

# Halterworth Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	116032
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	354514
<b>Inspection dates</b>	29–30 June 2010
<b>Reporting inspector</b>	Linda Pickles

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	427
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Margaret Park
<b>Headteacher</b>	Jo Cottrell
<b>Date of previous school inspection</b>	26 January 2007
<b>School address</b>	Halterworth Lane Romsey SO51 9AD
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## Introduction

This inspection was carried out by four additional inspectors. The inspection team visited 21 lessons delivered by 14 class teachers. They held meetings with governors, staff, groups of pupils and parents. Inspectors observed the school's work and looked at various papers, including development plans, the school's monitoring of provision, safeguarding documents and 276 questionnaires completed by parents and carers. They also looked at questionnaires from 171 pupils in Years 3 to 6, and 22 staff.

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

- pupils' attainment and progress, particularly in mathematics at Key Stage 1 and writing at Key Stage 2
- the extent to which teaching and the curriculum meet the needs of more able pupils and those with special educational needs and/or disabilities
- the school's leadership, including middle managers and governors, and how effectively they are moving the school forward based on accurate self-evaluation.

## Information about the school

The school is well above average for the number of pupils attending. The very large majority of pupils are from a White British background. The percentage of pupils with special educational needs and/or disabilities is lower than average and well below that found nationally for pupils with a statement of special educational needs. The proportion of pupils who enter and leave the school at times other than the usual is well below national levels. Childcare is provided on the school site. This is not managed by the governing body and is subject to a separate inspection report. The school has an award for the promotion of healthy living and a gold mark for geography.

**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?**

**1**

**The school's capacity for sustained improvement**

**1**

### Main findings

Halterworth Community Primary is an outstanding school which has sustained very high levels of attainment and excellent outcomes for pupils since the last inspection. Leaders and managers pursue excellence relentlessly across all aspects of the school's performance and have extremely high expectations, which are shared and understood by staff.

The headteacher has been extremely successful in inspiring the school community and an ethos of continuous improvement underpins all aspects of school life. Parents and carers, greatly, appreciate the school's work, particularly the outstanding care, guidance and support provided for pupils and their families. Parents and carers feel valued and welcomed in the school. This parent/carer comment is typical of many; 'I could not be happier with the school. It has a fantastic atmosphere between staff, pupils and parents and the staff put so much effort into the pupils.' Pupils enjoy school greatly and their outstanding social, moral, spiritual and cultural development contributes significantly to their exemplary behaviour and positive attitudes in lessons. Pupils feel safe in school as a result of safeguarding procedures which are outstanding and pervade all aspects of school life.

Children enter the school with levels of skills and understanding that are expected for their age and make good progress in the Early Years Foundation Stage. Pupils sustain good progress from then on and, by the end of Year 6, attainment in reading, writing and mathematics is significantly higher than the national average. Pupils achieve well because the overall quality of teaching is good, with some outstanding practice. The school has accurately identified that a very small minority of lessons do not provide sufficient opportunities for all pupils to demonstrate what they are learning actively, so that their progress can be assessed. Marking and assessment are of a consistently good quality across the school and make a significant contribution to pupils' excellent achievement. The school has been successful in raising attainment in mathematics in Key Stage 1 to match that of English and progress in writing across Key Stage 2 is now consistently good. Pupils, including those identified as being more able, make good progress because activities in lessons build effectively on their prior learning and provide good levels of challenge.

The outstanding curriculum is skilfully matched to the needs and interests of all pupils and provides exciting and meaningful links between subjects. The sense of excitement is reflected in a comment made by a pupil, on his way out of assembly, who said, 'That was awesome.' Pupils with special educational needs and/or disabilities make outstanding progress in their learning because support in lessons is clearly focused and well-planned intervention programmes outside of lessons reflect their individual needs.

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Senior leaders have an accurate and incisive understanding of the school's effectiveness because monitoring is systematic and rigorous. The school has successfully improved the proportion of outstanding teaching and is taking decisive action to ensure all teaching is of an equally high standard. This improvement, together with improvements in provision since the last inspection and excellent challenge and support from the governing body, demonstrates the school's outstanding capacity for sustained improvement.

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

- Ensure all teaching and learning are outstanding by providing more opportunities for pupils to demonstrate what they have learnt in lessons actively, so that their progress can be checked more closely.

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

The quality of learning seen during the inspection was good and attainment in the older classes was well above the national average. In an excellent mathematics lesson in Year 6, pupils made rapid progress when calculating the dimensions of boxes for tennis balls because the pace was brisk and expectations of what they could achieve were high. Activities were accurately matched to pupils' high attainment and linked to the real-life context of Wimbledon. Pupils had extensive opportunities to collaborate and made excellent progress because activities enabled them to apply their mathematical skills actively and demonstrate their learning. In all lessons, pupils display attitudes to their learning and apply themselves enthusiastically and diligently to all tasks. Pupils' skills and understanding are extended as pupils progress through the school, so they make good progress. Pupils with special educational needs and/or disabilities make exceptional progress from their starting points because their learning needs are effectively identified and met. Pupils' extremely well-developed basic skills, including in information and communication technology (ICT), together with their excellent attitudes and high attendance, mean that preparation for the next stage of pupils' education is excellent.

Pupils display mature attitudes and are kind and considerate to each other. They have an excellent understanding of how to keep themselves and others safe in different situations, including when using the internet, and are confident that any concerns they have will be sorted out by an adult.

Pupils have a very well-developed understanding of how physical exercise and appropriate diet contribute to a healthy lifestyle. Participation in sporting activities at lunchtime and extra-curricular clubs, including judo, is high. Pupils' contribution to the school and wider community is outstanding, a good example being the healthy tuck shop and water fountains, which pupils instigated and manage, which ensure those in Key Stage 2 have regular access to healthy snacks. Pupils thrive when given positions of responsibility and the school council speaks enthusiastically about its research into how to spend vouchers for sports equipment. Pupils enjoy the pupil broadcasts on the

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school's radio station greatly and feel strongly that their views are listened to. Pupils have an excellent understanding of right and wrong and the 'charity team' organise fundraising events regularly to help others who are not as fortunate as themselves. Pupils have a well-developed understanding of cultures different from their own.

*These are the grades for pupils' outcomes*

<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	1
<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?

Pupils achieve well because the overall quality of teaching is good and a minority is outstanding. All classrooms provide calm, well-organised learning environments and relationships between staff and pupils are extremely positive. In most lessons, teachers display good subject knowledge, plan activities which engage and motivate pupils, and use questioning effectively to extend and check pupils' understanding. In an outstanding English lesson in Year 2, pupils made excellent progress when identifying the features of a play script because there was a brisk pace, planning accurately matched and extended pupils' skills and knowledge, and all pupils participated fully in the lesson. In a few lessons where progress is slower, pupils are not always given the opportunity to demonstrate actively how well they understand and their learning is not checked closely

<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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enough. Marking gives pupils clear guidance about how they can improve their work and systems for involving pupils in assessing their own learning against their individual targets are well established.

The curriculum is excellent because it is highly innovative and effectively engages and excites pupils. Creative links are made between subjects, through themes which are based on worldwide or local events and provide pupils with a real-life context for their learning. Excellent use is made of ICT to enhance pupils' experiences, particularly the learning platform, which allows them to consolidate their learning outside of school and compete safely against pupils from different countries on various mathematics challenges. Varied enrichment activities, including visitors to school, participation in the Rock Challenge competition, trips and residential visits, make a significant contribution to pupils' skills of independence and well-being.

Excellent levels of care, guidance and support ensure the needs of individual pupils and their families are met well. Concerns about individuals or groups are responded to promptly and links with families and external agencies are strong. Parents and carers are supported very well and fully involved in their children's education, particularly for those pupils who have special educational needs and/or disabilities. Regular workshops for parents and carers provide excellent opportunities for them to be fully involved and informed about in their children's learning. Movement across year groups is well planned and clear transition systems ensure older pupils feel extremely confident and well prepared about moving to the next phase of their education.

*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>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The headteacher's dynamic and visionary leadership has ensured that all members of staff are securely focused on and committed to continuous improvement. Leaders and managers evaluate all aspects of the school's performance closely and improvement planning is comprehensive and involves staff, pupils and governors. A strong, collaborative ethos permeates all aspects of the school's work and morale is extremely high. Senior leaders and managers at all levels have high expectations and share the responsibility for monitoring the quality of teaching, assessing and recording pupil progress. The school's meticulous monitoring of pupils' progress has been extremely successful in ensuring pupils in danger of falling behind are, promptly, identified and supported and leaders and managers work closely with teachers to improve the quality

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of teaching. The school's ethos is securely focused on promoting equality of opportunity and tackling discrimination amongst all groups of pupils. The school's rigorous monitoring is ensuring that progress is accelerating for all pupils and gaps between different groups are closing rapidly.

Governors provide an excellent balance of challenge and support in holding the school to account for its performance. They are extremely well organised and engage highly effectively with parents and carers and staff and provide mentoring support for pupils. Staff and governors have a comprehensive understanding of safeguarding issues, which is evident in all aspects of their work. The school has excellent systems for assessing risk, which are routinely informed by the views of parents and carers and pupils, and staff training for child protection is of a high quality. Relationships with parents and carers are extremely positive. Communication links between home and school are strong and excellent use is made of ICT to keep parents and carers well informed about their child's experiences. The school is committed to working in partnerships which make an excellent contribution to pupils' academic, physical and social development. Actions taken by the school to promote community cohesion are outstanding. Links with schools in London and Australia, as well as a global perspective within curricular topics, ensure pupils have a well-developed understanding of cultures different from their own beyond the school community.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</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>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<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>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

Children start school with levels of skills and knowledge that are in line with those



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expected for their age. They make good progress in their learning and enter Year 1 with levels of skills and knowledge above the national average. They make particularly good progress in their personal, social and emotional development and communication and language because they are well supported by adults who have a secure understanding of the development needs of children in the Early Years Foundation Stage. Children respond well to the wide range of activities, particularly in the outdoor area and role-play area, which provide good opportunities for children to explore all areas of learning. There is a good balance between the activities that children choose for themselves and those guided by adults, which promote children's skills of independence and awareness of others effectively.

The Reception classes are exceptionally well led and managed. Procedures for ensuring children are safe and well cared for are rigorous and the school's close links with many different nurseries ensure transition is arranged carefully so that children settle quickly. Planning builds closely on adults' observations and assessment of children's progress is monitored regularly and is particularly effective in ensuring the needs of more-able children are met. The Early Years Foundation Stage leader has high expectations and improvement planning is focused securely on accelerating progress. Links with parents and carers are strong and parents and carers are informed regularly about their children's learning and well-being. The school provides regular opportunities for parents and carers to find out how they can support their children's learning at home.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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	1

**Views of parents and carers**

From the returned questionnaires, it is clear that the school enjoys the support of the vast majority of parents and carers and almost all are happy with their children's experience at the school. All agree that their children enjoy school, that it keeps their children safe and that the school is led and managed effectively. A few noted concerns about how effectively the school deals with unacceptable behaviour. Inspectors found that pupils display excellent behaviour and attitudes in lessons and around school and that relationships between staff and pupils are harmonious and positive. A few noted that their children do not make good progress.

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

Ofsted invited all the registered parents and carers of pupils registered at Halterworth Community 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 276 completed questionnaires by the end of the on-site inspection. In total, there are 427 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	192	70	84	30	0	0	0	0
The school keeps my child safe	218	79	58	21	0	0	0	0
The school informs me about my child's progress	154	56	116	42	6	2	0	0
My child is making enough progress at this school	164	59	103	37	8	3	0	0
The teaching is good at this school	194	70	80	29	0	0	0	0
The school helps me to support my child's learning	174	63	93	34	5	2	0	0
The school helps my child to have a healthy lifestyle	173	63	97	35	1	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)	169	61	93	34	5	2	0	0
The school meets my child's particular needs	154	56	112	41	5	2	0	0
The school deals effectively with unacceptable behaviour	138	50	122	44	3	1	0	0
The school takes account of my suggestions and concerns	151	50	122	44	3	1	0	0
The school is led and managed effectively	195	71	81	29	0	0	0	0
Overall, I am happy with my child's experience at this school	207	75	67	24	0	0	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

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](http://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"><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.**



1 July 2010

Dear Pupils

Inspection of Halterworth Community Primary School, Romsey SO51 9AD

Thank you very much for making the inspection team members feel so welcome when we visited your school. We really enjoyed talking to you and seeing you working in class and playing outside. You will be pleased to know that the inspectors were very impressed by your school and we think it gives all of you an excellent education. You go to an outstanding school.

These are some of the things about your school that we think are outstanding.

- You all make good progress in your learning and reach very high standards in reading, writing and mathematics.
- The adults in school look after you extremely well and make sure that you are all safe.
- You behave exceptionally well and are kind and helpful towards each other.
- Your teachers make sure that all your lessons are interesting and that you enjoy your different topics.
- Your headteacher and all the staff and governors work very well together to make sure that the school keeps improving and that you all have the same opportunities to do things.

To help your outstanding school get even better, we have asked the headteacher to make sure that pupils in all lessons have the opportunity to show what they have learnt to make sure they are making at least good progress. You can help by continuing to work as hard as you can.

Best wishes for the future.

Yours sincerely

Linda Pickles

Lead inspector (on behalf of the inspection team)

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