

Selborne Church of England Primary School

Inspection report

Unique Reference Number	116399
Local Authority	Hampshire
Inspection number	338810
Inspection dates	11–12 November 2009
Reporting inspector	Diane Wilkinson

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	98
Appropriate authority	The governing body
Chair	Mr John Britton
Headteacher	Mrs Janet Knott
Date of previous school inspection	6 November 2006
School address	School Lane Selbourne Alton GU34 3JA
Telephone number	01420 511213
Fax number	01420 511213
Email address	headteacher@selborne.hants.sch.uk

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited eight lessons and held meetings with governors, staff and pupils. They observed the school's work and looked at analyses of pupils' progress, governors' meeting records, development planning and monitoring, local authority reports, a range of policies and procedures including those associated with safeguarding, curriculum planning documents and a sample of pupils' work. They also scrutinised questionnaires returned by 42 parents and 17 staff. A small number of parents bringing their children to school were spoken to

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

- How well the school is improving progress in writing.
- The extent to which provision enables boys to achieve as well as they should.
- The progress of higher attaining pupils in science in Years 3 to 6.
- Pupils' understanding of communities from different social, cultural and religious backgrounds in the wider world.

Information about the school

Selborne is a small village primary school in which most pupils are taught in mixed-age classes. The current headteacher has been in post for eight months. The vast majority of pupils are of White British heritage and none is at the early stages of learning English. The area around the school is socially advantaged. The school has been awarded the Activemark and Healthy School status and has an award for financial management. The proportion of pupils with special educational needs and/or disabilities is above average, but much higher than this in some year groups. A considerable number of pupils join or leave the school other than at the start or end of their primary education.

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

Selborne is a good school. Significant strengths in its work are evident in the Christian ethos, family atmosphere and the excellent care, guidance and support it provides, of which the school is justly proud. Consequently pupils thoroughly enjoy school, behave extremely well and all get on well together. As one pupil commented, 'This is the best school ever. I have lots of very good friends and they are all helpful.'

Outstanding attention is paid to keeping pupils safe and free from harm at all times. Pupils are very confident that they are safe in school and have a very good understanding of ways in which to keep safe. Parents appreciate the excellent pastoral care provided, one typically writing, 'The teaching staff have been fantastic in supporting my family through a difficult period.' Many parents commented on how willing staff are to listen to their concerns and act on them. Excellent one-to-one support for pupils with specific learning needs results in virtually all these pupils reaching average standards. The school is very keen to ensure that academic support is as effective for all pupils and is adjusting assessment and tracking procedures to help facilitate this.

Teaching is consistently good. In particular, staff take great care to meet the needs of the different ages and abilities in each class. They are very good at making sure that pupils are very clear about how they should carry out their tasks and what they are expected to achieve. This, together with pupils' enthusiasm for school, helps them to make good progress and standards are above average by the time they leave in Year 6.

The school is very thorough in evaluating how well its provision supports pupils' progress, adjusting it effectively to target weaker areas. Good curriculum developments over the past year have seen the introduction of activities which engage and motivate both boys and girls so that both achieve equally well. Effective strategies to improve progress in writing have ensured pupils achieve as well in this aspect as they do in reading. The school has also recognised that skills development will be enhanced by emphasising this more in long-term planning. The decrease in the number of pupils achieving Level 5 in the Year 6 science tests during the last school year has led to a greater focus on helping pupils to evaluate and explain the results of their investigations. However, the full effect of this on their progress is not yet apparent. Work towards Rights Respecting Status has helped to create a cohesive and caring school community but, although pupils recognise their responsibilities as world citizens, their knowledge of diverse groups both in this country and overseas is limited.

The changeover of headteacher has been managed exceptionally well due to governors' support and excellent staff teamwork. The new headteacher has a very good

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understanding of where the school needs to improve which is effectively shared with other staff and governors. Together they are driving improvement forward well. They work closely with parents and other schools or agencies to enhance pupils' learning and welfare and to ensure that the needs of individual pupils are met well. Accurate self-evaluation results in development planning being effectively targeted at weaker areas of the school's work. There is clear evidence that the school is addressing these areas well, which gives confidence that it is well placed to improve further.

What does the school need to do to improve further?

- Improve the progress of the higher attainers in science by helping pupils to develop greater skills in analysing and explaining the results of their investigative work.
- Enhance the quality of planning for future progress by:
 - ensuring that schemes of work emphasise how pupils should develop important skills
 - developing the assessment and tracking procedures in order to make it easier for staff to recognise where pupils' progress can be extended further.
- Increase pupils' understanding of and respect for different social groups, cultures and religions by linking with a range of different groups in the wider community including overseas.

Outcomes for individuals and groups of pupils**2**

Pupils' great enthusiasm for school significantly supports their excellent behaviour and attitudes to learning. Reception children enter with skills and knowledge slightly above those levels expected. Their good progress results in standards being above average by the time they move into Year 1. Progress for all groups of pupils in Years 1 to 6, including those with specific learning or language needs and those who join or leave the school at different times, is good as is shown in lessons, pupils' books and from the tracking of achievement.

Standards are above average in English and mathematics. Although they have tended to be better in reading than in writing, the good progress now being made in writing is closing the gap. This was evident in the very good non-fiction books Years 1 and 2 pupils wrote about Australia. It was also present in the stories that Years 5 and 6 pupils confidently wrote in different genres, such as by creating suspense in an adventure story. Pupils are prepared well for their future. For example, a very good fund raising activity helped pupils to develop an excellent understanding of how to manage money. In lessons pupils are encouraged to apply their skills in many ways such as completing graphs to help identify the results of their science investigations. This is one reason for standards in science being significantly above average in previous years. The school is very keen to reverse the decline in the last school year by ensuring that current pupils are better able to interpret and explain their results.

The school's attention to pupils' safety and welfare ensures that they are safe and free

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from harm at all times and have an excellent understanding of how to keep safe on the roads or what to do if there is a fire. They are very keen to attend and persistent absenteeism is rare although a number of parents still take their children on term-time holidays. Pupils know how to eat healthily and very much enjoy the many opportunities for sport. Pupils contribute well to school and community life and are very keen to be involved more, not only in decision making, but in helping to carry out their ideas. Exceptionally well promoted through the excellent assemblies, pupils' spiritual, moral and social development is outstanding. They are very reflective and thoughtful young people who have a genuine concern for others and high expectations of how others should behave towards them. Older pupils are exceptionally good at looking after the younger ones. Pupils love taking part in community events such as the May Day celebrations and the many church activities. Activities, such as excellent opportunities for all pupils to play a musical instrument, enhance their cultural development although their knowledge of other cultures is limited.

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	1
Pupils' behaviour	1
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	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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Effective monitoring and support for teaching have ensured there is a consistent approach, as in behaviour management, which results in exemplary behaviour in the vast majority of lessons. This is also underpinned by the mutual regard staff and pupils have for each other. Teachers are very good at explaining things and checking that pupils know what is expected of them. However, occasionally pupils who know what to do are kept sitting listening to the teacher for too long. Teaching assistants support learning well, for example during group reading activities. Pupils' work is assessed well although the school has recognised that the information could be used better when planning future lesson activities.

Pupils and their parents praise the breadth and richness of the curriculum, one parent typically commenting, 'There's lots going on and my son really enjoys his school days. I feel he gets a broad, rounded education and am very pleased.' The results of this were evident in the high quality singing pupils performed during the inspection. Topics such as those on the emergency services engage both boys and girls well, for example in generating very good role play in Reception on police tracking criminals by helicopter. Pupils also pursue an area of their interest in topic work, for example in investigating fashion in World War Two. The excellent programme for pupils' personal, social and health education has a very positive impact on their progress. Many opportunities, such as writing a book with a 'real' author, extend the skills of the higher attainers well. However, the school recognises that emphasising skills development in long-term planning is an area for improvement.

The school's attention to the well-being and pastoral needs of each pupil, including those in vulnerable groups, is exemplary. Pupils are clear about how they can improve their work because target setting is well established, with older pupils contributing well to this process. Nevertheless the school is determined to improve academic progress further by enhancing tracking systems so that staff are more easily able to identify when progress slows or when pupils are learning quickly.

These are the grades for the quality of provision

The quality of teaching	2
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	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Leaders and managers at all levels are extremely successfully in creating a warm, friendly and cohesive environment. This is evident in the high quality care and pastoral support provided and the excellent arrangements for the safeguarding of pupils. The equality of opportunity for all pupils is good and rigorous procedures ensure that no

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pupil is discriminated against. Governors support the school well, with the evaluation and improvement committee playing an increasing role in strategic direction. Good self-evaluation means there is a clear recognition of where further improvement is needed and both staff and governors are working successfully to address current priorities. The effect of their work is evident in the improving progress in writing, in the increasingly good achievement of boys and in the school's determination to keep striving for high quality provision in the weaker areas that remain.

The school works well with parents, keeping them regularly informed and involved in their children's learning. Parents feel very welcome in school and appreciate what staff do for their children. For example, one parent wrote, 'The teaching staff are consistently dedicated to ensuring all children fulfil their potential and enjoy doing so! I am listened to ' and so are my children ' excellent!' Effective partnerships with other schools and agencies enhance pupils' experiences, for example in sport. Financial planning is good and resources are well targeted at supporting priority areas, for example in providing laptops for classroom use that help support writing activities and data handling for mathematics and science.

The school takes its responsibility for promoting community cohesion very seriously and has been very successful in creating a cohesive and supportive school community and in involving pupils in village life. Attention is now turning to ensuring that pupils are well placed to help promote community cohesion at a national and global level.

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
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
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	2

Early Years Foundation Stage

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Although children have well-developed skills in most areas when they enter Reception, they are less well developed in some early literacy and social skills. In these aspects progress is especially good so that standards are above average in all areas of learning by the end of Reception.

The provision is well led and managed by experienced practitioners so that children are provided with activities that meet their needs well. Areas of learning are effectively linked together so children have many opportunities to increase their literacy and numeracy skills, for example in sounding out the letters in the words they see in pictures. Activities are based on topics which engage children's interest and encourage them to learn easily. For example the boys greatly enjoyed using toy emergency vehicles to help tell stories about rescuing people. Children loved counting the toy bears and identifying how many there will be when they add one more. Adults are very skilled at setting out resources to help children discover things for themselves. Children also enjoy working with adults although sometimes these sessions are too long and children become restless. Assessment is good and well-established procedures help staff plan effectively for the next steps in learning. The attention given to children's welfare is excellent. Parents praise the very good induction procedures that help their children settle into school really well. Excellent support for good behaviour means that children who find this difficult rarely interrupt activities.

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

A very large majority of parents have positive views about the school. In particular they praise the way that the school involves them in their children's learning. They are confident in leadership and management and the school's response to their suggestions and concerns. Parents also recognise that their children are safe in school, are well taught and that their needs are met well. A number of parents spoke positively of the way that the school develops the 'whole child'. A few parents felt that their children did not enjoy school although no child spoken to expressed that view to inspectors. A small minority of parents are concerned about behaviour. However, pupils themselves felt the vast majority of pupils behaved well and thought those who found good behaviour difficult had a lot of support from teachers. Inspectors saw exemplary behaviour throughout the inspection and were very impressed by how well the pupils got on together. During the inspection pupils enjoyed lessons, participated enthusiastically and

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were very keen to talk to inspectors about their work.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Selborne 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 98 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	25	60	13	31	4	10	0	0
The school keeps my child safe	28	67	12	29	1	2	0	0
The school informs me about my child's progress	21	50	17	40	2	5	0	0
My child is making enough progress at this school	21	50	16	38	2	5	0	0
The teaching is good at this school	24	27	15	36	1	2	0	0
The school helps me to support my child's learning	23	55	18	43	0	0	0	0
The school helps my child to have a healthy lifestyle	25	60	15	36	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	20	48	14	33	1	2	0	0
The school meets my child's particular needs	20	48	18	43	1	2	1	2
The school deals effectively with unacceptable behaviour	21	50	13	31	3	7	0	0
The school takes account of my suggestions and concerns	18	43	18	43	1	2	0	0
The school is led and managed effectively	21	50	17	40	1	2	0	0
Overall, I am happy with my child's experience at this school	24	57	16	38	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">■ 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.



13 November 2009

Dear Pupils

Inspection of Selborne Church of England Primary School, Selborne, Alton, GU34 3JA

Thank you for welcoming us to your school. I particularly want to thank the pupils who gave up their lunchtime to talk to me. We think your school is good and that some things are especially good, and are delighted that you and your parents agree.

Here are some of the good things in school:

- The care and support the school gives you are outstanding. You and your parents know that you are really well looked after.
- You make especially good progress in your personal development. We think you are very friendly, thoughtful and helpful young people and that those of you in the older classes are especially good at helping look after the younger ones.
- You make good progress and standards are above average. You are now making as good progress in writing as you do in reading.
- You are well taught and activities help both boys and girls to do well. Those of you who find learning especially difficult get excellent support.
- Your new headteacher is leading the school well and staff and governors are good at helping her to make your school even better.

Here are the main things we have asked the school to improve.

- Help those of you in Years 3 to 6 who are good at science to develop the skills that will allow them to do really well in the yearly tests.
- Ensure planning over the longer term helps teachers identify how you can improve your skills and that information about how well you are doing is always used to help plan future activities so that your progress continues to improve.
- Give you more opportunities to learn about people who live in different parts of this country or overseas so that you can get on as well with them as you do with each other.

Yours faithfully

D Wilkinson

Lead inspector

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