

Hale Primary School

Hatchett Green, Hale, Fordingbridge, Hampshire, SP6 2NE

Inspection dates 16–17 September 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early Years Provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The Early Years Foundation Stage is good. Children make good progress from starting points which are broadly in line with those expected for their age. They are given things to do which interest and excite them.
- Throughout the school pupils make good progress and reach standards which are above the national average by the end of Year 6.
- Disabled pupils and those with special educational needs achieve well.
- Larger proportions of more-able pupils attain the higher levels when compared to national averages.
- Teaching is typically good. Teachers and learning support assistants have high expectations. Teachers check pupils' progress regularly and ensure that lessons challenge all ability levels.
- Behaviour is good. Pupils are proud of their school and say they feel safe. They enjoy the strong sense of community in this small school. Parents and carers are unanimous in their support of the school.
- Pupils' spiritual, moral, social and cultural development is good. The exciting range of subjects that the school teaches deepens pupils' knowledge.
- The headteacher is highly committed and ambitious for the continued success of the school. The headteacher and other staff have close relationships with parents, carers and the rest of the community.
- The work of the governing body is focused on continuing to keep standards high.
- Since the previous inspection leaders and governors have maintained and improved the strengths in pupils' academic and personal development. The school is well placed to continue to improve even further.

It is not yet an outstanding school because:

- The quality of teaching is not typically outstanding.
- Standards in writing are not as high as in reading and mathematics in Key Stage 2.

Information about this inspection

- The inspector observed nine lessons and all were observed jointly with the headteacher. In addition, the inspector heard pupils reading in Year 2 and Year 6.
- Books in every year group were examined, including learning journals in the Early Years Foundation Stage.
- Meetings were held with a group of pupils, the Chair of the Governing Body and other members, and school staff. A telephone conversation was held with a representative from the local authority.
- The inspector took account of 55 responses to the online questionnaire, Parent View.
- The inspector observed the school's work and analysed a large range of documents and policies, including the school's own data on pupils' current progress and its planning and monitoring documents. She also examined records relating to behaviour, attendance, risk analysis and safeguarding.
- The views of staff were analysed through the nine responses to the staff questionnaire.

Inspection team

Liz Bowes, Lead inspector

Additional Inspector

Full report

Information about this school

- Hale Primary School is smaller than the average-sized primary school and is set within the New Forest.
- The proportion of pupils known to be eligible for support through the pupil premium is lower than the national average. This is additional funding provided by the government for disadvantaged pupils.
- The proportion of disabled pupils and those with special educational needs on the school roll is below average. There are currently no pupils with an education, health and care plan.
- The majority of pupils are of White British heritage.
- In 2013 the school met the government's floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Raise the typical quality of teaching to outstanding in order to ensure that standards in writing in Key Stage 2 match those in reading and mathematics.

Inspection judgements

The leadership and management are good

- Leaders demonstrate a good capacity to improve due to the strong progress that pupils make and a trend of continually rising standards. Much of this is due to the determination of the headteacher and her team. She has ensured that each pupil, whatever their level of ability, is usually fully stretched in lessons. Parents and carers are hugely supportive of the school and all who answered the Parent View survey would recommend the school to another parent or carer. As one parent or carer said, 'The headteacher is always approachable and supportive. Staff have high expectations of what our children can achieve and encourage them to have a thirst for learning.
- Leaders make regular checks on pupils' progress and amend the support given to any pupil who is not making expected progress. Leadership and management are not outstanding because although lessons are regularly observed the work to improve teaching has not yet had enough impact to raise the quality to outstanding. Staff are set challenging targets and are held accountable for the progress of all pupils in their class. There is a close link between teachers' pay and the progress of pupils they teach.
- Middle leaders are effective and are given many opportunities to develop their roles. The local authority provides a light touch support to the school. It supports the training of teachers. Additional funds are well used to ensure that gaps are narrowing between the attainment of disadvantaged pupils and others.
- The school is accurate in knowing its own strengths and areas for development. It has already identified that standards in writing in Key Stage 2 need to match those in reading and mathematics.
- Staff have worked hard to provide an exciting range of subjects. These offer stimulating learning experiences and give pupils the chance to deepen their learning and develop a fascination for topics. A focus on visits including residential trips promotes pupils' social and moral development. Pupils were asked their views about what motivates them to learn and their ideas have been incorporated into the subjects offered. The curriculum actively promotes tolerance and respect for all. The school council worked on a project called the 'Hale Global Citizen' where issues such as food shortages and poverty were explored. This enabled pupils to develop an understanding of other people's lives as well as developing their cultural awareness. British values and democracy are integral to the curriculum. For example, one assembly observed during the inspection was on the subject of the Scottish referendum.
- Safeguarding arrangements are effective and meet statutory requirements. There is a culture of safe practices, including regular risk assessments. Child protection procedures are all in place. The school promptly follows up any absence.
- **The governance of the school:**
 - The governors, while being supportive of the school, also rigorously hold it to account to ensure that standards remain high. They have a good understanding of how the school checks pupils' progress. They know how well the school is doing when compared to other schools.
 - Governors are regularly in the school and have a good understanding of the quality of teaching. They work with the headteacher to ensure that the pay and performance of teachers is closely linked.
 - Governors ensure that finances are carefully managed and any additional funding, such as sports funding and funding for disadvantaged pupils, is well used.
 - The governors ensure that the school promotes tolerance and respect for all faiths. They work with staff to ensure that pupils are well prepared for life in modern Britain.
 - Governors fulfil their statutory duties effectively and all safeguarding requirements are met.

The behaviour and safety of pupils are good

- The behaviour of pupils is good.
- When asked about Hale Primary a pupil said, 'It couldn't be improved. It is just a wonderful place to go to school. It's like a family here and the teachers really help us to learn.'
- There are very few recorded incidents of inappropriate behaviour. Pupils' behaviour around the school is good, for example, they were calm and sensible when going into an assembly. In class pupils listen attentively and respond well to teachers' comments and this helps them make good progress.
- Pupils respect their peers, including those from different backgrounds and circumstances.
- All parents and carers who responded to the Parent View survey considered that their children felt safe, were well cared for and happy at the school.
- The school's work to keep pupils safe and secure is good. It is not outstanding because although pupils

have a good understanding of most of the different forms of bullying they do not understand the term homophobic bullying. Pupils do not consider there is any issue with bullying at the school. The school takes e-safety very seriously and has ensured that pupils have received advice from the police about how to keep themselves safe when using the internet. Pupils live in a rural community and are aware about potentially unsafe situations such as can occur with animals and farm machinery.

- Pupils make a good contribution to the life of the school and the school council is active in ensuring pupils' views are always taken into consideration. One aspect that all pupils enjoy is the family learning days when younger children have the opportunity to work with older children. This has a positive impact on pupils' social, moral and spiritual development. Cultural development is enhanced by the close links with a school in Uganda. Pupils have sent resources and regularly exchange emails.
- The school's ethos focuses on developing both academic and social development. For example in the philosophy for children lessons, pupils have the opportunity to explore both their own and others' feelings.

The quality of teaching

is good

- Typically teaching is good throughout the school. Pupils' learning in lessons, work in their books and the school's own checks show that pupils make good progress during their time in school. This is regardless of ability level or background. Good progress is due to teaching that challenges every pupil to do their best. Teachers ensure that literacy and numeracy skills are developed in every subject. For example, in physical education pupils record time and distance. Teaching is not outstanding because writing skills are not always developed consistently in Key Stage 2.
- Learning support assistants work closely with teachers to ensure that all pupils, including disabled pupils and those with special educational needs, are able to learn well in each lesson. Additional recent training has ensured that support assistants are effectively deployed by teachers to assist pupils of all abilities, including the more able.
- Teachers know their pupils well in this small school. There is a quick and effective start to the school year because teachers share progress information and have detailed discussions about each pupil when they change classes.
- Teachers regularly check pupils' progress during lessons. Pupils say that they particularly like the opportunity they have to respond to the teacher's marking and consider how they can improve their work next time. As one pupil said, 'we have the chance to review our work from yesterday and when I look again at my work after it has been marked by the teacher it helps me see how to improve.' All pupils reported that they liked the opportunity they had to respond to the teacher's comments and say how easy or hard they found a piece of work. Pupils in every lesson are encouraged to challenge themselves and not just do things that they know they can already do.
- Teachers work hard to enthuse pupils with interesting activities which stimulate their imagination. Pupils say that teachers make learning fun.

The achievement of pupils

is good

- Attainment at the end of Year 2 is well above the national average in reading, writing and mathematics. Pupils enjoy reading and show a good level of understanding about the books they have read. In the most recent phonics (sounds that letters make) check in Year 1, pupils performed well above the national average.
- Year 6 pupils consistently make good progress and overall achieve standards that are above national averages for their age. The results for the test on grammar, punctuation and spelling have improved considerably from 2013 and all pupils attained the expected standard in 2014.
- Whilst all pupils reached the expected standard in reading and mathematics, some pupils did not reach the expected standard in writing and this is why achievement is not outstanding.
- The most able pupils do well. A higher proportion than nationally achieve the higher levels in reading, writing and mathematics in both key stages. This is because teachers always make sure that pupils are fully challenged in every lesson.
- In 2014 disadvantaged pupils in this school were approximately a term behind other pupils nationally in reading, writing and mathematics. Similarly disadvantaged pupils in this school were about a term behind their peers in writing and mathematics. The gap was slightly wider in reading. However, gaps are closing rapidly due to the fact that staff know the needs of these pupils very well.
- The parents and carers of disabled children and those who have special educational needs are positive

about the support provided by the school. They praise the close liaison between the school and health and care agencies. Teachers and learning support assistants always have the highest expectations and, as a result, progress for these pupils is consistently good.

- Pupils enjoy sport and are enthusiastic about physical activity. The additional sports funding has been used to enable the school to take part in inter-school competitive sport and to train staff. This had led to many positive benefits for pupils and has helped them to be successful, particularly in running. Pupils from this school recently won the New Forest Cross Country Championship.

The early years provision

is good

- Strong leadership of the Early Years Foundation Stage has ensured that each child's needs have been carefully considered so that they can make good progress.
- Parents and carers were very complimentary about the effective transition arrangements between the pre-schools and Hale Primary. They appreciated the home visits and detailed information about how children are taught in Reception. They liked the regular updates about their child's progress and also how they can share milestones in their child's development through the 'wow slips'. Many parents and carers were very pleased with the buddy system. This is when a Year 1 pupil writes to a child about to start Reception to personally welcome them to the school. Parents and carers liked the way the buddy looks after the new child and helps them settle in quickly.
- Children start in the Reception class with skills and abilities that are broadly in line with those expected for their age. They make good progress in the Reception class, particularly in their reading, mathematics, technology and communication skills. By the time children enter Year 1 most children have reached a good level of development in all of the areas of learning. Good quality teaching demonstrates a clear awareness of where each child is in their learning, and children are encouraged to try their very best.

What inspection judgements mean

School

Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	115900
Local authority	Hampshire
Inspection number	448780

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	96
Appropriate authority	The governing body
Chair	Gaby Lucas
Headteacher	Maria McCusker
Date of previous school inspection	1 February 2010
Telephone number	01725 510436
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