

Hamer Community Primary School

Inspection report

| | |
|--------------------------------|----------------|
| Unique Reference Number | 105800 |
| Local Authority | Rochdale |
| Inspection number | 367369 |
| Inspection dates | 9–10 June 2011 |
| Reporting inspector | Keith Bardon |

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

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|--|--|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 307 |
| Appropriate authority | The governing body |
| Chair | Mrs Brenda Kerlake |
| Headteacher | Mrs Joanne Shepherd |
| Date of previous school inspection | 7 November 2007 |
| School address | Albert Royds Street Rochdale Lancashire OL16 2SU |
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 18 lessons, observed 12 teachers, held meetings with staff, members of the governing body, and pupils and talked informally with parents and carers. The inspectors observed aspects of the school's work, and looked at a range of evidence including policies, the improvement plans, pupils' work and the school's records indicating pupils' progress and attainment. The inspectors also analysed the 212 questionnaires returned by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The actions the school has taken to raise attainment and increase pupils' progress in Key Stage 2 and the impact these are having.
- How well teachers match work to pupils' learning needs.
- The independence pupils' show as learners.
- The effects that the changes made to leadership and management since the last inspection are having on outcomes for pupils.

Information about the school

Hamer is a little larger than the average sized primary school. A very large majority of pupils are of minority ethnic heritage, predominantly Pakistani. Nine in every ten pupils speak English as an additional language and almost a third of pupils are at an early stage of English acquisition. The proportion of pupils known to be eligible for free school meals is above average. While the proportion of pupils who have special educational needs and/or disabilities is below average, the number with a statement of special educational needs is above average. A very small number of pupils are looked after by the local authority. The school has Healthy School and Eco School status and has achieved the Basic Skills and Activemark awards. Since the last inspection, a new headteacher has been appointed and took up post in September 2009. The school shares its site with a Sure Start Children's Centre and a special school. Neither are managed by the governing body and they will be inspected separately. A breakfast club is available to pupils at the start of each day.

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

Hamer Primary provides its pupils with a good quality of education and promotes their academic and personal development well. Pupils' above average attendance and the enthusiastic manner in which they join in all that is on offer show clearly the enjoyment they gain from school. Under the sensitive guidance of the staff pupils mature into sensible, responsible young people who are considerate, behave well and are a pleasure to talk to. From a starting point that is often well below expectations for their age pupils make good progress. By the end of Year 6 pupils' attainment is a little below average but rising as the improvements the school has made to teaching and learning take full effect. Improvement is particularly evident in classes for the younger pupils, but is quickly permeating the whole school.

The quality of teaching is good. Lessons are planned well with interesting content that engages pupils and stimulates their desire to learn. Work is matched well to pupils' abilities and they are encouraged to solve problems and to investigate and research for themselves. At the end of a lesson, pupils assess how confident they feel about any new learning using a well-established traffic light system. While these and other opportunities are helping pupils to acquire skills as independent learners, there is scope for further improvement. In a small number of lessons, pupils do not always have the opportunity to discuss their findings or develop an understanding of how to assess for themselves the quality of the work they are producing and how well it meets the lesson objectives.

The curriculum is lively and vibrant and contributes greatly to pupils' enjoyment of school. Staff watch over pupils diligently and pay close attention to their needs. They are constantly looking for ways to enrich pupils' experiences and to enhance their development. To this end, the school has established an extensive range of excellent partnerships with many different organisations, including the adjoining special school and the children's centre, from which pupils and their families benefit considerably.

Although the school has made uneven progress since the last inspection, the new leadership team and the introduction of a more balanced and inclusive system of leadership and management has generated a momentum of improvement, which is taking the school forward at a pace. Systems for checking the school's performance are rigorous and comprehensive. Plans for development reflect the school's most pressing needs and focus sharply on the raising of attainment. Irrespective of the school's many positive attributes there is no complacency and staff and the governing body are ambitious for its future and determined to make it even better. Taking all factors into account the school's capacity for sustained improvement is good.

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What does the school need to do to improve further?

- Extend pupils' learning and ensure that attainment and progress continue to rise by:
 - - ensuring that all teachers provide opportunities for pupils to understand how to assess for themselves the quality of the work they are producing and how well it meets the lesson objectives
 - - applying a consistent approach to the setting of individual targets and the provision of feedback to pupils during lessons
 - - increasing pupils' ability to explain their ideas and what they know fully and in detail.

Outcomes for individuals and groups of pupils

2

Classrooms are lively and busy because pupils are keen to learn and thoroughly enjoy the many colourful experiences staff provide. This enthusiasm for learning leads to pupils of all ages participating readily in lessons and concentrating fully until a task is completed. Pupils pay close attention to what teachers are saying, behave well and follow instructions carefully. While most pupils answer questions readily and carefully, at times the answers they give are quite short and they have difficulty explaining what they know and understand fully and in detail. When working in pairs or small groups, pupils cooperate well, sharing ideas sensibly and productively and willingly helping each other over any difficulties.

Steps taken to accelerate pupils' progress are proving successful and throughout the school achievement is good. While improvements have not had sufficient time to fully effect attainment at the end of Year 6, standards are notably higher than at this time last year and have moved much closer to the national average. Many pupils use interesting words and phrases in their stories to make them more enjoyable to read. Carrying out investigations in mathematics lessons is increasing their confidence in applying their numeracy skills. Rising attainment is clearly evident lower down the school, and the quality of work pupils in Year 2 in English and mathematics is above average. Although girls tend to be higher attaining in English and boys in mathematics this is not the case in all year groups and overall the progress made by girls and boys is equally good. The school monitors the progress of pupils from different ethnic backgrounds closely and they achieve equally well. Pupils with special educational needs and/or disabilities are supported well in lessons and make good progress. Pupils who are at an early stage in learning to speak English make good gains in language acquisition and very few older pupils have difficulty speaking in English in class or understanding what is said to them.

Pupils feel safe and secure in school and are confident to approach staff if they have a concern or need help. They show a good understanding of how to keep themselves safe when out and about and are pleased that theirs is a school without bullies. Pupils make healthy choices about what to eat at lunchtime and recognise the importance of taking regular exercise. They welcome opportunities to contribute to the school and the wider community and take responsibilities they are given very seriously. As members of the school council, the teaching and learning committee and as Eco Warriors pupils make thoughtful decisions and diligently carry out tasks that are to the benefit all. Pupils understand the importance of school and attend regularly. The range of basic skills they acquire is steadily increasing and for pupils currently in Year 6 this provides a satisfactory

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foundation for the future. Pupils demonstrate a clear understanding of right and wrong, get on extremely well together and show respect for and a healthy interest in cultures and religions that are different to their own.

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 | 2 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| 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 | 3 |
| 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?

Good relationships between staff and pupils ensure the atmosphere in all lessons is positive and inclusive. Creative activities and frequent opportunities to work collaboratively and carry out practical tasks encourage pupils to participate and motivate them to learn. Most lessons progress at a lively pace. Carefully structured activities, which link speaking and listening to writing, effectively increase pupils' skills in these two important areas. Teachers often use various well-considered strategies, such as 'Successful Spiders' for the younger pupils and 'Learning Ladders' for the older ones, to promote an understanding of what is required to achieve the best results and how to use success criteria.

Assessment is used effectively to target work at the correct level. Much of the information teachers provide for pupils in order to help them improve their work is useful and productive. Occasionally, teachers do not provide sufficient feedback during lessons nor set pupils clear individual targets. Teaching assistants are deployed well and provide good support for pupils when they are working. Pupils with special educational needs and/or disabilities in particular benefit substantially from the support they receive. Teachers mark

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work regularly and, in the best examples, pupils are given advice on how to make their work better.

Since the school was last inspected, it has adopted the International Primary Curriculum and adapted it to meet the needs of its pupils. Although development is not yet complete, this initiative has produced a lively, innovative curriculum which is much enjoyed by pupils and staff alike. Parents and carers have welcomed the much wider range of educational visits and visitors the new curriculum provides, which are broadening pupils' perceptions of the world in which they live. Visits to places of religious significance have been particularly well received. Frequent opportunities to read and write in different subjects strengthen pupils' literacy skills and computers are in regularly use by both staff and pupils to aid learning. Pupils are provided with a good range of extra-curricular activities, which add much to their enjoyment of school.

The school provides a welcoming, nurturing environment and affords good quality pastoral support for all its pupils. Pupils know they are well cared for and as a result make good progress both personally and academically. Staff who have specialist pastoral roles work closely and effectively as a team, responding quickly and comprehensively to pupils who may be experiencing difficulties in their lives. Provision for pupils with special educational needs and/or disabilities is good and has undergone a stringent review since the last inspection. This has sharpened the focus of the school's work and increased the effectiveness of the support pupils receive. This is further enhanced by the school's close working relationship with the linked special school. Arrangements that enable children to settle quickly into the nursery class and to move smoothly on to secondary education function well. As a result of the rigorous approach adopted by the school and the governing body, attendance has improved substantially since the last inspection and is now above average. The breakfast club provides pupils with a welcoming and positive start to the school day.

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 | 2 |

How effective are leadership and management?

Under the clear direction and sharply focused leadership of the headteacher, the way in which the school is led and managed has been substantially reorganised since the last inspection. Management responsibilities have been distributed in a balanced and well considered way to reflect closely the needs of the school and its pupils. Staff have clearly defined roles which relate well to their seniority and experience. They are confident that their work is valued and feel fully involved in the school's development. Working as a team, leaders and managers monitor the performance of the school thoroughly and

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examine the findings carefully. New management systems are helping to raise standards and improve outcomes for pupils but these are not yet fully secure in all areas and managers are aware that further adjustments may be necessary. Nevertheless, the careful, regular monitoring of pupils' progress ensures any differences in achievement between groups or amongst individuals are investigated thoroughly and steps quickly taken to ensure all have equal opportunities to learn. The quality of teaching is monitored closely. Challenging targets are set and teachers are held accountable for the progress their pupils are making.

The conscientious and effective governing body fulfils its statutory responsibilities well, gives careful consideration to the information it receives and asks challenging questions to help the school to improve. Members of the governing body have recognised the need to monitor the impact of key decisions for themselves and many are regular visitors to the school. This has raised their profile and increased the quality of governance since the last inspection.

Safeguarding procedures are rigorous and effective. Staff and the governing body monitor provision frequently, ensuring that staff are fully trained and that the well-written policies are implemented fully. The manner in which the school works in partnership with other organisations to their mutual benefit is outstanding and enables pupils to experience a wide range of extra activities. Staff make a concerted effort to involve parents and carers and links between school and home are productive. The school is a harmonious community in its own right and makes a strong contribution to community cohesion both locally and further afield.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| 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 | 2 |
| 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 | 2 |
| The effectiveness with which the school promotes community cohesion | 2 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

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Early Years Foundation Stage

Children's skills and development on entry to Nursery are often well below what is typical for their age, particularly in the areas of communication and language and social development. They are taught and cared for well and provided with a stimulating environment in which to learn. As a result, they make good progress particularly in their personal, social and emotional development. By the end of Reception, children's attainment has risen but a significant minority are still short of the expectations for their age.

Children are provided with a wide range of interesting activities which strike an equitable balance between those that are led by the staff and others that children choose for themselves. Most children play well together but a small number lack independence and need regular encouragement to get involved. Strong emphasis is placed on children's language development and staff engage them in conversation at every opportunity. The vibrant outside area is particularly effective in promoting children's language development. Children, particularly boys, who may have been playing quite passively indoors, suddenly come to life as the outdoor equipment stimulates their creativity and gives them scope to explore and imagine.

The Early Years Foundation Stage leader has a good understanding of the strengths of provision and the areas for development and appreciates that the interest generated by activities out of doors now needs to be capitalised upon. The key worker system utilised in Early Years Foundation Stage works well and ensures that children's needs are fully met. This is of particular benefit to children who have a high level of special educational needs and/or disabilities and those who speak little English when they start school. From the regular observations of children as they are playing, staff build an accurate picture of the progress they are making and use this well to plan further learning.

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 |

Views of parents and carers

A very large majority of the parents and carers hold very positive views of the school. They are pleased that their children enjoy school and happy with the education they are receiving. Several of the parents and carers who returned the questionnaire or spoke to inspectors commented on the improvements they had seen of late and on the increasing opportunities for learning which are benefiting their children. Some parents and carers expressed a wish for more homework. The recently introduced learning logs are providing pupils with more opportunities to learn at home but the staff and the governing body

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recognise that they need to give this matter further consideration. While a small number of parents and carers expressed concern about the progress their children are making others expressed the view that their children were doing well. Inspectors looked closely at this and found most pupils make good progress.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hamer 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 212 completed questionnaires by the end of the on-site inspection. In total, there are 307 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 128 | 60 | 75 | 35 | 3 | 1 | 2 | 1 |
| The school keeps my child safe | 129 | 61 | 74 | 35 | 4 | 2 | 2 | 1 |
| My school informs me about my child's progress | 94 | 44 | 103 | 49 | 8 | 4 | 2 | 1 |
| My child is making enough progress at this school | 85 | 40 | 108 | 51 | 13 | 6 | 1 | 0 |
| The teaching is good at this school | 106 | 50 | 95 | 45 | 5 | 2 | 1 | 0 |
| The school helps me to support my child's learning | 95 | 45 | 101 | 48 | 12 | 6 | 1 | 0 |
| The school helps my child to have a healthy lifestyle | 84 | 40 | 109 | 51 | 14 | 7 | 1 | 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) | 78 | 37 | 114 | 54 | 12 | 6 | 1 | 0 |
| The school meets my child's particular needs | 75 | 35 | 120 | 57 | 8 | 4 | 1 | 0 |
| The school deals effectively with unacceptable behaviour | 94 | 44 | 99 | 47 | 9 | 4 | 4 | 2 |
| The school takes account of my suggestions and concerns | 78 | 37 | 117 | 55 | 7 | 3 | 2 | 1 |
| The school is led and managed effectively | 83 | 39 | 116 | 55 | 6 | 3 | 2 | 1 |
| Overall, I am happy with my child's experience at this school | 109 | 51 | 91 | 43 | 3 | 1 | 5 | 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 | 46 | 48 | 6 | 0 |
| Primary schools | 6 | 47 | 40 | 7 |
| Secondary schools | 12 | 39 | 38 | 11 |
| Sixth forms | 13 | 42 | 41 | 3 |
| Special schools | 28 | 49 | 19 | 4 |
| Pupil referral units | 14 | 45 | 31 | 10 |
| All schools | 10 | 46 | 37 | 7 |

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see 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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



13 June 2011

Dear Pupils

Inspection of Hamer Community Primary School, Rochdale, OL16 2SU

Thank you very much for the very friendly greeting you gave the inspectors when we visited recently. We thoroughly enjoyed finding out about the work you do, and special thanks go to those who talked with us about the school. Hamer is a good school and we understand fully why you enjoy it so much. Staff take good care of you and we know you appreciate the help, support and guidance they provide. We were pleased to see you behaving well and working hard in lessons. This shows a good attitude to learning and you can be proud of the way you grow into sensible and caring young people.

The progress you make is good because you are taught well and given interesting things to do. By the end of Year 6, the majority of you are producing work that is close to the level expected for your age. From the lessons we visited and the work you have done in your books we could tell that, throughout the school, your attainment is rising.

To help this improvement continue we have asked staff to:

- teach you more ways to assess the quality of your work for yourselves
- make sure you always receive regular feedback during lessons on how well you are doing and that the targets you are set indicate clearly what you need to do to improve
- help you to explain your ideas and what you know a little better.

You can play your part by:

- always trying to answer teacher's questions as fully as you can
- when you have finished a piece of work look at it carefully and always ask yourself 'How good is it and how could I have made it even better?'

Thank you once again for a very enjoyable two days and best wishes for the future.

Yours sincerely,

Keith Bardon

Lead Inspector

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