

# Hampreston Church of England Voluntary Aided First School

Hampreston Village, Wimborne, Dorset, BH21 7LX

**Inspection dates** 1–2 May 2013

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Since the last inspection, when the school was judged to be outstanding, a range of very carefully planned changes has consolidated the provision which has further improved the overall quality of teaching and learning.
- Pupils make outstanding progress from their various starting points and achieve well above expectations for their age in a range of subjects, and especially in reading and writing.
- The quality of teaching is never less than good and often outstanding. It usually engages pupils' attention completely and leads to outstanding progress.
- The excellent support from teaching assistants, especially for the most vulnerable pupils, is a strong feature of the school's work.
- Pupils' behaviour and attitudes are outstanding, both in lessons and around the school. They are polite and courteous with each other and adults, and show high levels of care.
- The excellent curriculum very effectively promotes pupils' spiritual, moral, social and cultural development by offering a wide range of very well-planned experiences both in and outside school.
- There is a constant drive for improvement by staff. For example there are plans to update aspects of the provision and use of information and communication technology (ICT).
- The highly experienced headteacher leads by example. She inspires all leaders and managers, including those responsible for governance, to be highly ambitious for the pupils.
- The local authority offers light touch and effective support to the school.
- Parents and carers are overwhelmingly supportive of the school.

## Information about this inspection

- The inspector observed 10 lessons and a number of smaller teaching groups, some being observed together with members of the senior leadership team. In all, seven teachers were observed teaching.
- Discussions were held with different groups of pupils, members of the governing body, the headteacher, staff members and parents and carers.
- The inspector took account of the 26 responses to the online questionnaire (Parent View) in planning the inspection and talked to a number of parents and carers during the inspection.
- The inspector held a discussion with a representative of the local authority.
- The inspector looked at pupils' work, and heard pupils from different year groups read.
- The inspector observed the school's work, and looked at a range of documentation, including information about pupils' performance and progress, the school improvement plan, procedures for safeguarding pupils, minutes of governing body meetings, school policies and curriculum planning documents.

## Inspection team

David Marshall, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This is a smaller than average primary school.
- A very large majority of pupils are of White British heritage.
- The proportion of pupils supported through the pupil premium (additional government funding for pupils who are known to be eligible for free school meals, who are looked after by the local authority or whose families are in the armed forces) is average.
- The proportion of pupils identified as disabled and those with special educational needs that are supported through school action is around the national average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is just above the national average
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Embed the plans to enhance the provision of information technology equipment for all pupils to use on an individual basis.

## Inspection judgements

### The achievement of pupils is outstanding

- Children start the Early Years Foundation Stage with development levels generally in line with those expected for their age. They make outstanding progress during their time in the Reception class because of carefully planned teaching and a very broad range of interesting activities. They make swift progress in reading and writing and using phonics (linking letters and sounds).
- Attainment in reading, writing and mathematics has been significantly above average at the end of Key Stage 1 for many years.
- Pupils' achievement in reading across the school is consistently outstanding because their reading skills are built systematically year on year through daily sessions that all pupils thoroughly enjoy. Phonic skills are well taught in Reception and Key Stage 1. By the end of Year 2, pupils tackle unfamiliar words confidently and read with fluency and expression. Their attainment, as shown by the national phonics check in Year 1, is consistently well above average.
- Pupils continue to make outstanding, but occasionally varied, progress in all subjects throughout the school, which results in well above expected levels of attainment at the end of Year 2 and by the time they leave the school in Year 4.
- Thorough procedures for checking progress ensure that any pupil who falls behind is identified quickly and then helped to catch up. Disabled pupils and those with special educational needs are very well supported and make progress that is at least in line with their peers. This was clear when considering the current outstanding progress of the very few pupils at the end of Key Stage 1 who did not reach average levels for their age in 2012.
- Pupils who are known to be eligible for the pupil premium, including those eligible for free school meals, also make excellent progress. Additional staffing to support these pupils with individual and group activities leads to a significant improvement in their achievement. This has enabled them to close any gaps between their attainment and that of their peers in English and mathematics. Their results in English and mathematics, as recorded in national assessments, were generally well above those recorded for similar pupils nationally.

### The quality of teaching is outstanding

- As the inspection evidence showed, teaching is never less than good and very often outstanding, and enables all pupils to make outstanding progress regardless of their starting points.
- All parents and carers who responded online or who spoke to the inspector were very happy with the quality of teaching at the school and thought that their children made good progress. Pupils thought that the lessons were fun and their teachers were good.
- Teachers plan lessons with precision and use their subject knowledge very well. This ensures that the tasks are well matched to the abilities of all pupils, including disabled pupils and those who have special educational needs.
- Teaching in the Reception class is outstanding. Creative planning of activities, making good use of the outside environment at the school and expecting children to learn for themselves ensure that they make the best possible start. The awe and wonder in children's eyes when they considered a butterfly emerging from a chrysalis, as part of a storytelling session, allowed them to share a very special moment together and develop spiritually and socially.
- In an outstanding Year 1 literacy lesson, pupils were thinking about the key events in an adventure story. The teacher carefully ensured that the work continually challenged all pupils to extend their learning with high-quality questioning to monitor individual progress.
- The range of exciting experiences across the school was illustrated in an excellent lesson in the Year 2 class using the Bee-Bot program on their iPads. The care and deep thinking skills needed to solve all the problems were highly motivating, as illustrated by pupils' groans when the lesson ended. It is this individual use of ICT that the school is planning to roll out further across all classes and subjects.

- Teachers' marking of pupils' work is of a high quality and provides pupils with praise and ways to improve further. Pupils fully understand the feedback that they are given on how to improve their work, and are given regular opportunities to reflect upon the comments made before making the necessary improvements.

### **The behaviour and safety of pupils** are outstanding

- Pupils are polite, helpful and friendly. They get on extremely well together regardless of background and they show respect for the views and opinions of others. They are very proud of their school and say, 'There is nothing we would want to change.' Older pupils enjoy their responsibilities as school councillors. Playground leaders help to ensure that break times are happy for all pupils.
- Pupils behave exceptionally well in lessons and around the school. They say that lessons are never interrupted by poor behaviour. There is a calm, orderly atmosphere in school. Pupils say they feel safe in school because adults are always on hand to sort out any minor incidents that may occasionally arise. They have a good understanding of different types of bullying such as racist behaviour and internet bullying but they are adamant that it does not occur. Records kept by the school show no recent reported incidents of bullying or racist behaviour.
- Pupils know how to stay safe outside school. Support from agencies such as the police and the fire and rescue service has taught them about risks and how to resist peer pressure.
- Staff have successfully worked hard with parents and carers to improve attendance and it is consistently above average.
- All parents and carers who expressed a view felt that behaviour is typically good and that their children are very safe.

### **The leadership and management** are outstanding

- The drive and ambition of the management under the rigorous and outstanding leadership of the headteacher have moved the school forward very well in the four years since the last inspection. The result is that the school has built on its outstanding provision at that time.
  - The school sets the right, and very demanding, targets to become even better. Documentation is thorough and the evaluation of the school's work is honest and accurate.
  - The headteacher and governors have a very clear and accurate view of the quality of teaching and its impact on the pupils' learning. There is a high level of professional support for all staff, which is linked closely to setting targets for teachers in order to continually improve their practice. Teachers are held accountable for pupils' progress at all times. Weaker aspects of teaching have been tackled vigorously, and better teaching is rewarded accordingly.
  - The way the whole staff team works together ensures that thorough assessments of pupils' progress are enabling changes in the curriculum to be carried out smoothly. A real sense of urgency to continue to improve is established. Systems to track pupils' progress are detailed and individual. The information is used thoroughly to plan for pupils' next steps.
  - The governors in particular have been responsible for the enhancements to the buildings since the last inspection. As one pupil observed, 'We are very proud of our school and we know how to look after it.'
  - The broad, balanced curriculum meets the needs of pupils' aptitudes and interests exceptionally well. The strong focus on literacy and numeracy prepares them well for the next stage in their education. Pupils say how much they enjoy taking part in the wide range of out of school activities, including sports, music and art and this promotes their spiritual, moral, social and cultural development outstandingly well. Part of the pupil premium funding is used to support some pupils in learning to play a musical instrument and to take part in school journeys, giving them similar opportunities to those of their classmates.
  - The school responds well to the light touch support provided by the local authority and buys in additional support as necessary.
  - Very careful attention is paid by all staff to ensure the highest levels of safety and quality of care
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for each pupil. Procedures for safeguarding pupils meet all current government requirements and there are robust arrangements in place for checking staff and other adults.

■ **The governance of the school:**

- Members of the governing body know the school very well, and provide a blend of support and challenge to school leaders. The governing body has all the skills needed to thoroughly check data on pupils' progress, attendance and exclusions. Governors also have a thorough knowledge of the quality of teaching and learning. With this knowledge, the school's budget is used carefully to reward those staff who are doing the very best. The pupil premium is very effectively used to raise achievement for those who are eligible. Examples include additional literacy support and specific links to help home learning, and many additional enrichment activities. The governing body is vigilant at ensuring the well-being of staff through mentoring, coaching and training programmes. The procedures to screen and recruit staff are exemplary and the procedures for risk assessment and health and safety are robust.
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## 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

<b>Unique reference number</b>	113802
<b>Local authority</b>	Dorset
<b>Inspection number</b>	412645

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

<b>Type of school</b>	First
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–9
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	143
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Helen Hobbs
<b>Headteacher</b>	Jane Marshall
<b>Date of previous school inspection</b>	2 July 2008
<b>Telephone number</b>	01202 573074
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