

Hatherden Church of England Primary School

Inspection report

Unique Reference Number	116359
Local Authority	Hampshire
Inspection number	338804
Inspection dates	21–22 June 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 aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	104
Appropriate authority	The governing body
Chair	Catherine Morton
Headteacher	Stephen Biggs
Date of previous school inspection	9 July 2007
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Introduction

This inspection was carried out by two additional inspectors. They observed seven lessons or parts of lessons taught by four teachers. Inspectors held meetings with senior and middle leaders and with governors. They talked to two groups of pupils formally and with many others in lessons and at play, and attended a whole-school assembly. They scrutinised much school documentation, including minutes of governors' meetings, pupils' assessment and tracking records, documents related to safeguarding, attendance data and records of the monitoring of teaching. They analysed 45 parents' and carers' questionnaires and those from staff and pupils. On the first day of the inspection, the Year 5/6 class and some staff were out of school on the final day of a residential visit.

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

- the impact of the school's strategies to improve provision and pupils' progress
- improvements in the Early Years Foundation Stage
- the quality of middle management and its impact.

Information about the school

The school is smaller than average, with almost all pupils coming from White British backgrounds. There are four mixed-age classes. There has been one prolonged staff absence which has necessitated a long-term cover teacher. There is an average proportion of pupils with special educational needs and/or disabilities.

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 improved significantly since its last inspection because of the determined drive of the headteacher and senior leaders. Adults succeed in their deep commitment to providing outstanding equality of opportunity for every child in their care. Effective teamwork by all staff, including middle managers, and by governors, has moved all aspects of provision and pupils' outcomes from satisfactory to good in the last three years. Accurate and critical self-evaluation means that the school knows itself well and leaders are very open to critique and suggestions for improvement. Good partnerships, and improved involvement of middle leaders, all now ensure that the school's trajectory of improvement continues, showing good capacity to sustain further developments.

A lively new curriculum, good teaching and effective care, guidance and support provide a secure framework for pupils' good academic progress and personal development. From average starting points, attainment is above average at Year 2 based on accurate and reliable assessment. By Year 6, pupils' standards in English and mathematics have been above average historically and, this year, attainment is high in Year 6. This represents good and more consistently even progress across the year groups than their predecessors made. The school is working hard to ensure that this good achievement from Year 2 to Year 6 is maintained and has developed secure assessment and monitoring mechanisms to make sure that it recurs. Senior staff spot any underachievement early and ensure intervention prevents adverse impact, holding teaching staff to account for pupils' progress. Plans to involve other staff in using assessment data to measure the impact of provision on pupils' outcomes are timely.

Pupils are happy here and feel very safe and secure. They enjoy the fun they experience in learning through an active, interesting range of opportunities inside and outside the classroom. This range is relatively limited in providing pupils with experience of the international dimension of the new curriculum. Because adults know individuals so well, they understand pupils' personal circumstances as well as their performance in school. As a result, they provide good, sensitive support for vulnerable pupils as well as for those with special educational needs and/or disabilities, and good challenge for the more able, so all groups progress similarly well.

Good achievement now starts in the Reception class, where improvement has been good. Across the school, attendance is above average and pupils behave well because they want to meet teachers' high expectations, and know that sanctions will mean missing some of the many interesting opportunities available. They know how to keep healthy and fit, with Years 5 and 6 returning exhilarated and exhausted at the end of the first day of inspection, following a highly active residential weekend. Pupils

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contribute well to school life, taking responsibility for their roles in the daily running of their classes and of the school. When they move on, pupils take with them good academic skills for later education and working life, good ability to work cooperatively with others and good independent learning skills.

What does the school need to do to improve further?

- Maintain and build on the improved progress from Year 2 to Year 6 evident this year by:
 - ensuring that staff at all levels understand and use the assessment systems now in place and
 - using the resulting data ensure that all staff measure and evaluate the impact of additional provision such as small group work on pupils' progress.
- Strengthen pupils' understanding of life elsewhere in the United Kingdom and overseas, and their understanding of these dimensions of community cohesion, by:
 - emphasising the international aspects of the curriculum currently being followed by the school
 - developing the school's and pupils' links with individuals, schools and other organisations in the United Kingdom and beyond.

Outcomes for individuals and groups of pupils

2

Progress has improved significantly since the last inspection and is good across the school. Year 6 is the first group to achieve such good progress in recent years and the school is monitoring subsequent year groups carefully and effectively to ensure this improvement is maintained.

Outstanding teaching in a Year 5/6 literacy lesson resulted in excellent achievement because of very careful, sensitive planning which drew on pupils' immediate experiences from their residential activities. Despite their tiredness, pupils were enthused and excited by the lesson where the teacher used a range of simple, stimulating resources to lead groups through a puzzle related to kayaking, one of their experiences over the weekend. High-quality alliterative language resulted from subsequent group work. Good assessment of Year 1/2 pupils' learning in mathematics had revealed gaps in their understanding of fractions, so these were being revised in a lesson seen. The assessment proved accurate and the teacher's use of tactile resources was instrumental in creating good learning to reinforce insecure concepts. Teaching assistants and other adults were used very effectively in this lesson and others, to provide work well matched to different years', groups' and individuals' needs. In Years 3 and 4, pupils have made good progress in independent learning this year, working well in pairs and groups in literacy and numeracy lessons observed, with adults facilitating learning effectively. This independence, combined as it is with curiosity, consideration and an ability to reflect on what they learn, provides a solid foundation for pupils' good personal development. Reflection was a characteristic of the assembly seen, where pupils could empathise with

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an unselfish act in a story related to their study of Islam, exemplifying their good social, moral, spiritual and cultural understanding.

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	2
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
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	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Effective work to improve all aspects of provision has resulted in good teaching, a rapidly developing, interesting curriculum and good care, guidance and support. Staff have welcomed opportunities to try out new ways of organising learning through the new curriculum. Longer lessons, such as a whole afternoon of physical education in Year 1/2, for instance, give pupils more time for learning and exercise, with less time wasted getting changed. Learning of hand-eye coordination with a bat and ball was good in part of a lesson observed. Managers acknowledge that the wider, international aspect of the curriculum is the next area for development, to extend pupils' learning and experience in these areas. Teachers use assessment well to track progress and to identify where learning needs reinforcement or pupils require further challenge. The school recognises that the next step is to ensure that all staff understand and use data to measure, evaluate and improve the progress of all pupils in the resulting interventions.

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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These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher and his senior team, ably supported by governors, have driven successful improvements and remain determined to move the school on further. Staff have been open to changes, responding well to good monitoring of teaching, and relishing new opportunities such as teaching in different year groups. Most staff feel well involved in school decisions. A wide range of partnerships enriches and enhances learning for pupils and stimulates senior managers' thinking. The issues from the previous inspection have been tackled effectively, so the Early Years Foundation Stage, assessment and development of middle managers' roles have improved particularly well, the latter despite prolonged absences. Safeguarding procedures are good, so the first thing pupils comment on when asked about the school is how safe they feel. Staff commitment to excellent equality of opportunity for all is a fundamental tenet of belief, so all are treated equally in all matters. Highly effective action ensures that all groups progress as well as all others in their academic work and their personal development. This includes newcomers, whose parents and carers comment on their smooth transition into the school and how good their 'holistic' development is. The school is a cohesive, harmonious and welcoming community, where pupils show good understanding of other people and their different needs. With its adjacent church, the school is a centre for the local community and promotes community cohesion well in this context. Development of the national and international aspects of community cohesion is less strong and recognised as areas for development in future planning.

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	2

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Please turn to the glossary for a description of the grades and inspection terms	
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
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

Provision and outcomes in the Early Years Foundation Stage have improved considerably since the school's last inspection. Well-qualified staff have brought improved insight into areas such as assessment. This now gives an accurate picture of children's skills and understanding on entry, which are usually in line with typical age-related expectations. Staff then track and record children's progress frequently and accurately through a range of methods, all of which show good progress through the range of the Early Years Foundation Stage curriculum. Children reach levels which are above average by the time they move into Year 1. Accommodation indoors and outside provides a rich, stimulating environment for learning, and children work and play happily together and independently. They enjoy very productive relationships with staff, who take every opportunity to interact personally with parents and carers so that home-school links begin very securely. Good awareness of health and safety issues, and of safeguarding, mean that risks, however small, are assessed and potential harm averted. Good, judicious use of praise leads to children feeling confident as they learn and develop, both in their good emerging skills in early reading and writing, for instance, and in their relationships with adults and other children. Leadership and management of the Early Years Foundation Stage are good. Secure short-term planning could usefully now extend to longer-term horizons.

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 very large majority of parents and carers are very pleased with their children's experience in the school. Several written comments were about children's enjoyment of school and how pleased parents and carers are with the range and availability of sports

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and clubs which promote children's healthy lifestyles. Some commend the range of exciting opportunities in the curriculum. A few have specific praise or concerns about aspects which affect individual children. The greatest concerns among a very small minority of parents and carers were about not being informed sufficiently well about children's progress, and wanting more support to help their children's learning at home. Inspectors explored these areas with leaders and managers, who feel that such communication has improved significantly, but agreed that they would explore ideas with parents and carers, to see what more can be done. Inspectors looked at the various methods of communication and feel that the school provides a good range of information of all types for parents and carers. They can attend a variety of workshops about the curriculum and provision now on offer, which are designed to give help in supporting children's learning.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hatherden 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 45 completed questionnaires by the end of the on-site inspection. In total, there are 104 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	23	51	22	49	0	0	0	0
The school keeps my child safe	27	60	17	38	1	2	0	0
The school informs me about my child's progress	22	49	19	42	4	9	0	0
My child is making enough progress at this school	23	51	19	42	1	2	1	2
The teaching is good at this school	23	51	20	44	1	2	1	2
The school helps me to support my child's learning	19	42	20	44	4	9	1	2
The school helps my child to have a healthy lifestyle	26	58	19	42	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)	20	44	19	42	2	4	0	0
The school meets my child's particular needs	18	40	24	53	2	4	0	0
The school deals effectively with unacceptable behaviour	16	36	26	51	1	2	2	4
The school takes account of my suggestions and concerns	18	40	22	49	0	0	2	4
The school is led and managed effectively	20	44	19	48	1	2	2	4
Overall, I am happy with my child's experience at this school	24	53	20	44	0	0	1	2

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.



23 June 2010

Dear Pupils

Inspection of Hatherden Church of England Primary School, Andover SP11 0HT

Thank you very much for your kind welcome when we came to the school for the inspection. We were pleased to know that Years 5 and 6 had such an exciting time on their residential visit, and I was glad I could meet some of these pupils on the second day. I am writing to tell you what we found out.

Yours is a good school which has improved a lot since its last inspection. As well as general things about the school, we look at specific things, and this improvement was one of those. We feel you all now have good opportunities to learn interesting and exciting things in the curriculum, but that you could learn more about international things in your new curriculum, so we have asked the school to include more of this. All the adults in the school take very good care of you, making sure you are safe, and I was pleased that this was one of the first things the groups I spoke to told me it was that you feel very safe. Teaching is good and we were delighted to see and hear about the fun and enjoyment you have in all the classes. It is good that you talked about this, too. We looked at whether things in the Reception class have improved and we found that this is now good, too. You all make good progress across the school, so your English and mathematics in particular are at a high level when you move on. We have asked the school to make sure that this good progress continues, and we feel sure you will help them by paying careful attention to what all the adults say when they mark and assess your work, telling you what to do to improve.

Thank you again for your welcome.

Yours sincerely

Janet Simms Lead inspector

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