

# Hammond Community Junior School

## Inspection report

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<b>Unique Reference Number</b>	125100
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	381044
<b>Inspection dates</b>	16–17 November 2011
<b>Reporting inspector</b>	Alison Thomson

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>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	332
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Arif Karimjee
<b>Headteacher</b>	David Storrie
<b>Date of previous school inspection</b>	27 January 2007
<b>School address</b>	Badger Drive Lightwater Surrey GU18 5TS
<b>Telephone number</b>	01276 473972
<b>Fax number</b>	01276 489892
<b>Email address</b>	head@hammond.surrey.sch.uk

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## **Introduction**

This inspection was carried out by three additional inspectors. The inspectors observed 15 teachers and 18 lessons, and held meetings with the members of the governing body, staff and groups of pupils. They observed the school's work and analysed 218 questionnaires from parents and carers, 100 from pupils and 25 from staff. The team also looked at documents and policies including those relating to the safeguarding of pupils, information the school had collected about the pupils' progress and the school's records of its monitoring of the quality of teaching and learning.

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

- Current attainment and progress, especially in mathematics and that of girls.
- In lessons, how effectively teachers use assessment to help pupils improve their work and involve them in assessing how well they are doing.
- The effectiveness of all leaders' monitoring and evaluation, particularly that of subject leaders, in addressing areas of relative underachievement as quickly as possible.

## **Information about the school**

Hammond Community Junior School is larger than average. The proportion of pupils known to be eligible for free school meals is much lower than average. The proportions of pupils from minority ethnic groups and of pupils who speak English as an additional language are lower than average. The percentage of pupils with special educational needs and/or disabilities, including those who have a statement of special educational needs, is also lower than average. The school has many awards including Healthy School status for the promotion of healthy lifestyles. There is a breakfast club. Since the previous inspection, there have been changes in staffing, including the headteacher who has been in post since September 2010.

**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

Hammond is a good school where outcomes for pupils are outstanding. This is because their academic achievement is good and many aspects of their personal development are excellent, including the extent to which pupils feel safe, their understanding of a healthy lifestyle, their spiritual, moral, social and cultural development and also their behaviour. Many of these aspects are outstanding because of the school's excellent safeguarding and the outstanding care, guidance and support the school provides for its pupils. Pupils, staff, parents and carers are very positive about all aspects of the school. The following comments sum up well the views of parents and carers: 'The school provides a wonderful environment for my child to not just learn academics but social skills to launch her into the adult world' and 'Well done to the whole team, including all the children!'

Since the previous inspection, there have been many improvements, including behaviour, which is outstanding, and attendance, which is high. Attainment in English has remained high and that in mathematics is above average, having recovered from a dip in 2010. Progress has improved in all years in both English and mathematics and is good, with no significant difference in progress between girls and boys. Teaching has also improved and is good, with some that is outstanding, but also some that is satisfactory. Currently, the best practice in teaching is not being shared well enough. In addition, in some lessons, teachers do not check often enough with pupils how well they are learning and how well they can improve their work. The curriculum is good and literacy is embedded particularly well within other subject areas. However, the embedding of numeracy and information and communication technology (ICT) is not quite as good. Because of these aspects, attainment overall is not as high as it could be, nor progress rising as fast as it could.

Although the headteacher has been in post for a relatively short time, he is already instrumental in beginning to accelerate improvements. Staff are very positive and it is clear that they want the best for the pupils. They are firmly behind the drive to raise attainment and improve the quality of learning and teaching. The school's monitoring and evaluation are becoming more rigorous and the school knows its strengths and areas for development well. Monitoring of teaching and learning has brought about clear improvements. However, the role of subject leaders is not developed enough; some are not sufficiently effective in the monitoring of learning and progress in their areas. As a result, the rise in progress is not as fast as it might be. Despite this, the fact that the school has made good improvements in so many areas indicates that the capacity to improve even further is good. Because of the

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outstanding outcomes for its pupils, the school's value for money is excellent.

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

- Raise attainment and accelerate learning and progress by:
  - sharing best practice in teaching so that all teaching is at least good and much of it is outstanding
  - throughout lessons, always checking with pupils how well they are learning and how they can improve their work
  - embedding numeracy and ICT in as many curriculum areas as possible so that the application of these skills is as good as it is in literacy
  - developing the role of subject leaders to include more effective monitoring and evaluation of learning and progress.

## Outcomes for individuals and groups of pupils

**1**

Inspection evidence confirms that learning and progress are good and sometimes outstanding. Pupils enter Year 3 with above average attainment, although the school's own data indicate that attainment is actually a little lower. They leave in Year 6 with high attainment in English and above average attainment in mathematics. Consequently, achievement overall is good from the pupils' starting points. Pupils' high attainment in English was exemplified well in Year 6 English lessons, when they were seen eloquently explaining the difference between sympathetic and empathetic writing. Pupils' excellent behaviour plays a large contribution to their learning, including 'partner talk' to discuss ideas with their peers. This was seen to very good effect in many lessons, including a Year 4 mathematics lesson on estimation, when girls and boys made outstanding progress. This lesson also exemplified well improvements in mathematics. In a few lessons, however, progress is not as good as it could be because pupils do not know how well they are learning or how they might improve.

Pupils feel extremely safe and secure in school because of the school's outstanding safeguarding, care, guidance and support. They have an excellent understanding of a healthy lifestyle, recognised in national awards, and enjoy the many opportunities to take part in sporting activities and clubs. The older pupils act as ambassadors for younger pupils, for example by organising games they have designed themselves and then evaluating their effectiveness. Pupils' spiritual, moral, social and cultural development is excellent. Pupils excitedly told the inspectors about their Respecting Rights Council, recognised in the school's national award, where they act as role models and promote the rights of children at the nearby infant school. This is just one of the many responsibility roles in school of which the pupils are proud. Pupils are well prepared for the next stage in their learning. This is helped by their high attendance and high attainment in literacy. Pupils thoroughly enjoy being at school.

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When asked to describe the school, one pupil commented, 'It's fun – when I wake up and realise it's a school morning, it's something to get up for.'

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
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
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

A key strength of the school is the way it looks after all its pupils, particularly those who have challenges in their life that make them potentially vulnerable, from the beginning of the day at the breakfast club right through to the many after-school clubs. There are examples of significant successes in the way in which the school helps pupils to overcome any difficulties and barriers to learning so that they achieve well. Learning support assistants provide competent and confident support which enables pupils with special educational needs and/or disabilities and those who speak English as an additional language to have full access to lessons and activities. The school is rigorous in following up absences and this has contributed significantly to the pupils' high attendance. Links with the neighbouring secondary schools are very strong, enabling pupils to make a smooth transition and quickly settle into their new schools.

The curriculum is tailored well to the needs of different groups of pupils, with tasks successfully adapted for the higher attaining pupils and for the less able. Literacy is embedded especially well into other curriculum areas. Enrichment is particularly strong and activities stimulate pupils' interest and motivation. During the inspection, Year 4 pupils and teachers were seen setting off for a visit to Milestones Museum, proudly sporting Victorian attire, including very fetching flat caps and bonnets.

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

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Sporting provision and music provision are strong. Pupils proudly told the inspector about winning some events at a recent inter-school cross-country competition. They were seen thoroughly enjoying rehearsing for their Christmas concert and also working with the Hubble puppets after school.

The quality of teaching is good overall but some variations exist. Some teaching is outstanding, much is good, but some is satisfactory. Generally, teachers are knowledgeable, enthusiastic and lessons proceed at a good pace. Many teachers ask perceptive questions which challenge pupils and make them think. This was seen to particularly good effect in a Year 6 ICT lesson when pupils used the interactive whiteboard to explain to their peers how they constructed their Excel spreadsheets. Most teachers are good at sharing with pupils exactly what they are expected to do in lessons and checking with them how well they are doing. Where teaching is not so strong, this is not so apparent, and so progress slows as pupils are not always able to know clearly how they can improve their work. Marking is generally good and pupils know their targets which are clearly identified in their books.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher has a clear view of how to take the school forward. He has worked well with his senior leaders to identify where improvements need to be made. For example, the school acknowledges that the role of subject leader is not well enough developed, particularly in monitoring and evaluating learning and progress. This is preventing improvements in progress from being as rapid as they could be. Staff morale is high and it is clear that all staff want the best for the pupils. Governance is good. Members of the governing body are involved in the work of the school and know the school's strengths and what the school needs to do to improve. They are helping to shape the direction of the school well and are increasingly evaluating their own effectiveness. The governing body and staff work well together to ensure pupils are kept safe. Safeguarding procedures are excellent, with very clear policies and secure risk-assessment systems, informed by the pupils themselves. Members of the governing body have a particularly high awareness of safeguarding, including safe recruitment procedures and staff training.

Most parents and carers are very positive about all aspects of the school and their engagement with it is good. They agree strongly that the school provides them with good help to enable them to support their children's learning, for example through

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workshops. Equality of opportunity is good, with there being little difference in the progress of different pupils. In addition, there have been very few racist incidents in school, underpinned by the school’s strong focus on respect for others and its effective focus on eliminating any form of discrimination. The promotion of community cohesion within school, locally and internationally is good. The school has plans to link nationally with other schools of a different socio-economic or cultural make-up. There is a wide range of good partnership involvement, including close links with other local schools. This has helped the school’s learning environment to support pupil’s learning better and ensure that attainment in English is high.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school’s engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Views of parents and carers

Two thirds of parents and carers returned the questionnaire, which is a much higher than average response. They were very positive about all aspects of the school’s work, particularly the extent to which the school keeps their children safe and how much their children enjoy school. The inspectors judged that the extent to which pupils felt safe is outstanding. They found that the enjoyment of the children was very evident. A few parents and carers did not agree that their children were making enough progress. Inspectors found that most children make good progress, but that a few were not making quite as much progress as they might do.

### Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hammond Community Junior 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 218 completed questionnaires by the end of the on-site inspection. In total, there are 332 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	127	58	85	39	3	1	0	0
The school keeps my child safe	155	71	62	28	0	0	0	0
The school informs me about my child’s progress	70	32	137	63	7	3	1	0
My child is making enough progress at this school	81	37	118	54	15	7	0	0
The teaching is good at this school	101	46	107	49	4	2	0	0
The school helps me to support my child’s learning	106	49	107	49	4	2	1	0
The school helps my child to have a healthy lifestyle	109	50	97	44	8	4	0	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)	87	40	118	54	3	1	0	0
The school meets my child’s particular needs	87	40	113	52	9	4	0	0
The school deals effectively with unacceptable behaviour	76	35	123	56	3	1	0	0
The school takes account of my suggestions and concerns	68	31	126	58	3	1	1	0
The school is led and managed effectively	136	62	75	34	3	1	0	0
Overall, I am happy with my child’s experience at this school	121	56	91	42	2	1	0	0

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 and 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.

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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



18 November 2011

Dear Pupils

### **Inspection of Hammond Community Junior School, Lightwater GU18 5TS**

Thank you for the warm welcome you gave the inspectors when we visited your school recently. We really enjoyed talking to you and we are very grateful for the excellent contribution you made to the inspection.

You go to a good school. Your behaviour is exemplary and you work well together in lessons. You have an excellent understanding of a healthy lifestyle and you appreciate and enjoy the many opportunities that the school offers you. We enjoyed seeing Year 4 dressed up as Victorians getting ready for their visit to the Milestones Museum. We also enjoyed seeing your teachers dressed up too! You told us that you feel very safe in school and that adults look after you very well. We agree with you. We judged that your learning and progress are good, the teaching you receive is good and that the leadership of the school is good.

We have asked your headteacher to make the school even better by:

- asking your teachers to share their good ideas better
- getting your teachers to check more how well you are learning during your lessons and to make it clear to you how you can improve your work
- bringing numeracy and ICT into your other lessons so you can practise those skills more
- making sure that those teachers who lead different subjects also check how well you are learning.

You can all help by letting your teachers know if you do not know how well you are doing or how to improve your work.

We would like to wish you all the best for the future and hope that you continue to enjoy your time in school.

Yours sincerely

Alison Thomson  
Lead inspector

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