

Hurstbourne Tarrant Church of England Primary School

Inspection report

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|--------------------------------|------------------|
| Unique Reference Number | 116293 |
| Local Authority | Hampshire |
| Inspection number | 338785 |
| Inspection dates | 29–30 April 2010 |
| Reporting inspector | Janet Simms |

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

| | |
|--|---|
| Type of school | Primary |
| School category | Voluntary controlled |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 110 |
| Appropriate authority | The governing body |
| Chair | Dinah Murdoch |
| Headteacher | Joyce Johnson |
| Date of previous school inspection | 5 July 2007 |
| School address | Church Street Andover SP11 0AX |
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Introduction

This inspection was carried out by two additional inspectors. They observed 10 lessons or parts of lessons and five teachers. They held meetings with senior leaders, governors and administration staff and talked with the school's improvement partner by telephone. They talked to a group of pupils formally and with many pupils in lessons. Inspectors observed the school's work, looked at playtimes and attended a whole-school assembly in the church opposite with all the children and most staff. They scrutinised much school documentation, including pupil assessment and tracking records, documents related to safeguarding, attendance data and records of the monitoring of teaching. They also analysed 42 parents' and carers' questionnaires, some with additional comments, and those from staff and pupils.

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

- whether current pupils are on track to achieve similarly high standards to their predecessors by Year 6
- achievement in the Early Years Foundation Stage and Key Stage 1
- whether actions being taken to secure better provision and outcomes for younger pupils are leading to improvement
- assessment across the school.

Information about the school

This is a small rural primary school where almost all pupils are from White British backgrounds. The proportion of pupils who have special educational needs and/or disabilities varies from year to year and is about average. There are four mixed-age classes, for Reception and younger Year 1 pupils, older Year 1 pupils and Year 2, Years 3 and 4, and Years 5 and 6. Numbers are small, but a high proportion of children who start here move into the independent sector after Year 2 or Year 4. The headteacher, assistant headteacher and almost all teaching staff are newly appointed since the last 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

This is a good school which, since the last inspection, has retained its strengths in developing pupils' personal qualities while also raising their academic performance. Standards are very high by the time pupils leave, preparing them well for the next stage in their education. Progress between Years 3 and 6 has been among the best nationally and remains so for pupils currently in the school. The new senior team and governors have an accurate view of the school's strengths and have put in place strategies to improve weaker areas. These mainly relate to the quality of provision and outcomes for the Early Years Foundation Stage and for Key Stage 1. Measures such as training courses for staff are leading to improvements here and achievement is satisfactory in these year groups. It is improving in Years 1 and 2, but progress from Reception to Year 2 is properly identified as a key issue for further improvement. The emerging success of current initiatives, combined with higher academic achievement at Year 6, demonstrate that the school has good capacity to improve further. Pupils who have special educational needs and/or disabilities achieve as well as others throughout the school, but the numbers and severity of these needs affect overall attainment in different years. Positive attitudes and behaviour are key strengths. Pupils are polite and courteous to visitors and among themselves and report this 'friendliness' as one of the things they like most about the school. They respond very well to a revitalised curriculum, which links subjects together in interesting and engaging ways. Good teaching means that most lessons capture pupils' imagination from the start and give them plenty of opportunity to discuss ideas and to experiment actively as they learn through exploration and discovery.

The strong senior team has a clear vision which includes ensuring that the school plays an active, central role in its community. Pupils make an excellent contribution to many events taking place inside and outside the school. These play an important part in developing their good social, moral, spiritual and cultural understanding and contribute well to the school's promotion of local community cohesion.

What does the school need to do to improve further?

- Improve all aspects of the Early Years Foundation Stage by:
 - rigorously assessing children's skills and knowledge on entry
 - planning children's next steps in learning to build securely on assessment information
 - continuously monitoring progress towards individual targets as learning

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develops, so that all children make the best possible progress through all lessons and across time

- making sure that all adults maximise planned and incidental opportunities in all lessons to move learning forward.
- Accelerate pupils' progress in Years 1 and 2 by ensuring that pupils' achievement in each lesson moves learning on towards challenging, measurable targets.

Outcomes for individuals and groups of pupils

2

Achievement is outstanding from Years 3 to 6 because excellent, challenging teaching ensures that levels of attainment are very high, matching those of recent years. In a writing lesson in Year 3/4, excellent explanations and high expectations underpinned exciting opportunities to write 'gory' recipes for magic spells. This led to pupils producing imaginative, complex sentences about how to create these potions. In Year 6 writing, pupils used computers very effectively to create formal 'persuasive' letters of a high standard to organisations requesting compensation over a recent delay in their teacher's return from abroad. Pupils understood the conventions of letter writing well because of clear, well organised teaching, which stretched the more able pupils and provided effective support for lower attainers, enabling them to enjoy and achieve as well as others. Progress is satisfactory to Year 2 where levels of attainment are on track to match the average profile of recent years, but there is scope to improve pupils' progress further in these younger year groups.

Pupils feel safe and very much enjoy the sports and other opportunities which keep them fit and healthy. They work together exceptionally well in pairs and groups, with older ones often taking a high degree of responsibility for younger ones. They escorted youngsters across the road to the church very maturely, for instance, sitting with them and helping them during the service. Others were keen to explain their duties as playground play-leaders. Previously average attendance has improved lately because parents have responded positively to the school's pressure to avoid term-time holidays.

These are the grades for pupils' outcomes

| | |
|--|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 2 |
| Taking into account: | |
| Pupils' attainment ¹ | 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 |

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

| 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 | |
| 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 | 1 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹ | 2 |
| | 3 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

How effective is the provision?

Excellent teaching in Key Stage 2 propels pupils very effectively from average attainment at Year 2 to very high attainment at Year 6. Achievement through Key Stage 1 is improving because teaching is strengthening as teachers become more secure in their understanding and use of assessment to ensure that pupils reach the challenging targets set for them. In a Year 1/2 writing lesson, for instance, pupils were learning effectively because an interesting start had enthused them with ideas and they had lots of opportunities to talk with others. Work was well matched to abilities and pupils could explain articulately what effects the 'upside-down fairy' would have on changing the characters in their stories.

Ongoing assessment is good following successful work by all staff to ensure that pupils are clear about what they need to do to improve. Staff and pupils enjoy the creative opportunities provided by the curriculum, with pupils appreciating the many trips and activities in which they participate. Music is strong, with Year 3/4 thoroughly enjoying their first violin lesson during the inspection. Pupils benefit greatly from a nurturing ethos which provides good care, guidance and support for all, with each individual very well known to all staff. Equally, pupils enjoy the many opportunities to take responsibility, such as answering the telephone in the office. Staff identify early and accurately any potential barriers to learning and support these needs well in lessons and through excellent partnerships with outside agencies.

These are the grades for the quality of provision

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

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How effective are leadership and management?

The headteacher and her new team have managed recent changes well, making a good impact on academic achievement without detracting from the school's previous strengths. An aspirational vision is shared by the senior team and governors who challenge the school effectively, and the very large majority of parents, carers and staff. Good monitoring and evaluation of teaching swiftly identified areas for development and this has resulted in strong support to improve matters, which is showing impact, especially in Key Stage 1. Outstanding use of partnerships with other organisations results in considerable extension to the scope of provision such as that for the more able pupils, which often occurs in liaison with other local schools. Many contacts beyond the village, such as their links with Uganda, extend pupils' understanding of other communities well. Safeguarding procedures are secure and parents value the care which staff show towards all children. The team is strongly committed to equal opportunities for all, guiding pupils and their families sensitively into the most suitable options when they leave.

These are the grades for leadership and management

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

Early Years Foundation Stage

All aspects of the Early Years Foundation Stage are satisfactory and children are eager to learn, well behaved and happy. They have suitable opportunities to make choices about their activities indoors and outside in the newly refurbished garden space. They know how to keep safe in different environments. School leaders and advisors

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acknowledge the issues affecting this phase and have put in place a number of strategies, such as staff training, to improve provision and outcomes, but these measures have not taken full effect. Staff have begun to improve their assessment of children's learning. This assessment is now satisfactory, so more observations of steps in the children's development are recorded properly. However, it is difficult to judge how much progress children have made in various aspects of their learning because recorded levels did not accurately identify their competences on arrival. This is recognised as a key issue for development and remains an area that staff are still tackling. However, progress seen in lessons during the inspection was satisfactory, as is that shown in children's 'scrapbooks'. In a lesson seen, children were enthused by the idea of 'magic flowers' and worked with interest, but adults do not always move children on swiftly enough to maximise opportunities for planned or incidental learning.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 3 |
| 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

The very large majority of parents and carers are extremely satisfied with their children's experiences in the school. Many commented positively on how happy children are, the strong 'community' feel of the school, its nurturing environment, and the creative and imaginative nature of the curriculum and of teaching. Several are particularly pleased with provision for pupils who have special educational needs and/or disabilities. Some praise the impact of THRASS (an initiative to improve the teaching of handwriting, reading and spelling) on pupils' progress. A few commented adversely on the fact that the library is not used frequently enough and that reading books are not changed regularly. Inspectors discussed this with school leaders, who agree that this is unfortunate because new voluntary staffing was due to start the following week. This will improve pupils' use of the library very shortly. A few parents are not reconciled to the recent change in management style, but inspectors found leadership and management to be good. A small minority felt that incidents of bullying and challenging behaviour are not dealt with well enough. Inspectors observed outstanding behaviour throughout their time in school, but their judgement of 'good' was influenced partly by pupils' views about this in their questionnaire responses and by what they themselves say about behaviour.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hurstbourne Tarrant Church of England 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 42 completed questionnaires by the end of the on-site inspection. In total, there are 110 pupils registered at the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 19 | 50 | 16 | 42 | 1 | 3 | 1 | 3 |
| The school keeps my child safe | 23 | 61 | 13 | 34 | 2 | 5 | 0 | 0 |
| The school informs me about my child's progress | 15 | 39 | 20 | 53 | 1 | 3 | 0 | 0 |
| My child is making enough progress at this school | 14 | 37 | 16 | 42 | 3 | 8 | 2 | 5 |
| The teaching is good at this school | 13 | 34 | 17 | 45 | 5 | 13 | 0 | 0 |
| The school helps me to support my child's learning | 15 | 39 | 16 | 42 | 5 | 13 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 17 | 45 | 17 | 45 | 2 | 2 | 1 | 3 |
| 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) | 20 | 53 | 10 | 26 | 4 | 11 | 0 | 0 |
| The school meets my child's particular needs | 19 | 50 | 13 | 34 | 4 | 11 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 13 | 34 | 16 | 42 | 2 | 5 | 3 | 8 |
| The school takes account of my suggestions and concerns | 15 | 39 | 15 | 39 | 2 | 5 | 2 | 5 |
| The school is led and managed effectively | 16 | 42 | 14 | 37 | 4 | 11 | 2 | 5 |
| Overall, I am happy with my child's experience at this school | 18 | 47 | 14 | 37 | 3 | 8 | 1 | 3 |

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

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 51 | 45 | 0 | 4 |
| Primary schools | 6 | 41 | 42 | 10 |
| Secondary schools | 8 | 34 | 44 | 14 |
| Sixth forms | 10 | 37 | 50 | 3 |
| Special schools | 32 | 38 | 25 | 5 |
| Pupil referral units | 12 | 43 | 31 | 14 |
| All schools | 9 | 40 | 40 | 10 |

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



4 May 2010

Dear Pupils

Inspection of Hurstbourne Tarrant Church of England Primary School, Andover, SP11 0AX

Thank you very much for welcoming us so warmly into your school when we came for the inspection. It was a pleasure to be there, to be in your lessons, to talk to you in your classes and to see many of the things you do. I really enjoyed coming to the church with you, especially seeing older pupils looking after the little ones so well. I am writing to tell you what we found out.

Yours is a good school where all adults keep you safe and look after you well. Your achievements in your work by the time you leave the school are outstanding and you move on very well equipped for secondary education. We feel, though, that younger pupils could be making faster progress so we have asked the school to make sure that happens. We think that all of you in the lower parts of the school will help your teachers by working really hard.

We were impressed by your excellent behaviour in lessons, at playtimes and around the school. However, many of you told us in your questionnaires that behaviour is not always so good, but we feel sure you can all work to keep up these standards all the time. In general your attitudes towards work are very positive because the teaching is good and adults have organised an interesting, exciting variety of things for you to do. We were pleased to hear about all the trips and visits you make and your links with the school in Uganda. I enjoyed seeing Years 3 and 4 starting to learn to play the violin. Adults run the school well and have a very clear idea about what needs to be better. We feel that you will help them to make the school an even better place in the future.

Thank you again

Yours sincerely

Janet Simms

Lead Inspector

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