

# Hamble Primary School

## Inspection report

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<b>Unique reference number</b>	115901
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	379166
<b>Inspection dates</b>	6–7 March 2012
<b>Lead inspector</b>	Hazel Callaghan

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>	284
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sarah Bell
<b>Headteacher</b>	Margaret Jamieson
<b>Date of previous school inspection</b>	27 November 2008
<b>School address</b>	Hamble Lane Southampton Hampshire SO31 4ND
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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	6–7 March 2012
<b>Inspection number</b>	379166



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## Introduction

Inspection team

Hazel Callaghan

Additional inspector

Ian Robert McAllister

Additional inspector

Anthony Green

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 19 lessons taught by ten teachers as well as other short observations of pupils learning. Meetings were held with staff, pupils and representatives of the governing body, Inspectors took account of the responses to the online questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at documents related to the safeguarding of pupils the school's curricular planning and school development plan along with evidence of pupils ongoing attainment and progress. Pupils' work was scrutinised along with the 155 questionnaires returned by parents and carers as well as those completed by staff and pupils.

## Information about the school

Hamble Primary is larger than most primary schools. The vast majority of its pupils come from families of White British backgrounds. There is a below average proportion of pupils known to be eligible for free school meals. The proportion of pupils with disabilities and special educational needs is greater than that found in most schools, but the number in each cohort varies considerably. Pupils are taught predominantly in mixed age classes. Some of the children in the Early Years Foundation Stage are in the same class as pupils in Year 1 but they spend the vast majority of their time with the children in the other Reception class. A greater than average proportion of pupils join the school part way through their primary education. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress. The school has received a variety of awards, the most recent being the Rights Respecting School Award in July 2011. A privately run breakfast club and after-school club are run from the school site and were not part of this inspection.

**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

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>1</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- Hamble Primary is a good school that successfully promotes pupils’ academic and personal development and their eagerness to learn. It is not an outstanding school because although attainment and progress in English rose significantly last year to above average, attainment in mathematics remains broadly average. Progress in mathematics is good but not as successful as it is in English.
- Children learn effectively from the time they start in the Early Years Foundation Stage. As they move through the school, pupils of all abilities make good progress from their various starting points. Some girls say they feel less confident in mathematics, however, and they are not always sure how well they are doing, whereas they have a very clear understanding of how to improve their writing. Sometimes pupils do not achieve their learning targets in a specific aspect of mathematics before the teaching focus moves on and this slows pupils’ advance to a higher level.
- Teaching through the school is good. Teachers have a clear understanding of what pupils already know and can do and plan activities that successfully promote effective learning. The curriculum provides excellent opportunities to extend pupils’ spiritual, moral, social and cultural development.
- An outstanding feature of the school is the behaviour and attitudes of the pupils. Pupils are very proud of their school and their part in making it a successful and happy community. They have a well-developed awareness of how to keep themselves and others safe and behave extremely well both in lessons and around the school.
- Leadership at all levels is good. There has been a concerted focus on raising attainment in writing and leaders have been effective in improving teaching and the school’s performance. The school has correctly identified mathematics as the current focus for improvement and actions taken are already having an impact on improving teaching and pupils’ progress. Pupils’ behaviour and their awareness of how to keep safe were both judged as excellent at the previous inspection and both these have been successfully maintained and further enhanced. All areas for improvement identified by the previous inspection have

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been addressed and this positive track record shows the school's good capacity for further improvement.

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

- Increase pupils' progress in mathematics so their attainment matches that in English by:
  - developing all girls' confidence in their abilities to succeed in mathematics,
  - ensuring pupils achieve their learning targets in mathematics before they move on to a new aspect of learning
  - ensuring marking of pupils' mathematics work consistently and clearly shows how well they are doing and how to improve
  - using every opportunity to extend their knowledge and skills through real-life problems and investigations linked to their topic work.

## Main report

### Achievement of pupils

Children enter Reception with a range of knowledge and skills which is similar to that expected for their age. However, their attainment fluctuates from year to year and for some cohorts it is much lower. Children's progress in learning has increased over the last two years and is now securely good. Attainment is now above the national average in all areas of the Early Years Foundation Stage curriculum. Children's personal development and enjoyment of learning are well promoted. Boys and girls both achieve well. They thoroughly enjoy learning about letters and the sounds they make (phonics) and increasingly use this knowledge to help them read and write new words. This good learning continues into Year 1 and Year 2. Pupils make good progress from their starting points on entry to the school and from when they left Reception and, despite their lower attainment in the past, attain broadly average standards in reading, writing and mathematics at the end of Year 2. Progress continues to be good in all areas across Key Stage 2 and is particularly strong in both reading and writing, which are above average by the end of Year 6. Pupils with disabilities and those with special educational needs also achieve well. Pupils who move into the school after the Reception Year, many of whom join in Year 5 and Year 6, settle quickly and they also make good progress from the time they start in the school. However, the overall profile of performance of the school is affected when their attainment remains below average despite good progress.

Pupils respond well to their activities. In the lessons observed, it was evident that they enjoy challenge and work well with each other in pairs and small groups when required. Pupils in a Year 5/6 class typically worked together effectively, supporting each other in their ability to use protractors to measure a variety of triangles. They concentrated well throughout the lesson and were able to assess their progress and understanding correctly at the end. Teachers focus effectively on extending pupils' learning. In the Reception class for example, the children really enjoyed revisiting

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activities that they had met in the guided sessions with the teacher. For example, three boys worked together very sensibly acting out the story of Jack and the Beanstalk using the class puppets and paying particular attention to the right time in the story for the giant to appear. The views of parents and carers are consistent with the judgements of the inspection, recognising that pupils achieve well.

### **Quality of teaching**

Parents and carers and pupils believe teaching is good and teachers promote pupils' learning well. This was confirmed by inspection. Good lessons were typified by the teachers' high expectations for the pupils' good levels of concentration, their good progress and outstanding behaviour. Pupils respond extremely well to the humour and good nature of the staff, and to the many enjoyable activities provided, and consequently learn effectively. Teachers plan their lessons well and match activities effectively to the range of abilities and ages of pupils in the class. They monitor pupils' work well, making changes to the lesson plan in order to extend their learning. Teachers use probing questions to clarify pupils' understanding. This was very well exemplified in an outstanding lesson for pupils in Years 3 and 4 in which pupils were learning to subtract money: the teacher's excellent balance of support resulted in pupils of all abilities, including the least able, making extremely good progress. The quality of marking is good but it is more consistent in helping pupils to understand how well they are doing and how to improve in writing than in mathematics. Targets for the next steps in learning are well understood by the pupils and they feel teachers are good at helping them to improve. Occasionally, in mathematics, some pupils do not fully reach their target before the unit of work changes.

The curriculum is well planned and provides an effective progression of pupils' skills and knowledge. Many memorable events delight pupils and stimulate their good interest. Opportunities for pupils to use their good communication skills are well planned. They routinely use and extend their reading and writing skills within their other work. The promotion of pupils' mathematical skills is also effective but opportunities to extend their knowledge in real-life problems and investigations are not as systematically or regularly planned as those in English. The curriculum is used extremely well to promote pupils' interest and there is a good emphasis on promoting their spiritual, social, moral and cultural awareness. Time is given for pupils to reflect on their ideas, to work together cooperatively and to meet new experiences and new people. They thrive in the many opportunities to explore new ideas. Through their activities, pupils develop a good understanding of the similarities as well as the differences of other people. The 'RRR' programme (Rights, Respect and Responsibilities) is well established and successfully underpins the curriculum. Pupils are very aware of their rights and those of others but also recognise that with them come responsibilities.

### **Behaviour and safety of pupils**

Since the last inspection, when pupils' behaviour and ability to keep safe were

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judged outstanding, they have been further enhanced by the strong and consistent focus on the RRR strategy and the general positive ethos of the school. The vast majority of pupils behave extremely well in their lessons and about the school. Pupils make an exceptional contribution to a safe positive learning environment. They show care for one another and are friendly and polite. They enjoy their activities and want to do well. They have high aspirations for themselves and for each other and use high levels of self-discipline to ensure they conduct themselves well in all situations. They respond particularly well to responsibilities, taking their duties very seriously. As several pupils explained, 'Our responsibilities prepare us for when we are grown up.' 'We are learning skills for the future,' stated another. Lessons are rarely disrupted, although pupils said that a few children sometimes do not concentrate on their work as well as they should. Both staff and pupils explained that sometimes pupils new to the school did not realise what the 'Hamble way' is but they soon settled and responded well to the expectations of the other pupils as well as the staff. Pupils felt that bullying of any kind was rare. If ever there were any, they were confident that the headteacher would deal with it immediately. Pupils have a good understanding of the different types of bullying that could occur, such as physical, emotional and cyber-bullying, which they had learnt about in the annual anti-bullying week. They were adamant that it did not happen now in their school. This is confirmed by the rarity of incidents recorded by the staff. Parents and carers believe that the school keeps their children safe and that behaviour is usually good, A few had concerns about low-level disruptions in lessons and about bullying, but such concerns were not confirmed by inspection.

Pupils say they feel very safe at school and discussed possible dangers in a very mature manner. When helping in the office at lunchtimes, pupils see themselves as responsible for the safeguarding of the school and check everyone carefully on arrival. The Junior Road Safety Officers saw their role as helping others to be aware of dangers on the road but said there did not need to be lots of rules because all the pupils knew how to keep safe. Attendance is average and absence is usually caused by family holidays or illness. Persistent absence is extremely rare and the school has a good record of helping families to support their child to attend regularly.

### **Leadership and management**

The senior staff and the members of the governing body consistently communicate high expectations and ambition for the school, its staff and for pupils. The commitment of the staff is high and there is a strong sense of teamwork that includes all members. Many parents who responded to the questionnaire commented on the good leadership. One comment typifies many: 'This is a great school, well run and with a strong involvement in the community. The children are very happy and well behaved with strong values.'

The leadership team have effectively moved the school forward since the previous inspection. The areas for improvement identified in writing and the quality of the curriculum have been addressed and show a good capacity for further improvement. After their successes in promoting the quality of pupils' writing, the school has now

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accurately identified the need to make improvements in mathematics.

The curriculum is good. It provides for pupils' spiritual, moral, social and cultural development very successfully and meets their needs, interests and aptitudes well. The governing body and the staff ensure there is no discrimination and effectively promote pupils' equal opportunities to achieve well by planning activities that effectively ensure all make good progress in their academic and personal development. Partnerships with local school and outside agencies are used effectively to promote pupils' learning and provide opportunities to meet and work with others. The school's arrangements for safeguarding pupils are robust. They meet statutory requirements and give no cause for concern. All parents and carers who responded said their child was safe at school and well looked after.



## 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**

9 March 2012

Dear Pupils



### **Inspection of Hamble Primary School, Southampton SO31 4ND**

Thank you for making us so welcome and answering our questions when we visited you recently. You and your parents are rightly proud of your school and we agree it is a good school.

### **Here are some of the things we found out about you and your school.**

- You make a good start to your learning in the Reception class.
- You all make good progress to reach standards that are now above those of most pupils nationally in English and similar to those of most pupils in mathematics.
- You want to do well and you try hard. We could see that most of you really enjoy your work, but some girls are not as confident in their mathematics work.
- You behave extremely well. You enjoy taking responsibilities because you want to help others and to make the school even better place to be.
- You feel very safe in school and have an excellent understanding of how to keep yourselves and others safe.
- You are taught well and all your teachers work hard to make your lessons interesting.
- The school is led well and the governors and all the staff work really hard to make your school a successful and happy community.
- The curriculum is exciting and you have lots interesting activities to help you learn.

Even though Hamble Primary is a good school, we have asked your teachers and the governing body to do a few things to make it even better and help you do as well in mathematics as you do in English.

- Staff should concentrate on helping the girls be more confident in mathematics.
- Teachers need to ensure that you all reach your targets before you move on to learn something new. You need to have a good understanding of how well you are doing in mathematics and to be given more opportunities to explore mathematical problems in your topic work.

Thank you again for your warm welcome and we wish you well for the future.

Yours sincerely

Hazel Callaghan  
Lead inspector

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