent attendance, behaviour and enthusiasm in joining in with all that the school has to offer. One parent summed it up with the comment: 'My daughter loves coming to school. There has never been a day when she hasn't wanted to go.' Pupils are exceptionally knowledgeable about the importance of a healthy lifestyle and very successful in doing the right things to achieve it. They say that they feel extremely safe and their parents agree. Pupils have a good understanding of the important rules and courteous consideration for one another. They make an outstanding contribution to school life and carry out roles such as being school councillors with much diligence. All adults are highly committed to their care responsibilities, making excellent use of very strong links with other organisations to ensure that all pupils are given whatever additional support they need.

Pupils' attitudes and willingness to work hard contribute much to their high attainment in all subjects by the end of Year 6. So too does the excellent start that they make in the Early Years Foundation Stage. This means that when pupils enter Year 1 they are already showing attainment that is well above average for their age. Thereafter, pupils' progress is good rather than outstanding because it consolidates rather than advancing their attainment. Teaching is good in most lessons. It is quite often excellent, but not consistently enough to ensure all pupils make outstanding progress. Assessment is not always used accurately enough to plan pupils' next steps in learning and while teachers use marking well to encourage pupils and often give them guidance on how to improve, they do not always do so. Leaders know this and have a strategy to raise teachers' assessment skills, but the impact is yet to be fully seen.

Self-evaluation is properly rigorous and leaders have used it effectively to introduce well-focused improvement strategies. These have brought some noteworthy improvements since the previous inspection. For example, pupils' opportunities to use computers across the curriculum have been significantly increased and attainment in writing has risen further because of effective action to help more able boys to do as well in their writing as the girls. However, it is difficult for subject leaders to spot weaknesses and guide their colleagues because they do not sufficiently obtain first-hand evidence by observing lessons. Overall, the school's track record shows a good capacity to sustain improvement.

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

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- Accelerate progress in Years 1 to 6 by ensuring that teachers always use assessment with maximum effect to plan the next steps in pupils' learning and show them how to improve their work.
- Improve monitoring and evaluation by giving subject leaders more opportunities to observe lessons, so that they can quickly spot and address areas of teaching in need of improvement.

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

Pupils show their well-developed skills by confidently drawing upon their extensive vocabularies to produce interesting and varied pieces of writing in which they develop their ideas very well. They often enthusiastically use opportunities to work together in pairs and small groups to discuss their ideas, developing both their speaking and listening skills and their understanding of the topics being studied. This was seen in a personal, social and health education lesson on drugs and smoking where Year 5 pupils showed exemplary understanding and thoughtfulness by asking some highly perceptive questions while discussing difficult issues. During this lesson, pupils demonstrated their outstanding social, moral and spiritual awareness in the quality of their working relationships with one another and their powers of reflection.

Pupils are very proficient in using their mathematical skills to solve problems. During a Year 6 lesson, pupils showed high powers of concentration and perseverance when investigating the properties of different shapes, which greatly helped them to meet the rigorous requirements of their tasks. This was one of many lessons observed where pupils showed how much they enjoy their learning and their willingness to put tremendous effort into it. In addition to being able to discuss healthy diets and the active lives they lead, pupils showed a high level of understanding of other health issues such as mental illness. The quality of their personal development, together with their high attainment, prepares pupils excellently for their future lives.

The school succeeds very well in ensuring that all groups of pupils achieve equally well. Those who find it difficult to learn at the same pace as others, or to concentrate on their work, benefit from effective additional support, so that they make as much progress as their classmates. While the progress of the most able pupils sometimes temporarily slows when they are not fully challenged, their overall progress also matches that of other pupils.

*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>1</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>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account: Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

### How effective is the provision?

The curriculum provides many opportunities for pupils to bring together their skills and knowledge. This was evident in a good Year 3 geography lesson that gave pupils a meaningful and engaging task to write a guide to the school and its grounds. Similarly, a recently introduced philosophy course is beginning to make a strong contribution to pupils' consideration of different ideas and attitudes to life. A very good range of well-attended clubs in a variety of activities greatly enhances pupils' enjoyment and broadens their experiences very well.

Teachers generate positive relationships, often through shared humour. Planning usually provides varied tasks and promotes a good pace in learning, which further add to pupils' enjoyment and help to maintain their concentration. Teachers use their good subject knowledge to ask effective questions. These are often open ended, making the pupils think and giving them a chance to express their own opinions; teachers often let pupils suggest to their classmates how they might improve their own work. However, while in most lessons teachers ensure that all pupils are well involved throughout, in a few they do not give clear enough instructions for pupils to listen, so that some carry on working and miss useful discussions. While teachers and teaching assistants work together effectively in most lessons, lack of sufficient planning in a few means that the assistant's role is less productive.

The ethos is a very caring one and all adults share a determination that pupils will be secure and happy. There are excellent transition arrangements, so that pupils settle in very quickly and happily. Pupils with special educational needs and/or disabilities flourish and grow in confidence because adults and pupils ensure that they are exceptionally

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well integrated in all activities. Staff with specific caring responsibilities are well trained for their roles. While records are satisfactorily kept, for example to explain the needs of vulnerable pupils and the provision given to support them, they are often rather brief.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	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>2</b>

**How effective are leadership and management?**

The headteacher's vision for the school is one where all pupils will be highly successful and happy. He commands respect from staff, governors, pupils and parents and carers. A typical comment was that of a parent who praised the headteacher's leadership of a school where her child has flourished by 'being stretched without stress'. There is a shared, self-critical approach and a high degree of unity among staff and governors in pursuing the headteacher's vision. Well-informed governors support and monitor the school effectively and are willing to challenge it when necessary.

Checks to ensure the safe recruitment of staff and volunteers are efficiently carried out and recorded. Systems for monitoring policies and procedures to ensure effective safeguarding are fit for purpose, but leaders acknowledge that more needs to be done to involve pupils and parents in evaluation procedures. The absolute determination to tackle discrimination and provide equally for all pupils is evident in the exemplary integration of pupils with special educational needs and/or disabilities and the raising of boys' attainment in writing. The school's promotion of community cohesion is good. The school community itself is exceptionally cohesive and links with the local community are very good. Plans to improve pupils' understanding of religious, ethnic and cultural diversity in the United Kingdom are proceeding well, through a developing link with a school in a location where pupils' experiences are very different.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	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>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 partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

When children enter the Reception classes their skills, knowledge levels and social development are a little above expectations for their age overall, but they are at expected levels in writing and calculation. They make excellent progress, so that they enter Year 1 at well-above-average levels overall, although slightly less so in calculation. Links with home, beginning before the children begin school, are so well organised that children settle in exceptionally quickly and happily. The environment is highly stimulating, strongly encouraging children to learn and play by exploring. Staff provide an excellent balance of adult-led and child-initiated activities, both indoors and outdoors. These strengths were seen in a lesson where children thoroughly enjoyed working on computers to create a picture. They showed high levels of concentration, responding very well to the strong encouragement given to help one another before turning to the adults for assistance. Assessment is rigorously and regularly carried out and exceptionally well used to ensure that activities and support are exactly right for each child.

In this part of the school, policies and systems have been fully evaluated and highly effective action has already been completed to ensure that outstanding outcomes are maintained. The absolute lack of complacency is demonstrated by recent action to improve the accommodation and resources even further and to ensure both are used to maximum effect.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers



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Parents and carers expressed mainly very positive opinions about the school. They were especially appreciative of the way in which their children settle in, grow in confidence and learn and develop so happily and well. A typical comment was, 'They both have a real sense of belonging to the school and feel very secure and safe.' Another parent praised the way that the school has encouraged her daughter to develop 'a thirst for knowledge way beyond her age'.

Few parents expressed concerns. The only one expressed in more than one response was that behaviour management should be more robust. One of these parents acknowledged that behaviour is not a major issue in the school and inspectors agree; the behaviour that they witnessed was impeccable.

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

Ofsted invited all the registered parents and carers of pupils registered at Hook-with-Warsash C of E 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 47 completed questionnaires by the end of the on-site inspection. In total, there are 420 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	40	85	7	15	0	0	0	0
The school keeps my child safe	39	83	8	17	0	0	0	0
The school informs me about my child's progress	36	77	11	23	1	2	0	0
My child is making enough progress at this school	34	72	12	26	1	2	0	0
The teaching is good at this school	35	74	11	23	0	0	0	0
The school helps me to support my child's learning	27	57	18	38	2	4	0	0
The school helps my child to have a healthy lifestyle	29	62	18	38	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)	27	57	16	34	3	6	0	0
The school meets my child's particular needs	30	64	15	32	2	4	0	0
The school deals effectively with unacceptable behaviour	22	47	25	53	0	0	0	0
The school takes account of my suggestions and concerns	26	55	17	36	1	2	0	0
The school is led and managed effectively	34	72	12	26	0	0	0	0
Overall, I am happy with my child's experience at this school	36	77	10	21	1	2	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.**



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18 March 2010

Dear Pupils

Inspection of Hook-with-Warsash C of E Primary School, Warsash SO31 9GF

Thank you for welcoming the inspectors to your school recently. We really enjoyed meeting you and are grateful to you for sharing your work with us. We found that yours is a good school. Some things are outstanding. One of the very best things about the school is the excellent way in which you are growing up. You were always polite when we spoke to you and you told us that you really love school. We could see this is true because of your excellent attendance and behaviour and the way you enjoy joining in with everything that happens.

By the time you leave the school, your skills and knowledge levels are much higher than in most schools. We could see this in the interesting things that you write and the way you can solve problems in mathematics. One of the reasons is that you work hard and do not give up when carrying out difficult tasks. Another reason is that the adults teach you well and plan lots of really interesting things for you to do.

Your headteacher and staff help to make your school good, because they are never satisfied with what they do for you. They think they can do even better and have some good plans for this. We have especially asked them to do two things. We would like teachers to make sure that they always use assessment really well to plan your next steps in learning and show you how to improve your work. We would also like the teachers who lead the subjects to watch more lessons, so that they can give the other teachers tips on how to become even better.

To help them, you just need to carry on exactly as you do now. Well done to you all.

Very best wishes for your futures,

Yours sincerely

George Rayner

Lead inspector

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