

Hordle CofE Primary School

Inspection report

Unique Reference Number	116486
Local Authority	Hampshire
Inspection number	357983
Inspection dates	29–30 September 2010
Reporting inspector	Michael Burghart

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	308
Appropriate authority	The governing body
Chair	Karen Richards
Headteacher	Fiona Adams
Date of previous school inspection	30 September 2010
School address	Hordle Lane Lymington SO41 0FB
Telephone number	01425 611657
Fax number	01425 616935
Email address	admin@hordle.hants.sch.uk

Age group	4–11
Inspection dates	29–30 September 2010
Inspection number	357983

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

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

T: 0300 1234 234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 21 lessons featuring 12 teachers. They held meetings with staff, pupils and members of the governing body and observed the school's work. They looked at pupils' work, school documentation and considered questionnaire responses from 135 parents and carers, as well as 18 staff and 177 pupils from Years 3 to 6.

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

- The success of initiatives to bring about improvements to teaching and pupils' performance.
- The effectiveness of the use of assessment to ensure all pupils are well challenged.
- The progress of those pupils with special educational needs and/or disabilities.
- The impact of developments in the leadership and management of staff and governors on pupils' attainment and achievement.

Information about the school

This is a larger-than-average-sized primary school serving a wide rural area. The overwhelming majority of pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is below the national average. Although the overall proportion of pupils with special educational needs and/or disabilities is about average, the proportion with statements of special educational needs is above average. Such needs mainly feature extra help for language and literacy. Nearly three quarters of the teaching staff have been appointed since the last inspection. Three teachers, two of whom are newly qualified, have been in post for less than a month.

The school holds an enhanced Healthy School award and the Activemark.

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 some outstanding features in the way pupils are cared for and how the very strong teamwork of staff and governors ensures that the outstanding vision of the headteacher is turned into practice. The school's capacity to sustain further improvement is judged good rather than outstanding due more to the impact of initiatives not yet being fully proven rather than a lack of confidence in leadership and management. Given the quality of planning, procedures and staffing and its excellent learning environment, the school is well set for the future.

Pupils are happy and work with a will. Their behaviour is excellent and they have a very clear appreciation of right and wrong. Consideration and respect, deep rooted in the school's Christian ideals, are encouraged from children's first day in Reception, where care and provision are good, and built on throughout the school.

The profile of pupils' attainment over the last three years has been average overall. This is mainly due to weak outcomes in 2009 where some more-able pupils underachieved. Since then, attainment has been improved and in mathematics is above average, very much the result of being a central focus of the school's improvement plan. Attainment in English is currently average, but this profile is the result of success in reading. Writing is below national expectations, most notably for boys. The school is already working hard to address this with signs of marked improvement, particularly in Years 5 and 6. Pupils are achieving well, making good progress, and their learning is good across the school. Those with special educational needs and/or disabilities, although working at lower levels than the majority of other pupils, are well supported and make similarly good progress. There is clear evidence that rates of improvement are accelerating as enhanced planning and initiatives begin to bite and new staff settle into their roles. Teaching is good, underpinned by some outstanding examples set by senior staff and good monitoring of quality. In the minority of lessons where teaching is satisfactory rather than good, this is because some pupils are not challenged enough and the pace of learning is too slow.

A key factor in the good progress pupils make is the way assessment information is collated and used to set objectives for lessons. Targets are created effectively for the school and individual pupils. Pupils are embracing the opportunity to share evaluations of their work with other pupils as well as staff. In a culture which encourages pupils to take risks in their learning, pupils' understanding is enhanced as much from their mistakes as their successes.

What does the school need to do to improve further?

- Raise pupils' attainment in writing by:

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

- building on the system, already well established in Years 5 and 6, which involves pupils in evaluating their own success in response to academic guidance
- targeting the performance of boys.
- Use the excellent examples of teaching which are already on offer in the school as models to raise the quality of teaching in lessons which are satisfactory, ensuring that:
 - pupils are always fully challenged by what they have to do
 - learning moves with good pace.

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

When children first start the school, their experience and attainment are broadly consistent with national expectations. This varies year on year and data and school records indicate that there is a declining trend. For example, the profile of children who have just entered in Reception is below what is expected for this age group.

In the large majority of lessons observed, pupils of all abilities, regardless of special educational needs and/or disabilities, achieved well and made good progress. It is clear that this is what usually happens, with pupils well behaved in all lessons contributing to the good quality of their learning through positive attitudes. Pupils respond very well to opportunities to work independently and in groups, and are used to sharing ideas and solving problems together. An outstanding example was in a Years 5 and 6 mathematics lesson on capacity where pupils came to an advanced understanding of how to change litres into pints in order to find fuel consumption in a Formula 1 race. Such skills represent good preparation not only for future study but for life in general.

Pupils' attainment in reading is a strength of the school, with attainment consistently above average. Considerable improvement in the use of calculation strategies and how to apply basic skills in investigations is a fundamental reason for mathematics being above average by the time pupils leave. Writing has already been identified by the school as the main aspect needing development and this is proving successful.

Pupils obviously enjoy learning. They have an excellent understanding of how to stay safe and healthy, and many are eager to contribute to the school as a community. Particularly noteworthy are those pupils on the health and safety council. They not only monitor site safety but took the initiative to organise a much appreciated week of activities involving police, fire and ambulance services to raise awareness.

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

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	3
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	1
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

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

How effective is the provision?

Much of the successful progress pupils are making is the direct result of how effectively staff use assessment information to plan for the future and set targets. Joint moderation of pupils' work ensures that gaps in learning are identified and successful practice is capitalised upon. Good teaching is common to the large majority of lessons. This is particularly, but not exclusively, prevalent in Years 3 to 6 and features teachers using probing questioning to get pupils to explain their methods and express their opinions. For example, in an English session in Years 1 and 2, the teacher effectively challenged pupils. She drew all ability levels into discussions which resulted in very imaginative opening sentences.

The school is committed to helping pupils to learn through experience. The introduction of a new curriculum, which includes French and builds in enrichment opportunities for art and music, responds to the interests as well as the needs of pupils and promises much. It has already added breadth to pupils' understanding of different cultures and lifestyles, as well as contributing very positively to pupils' enjoyment of learning. Outstanding consideration for pupils' support and welfare is recognised by parents and carers, and pupils, as a strength of the school. Staff know pupils well and very effectively set pupils personal, as well as academic, targets to aspire to. The school works well with parents, carers and families and, where appropriate, with outside agencies to promote learning and well-being. Improved attendance rates are a testimony to success in this direction. Specific

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

support for more vulnerable pupils is unobtrusive but rigorous. No wonder that pupils feel safe.

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	1

How effective are leadership and management?

Staff, governors, parents, carers and pupils appreciate what progress the school has made since the last inspection and especially since the disappointing national test results achieved in 2009. Staff change and newly devised planning, both in terms of the curriculum and school improvement, have been well managed reflecting the headteacher's outstanding ambition for the school. There is excellent team spirit, a culture of 'we can succeed' and a growing effectiveness of leaders and managers at all levels. Self-evaluation is effective in identifying strengths and weaknesses and is well led in ways which allow and encourage everyone to contribute. Very careful attention is paid to what pupils think.

The governing body has strengthened its involvement in monitoring and evaluating the impact of decisions made on pupils' learning since the last inspection. It makes a good contribution in supporting the school's development and its good capacity to improve. There are valuable educational links with the church and local schools. These are being extended to other areas, for example in London, in effective support for aspects of community cohesion. Pupils' understanding of faiths, customs and lifestyles is further enriched by links with other countries, such as Rwanda, and regular visitors.

Outstanding safeguarding procedures are robustly followed, protecting the welfare of everyone on site. The school is very good at providing equality of opportunity in terms of activities, trips and chances for pupils to tackle responsibility. The good judgement for this aspect of its work, as opposed to an outstanding one, reflects the lack of challenge and opportunity for more-able pupils that was evident in past results. This is a situation which is fast being overcome.

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

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
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	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
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

Good care and support help children to become familiar with school routines and expectations very quickly. Even in the fourth week of part-time attendance, children enter eagerly and go immediately to choose from the wide range of play activities on offer. They are happy to learn through a good mixture of self-selected and staff-directed activities, well planned and based on recognised, good early years practice. Behaviour is outstanding and relationships are already well established. Sharing, turn-taking and considering others are very successfully encouraged. Children make good progress and, by the end of Reception, are emerging as readers and writers because they are well taught and provision is well led, managed and organised. A point for further development, which staff are keen to take on, is increasing opportunities for children to extend their speaking and listening skills in conversation with adults when in play learning 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

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

Views of parents and carers

Parents and carers expressed overwhelming support for the school. The vast majority are appreciative of changes since the last inspection, particularly in terms of leadership and management, teaching and the learning environment. A very small minority of parents and carers have concerns, but there is no consensus of negative view. Individual comments, for example about their child's progress, the lack of effective communication and bullying, were noted by inspectors, who found no evidence during the inspection to indicate that these are school-wide problems.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hordle CofE 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 135 completed questionnaires by the end of the on-site inspection. In total, there are 308 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	68	50	61	45	5	4	1	1
The school keeps my child safe	82	61	50	37	1	1	0	0
My school informs me about my child's progress	52	39	73	54	5	4	1	1
My child is making enough progress at this school	63	47	56	41	7	5	4	3
The teaching is good at this school	64	47	66	49	1	1	1	1
The school helps me to support my child's learning	66	49	63	47	3	2	2	1
The school helps my child to have a healthy lifestyle	72	53	58	43	2	1	2	1
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)	53	39	67	50	4	3	2	1
The school meets my child's particular needs	58	43	68	50	3	2	4	3
The school deals effectively with unacceptable behaviour	51	38	70	52	3	2	2	1
The school takes account of my suggestions and concerns	53	39	69	51	3	2	5	4
The school is led and managed effectively	75	56	50	37	5	4	2	1
Overall, I am happy with my child's experience at this school	79	59	48	36	3	2	3	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 all 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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 pupils' 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.



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 October 2010

Dear Pupils

Inspection of Hordle CofE Primary School, Hordle SO41 0FB

Thank you for the kind and sensible way you helped us during the inspection. We were particularly impressed by the way you are prepared to take responsibility. Congratulations to the health and safety councillors for a splendid effort in arranging the interesting visitors throughout this week. It is good to see how safe you feel at school and that you are so knowledgeable about what keeps you fit and healthy. Yours is a good school. Here are some of the highlights.

- The headteacher, staff and governors run the school well.
- They take excellent care of you and make sure you have interesting things to do. The building and grounds are a really good place to learn.
- You are making good progress, especially in mathematics, and are growing up as caring, sensible young people.
- Good planning sets work at the right level for you. It is good to see that you know your targets and keep measuring how well you are doing against them.
- The links you have with schools in London and in Rwanda are helping you to understand what life is like outside Hordle.

In order to be an even better school, we have asked staff and governors to concentrate on the following.

- Improving standards in writing to bring them up to the same level as those in mathematics.
- Finding ways to improve those few lessons where teaching is satisfactory rather than good to the good level. As you know, lots of lessons are already good and some are outstanding (that means extremely good!) so there are plenty of examples to work with.

All of you can play your part by continuing to work hard. I am sure you will. Best wishes for the future.

Yours sincerely

Mike Burghart
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.