

Hamstreet Primary School

Inspection report

Unique reference number	118378
Local authority	Kent
Inspection number	379610
Inspection dates	12–13 January 2012
Lead inspector	George Logan

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

Type of school	Primary
School category	Community
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	309
Appropriate authority	The governing body
Chair	Sue Davison
Headteacher	Jane Macey
Date of previous school inspection	12 May 2009
School address	Hamstreet Ashford Kent TN26 2EA
Telephone number	01233 732577
Fax number	01233 732573
Email address	headteacher@ham-street.kent.sch.uk

Age group	5–11
Inspection date(s)	12–13 January 2012
Inspection number	379610



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

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 123 4234, 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 information 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'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012



Introduction

Inspection team

George Logan	Additional inspector
Narinder (Nina) Dohel	Additional inspector
Howard Jones	Additional inspector

This inspection was carried out with two days' notice. Inspectors spent nine and a half hours visiting 19 lessons taught by 12 different members of staff. They held meetings with the Chair of the Governing Body and two other governors, and with staff and a group of pupils. Inspectors also listened to the reading of several pupils. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at the school's documentation, which included records of teaching, the main improvement plan, records relating to safeguarding and extracts from the school's tracking of pupils' progress. A scrutiny of pupils' written work, selected by the school, was also undertaken. The inspection team analysed 109 inspection questionnaires returned by parents and carers, together with 29 inspection questionnaires from staff and 200 from pupils.

Information about the school

Hamstreet Primary is larger than the average-sized primary school. Most pupils are of White British heritage. Very few pupils are at an early stage of learning to speak English as an additional language. The majority of children enter the Reception classes having attended the private nursery in the school grounds. This provision is inspected separately. The proportion of disabled pupils and those with special educational needs is average. The proportion of pupils known to be eligible for free school meals is low. The school is part of an informal alliance, the Ashford Collaborative Enterprise, with two other local primary schools. In 2011 the school met the current government floor standard for primary school, which sets the minimum expectations for attainment and progress.

The school has gained a number of awards in recent years, including the Artsmark, the National Healthy Schools award, the Information and Communication Technology (ICT) Mark, the Basic Skills Quality Mark and the Platinum Travel award. There were several changes of teaching staff at the start of the school year in September 2011.

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	4
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	4

Key findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty’s Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to leadership and management.

- The overall effectiveness of the school is inadequate. It is providing an acceptable standard of education, because teaching and pupils’ achievement are satisfactory. However, it is not improving quickly enough.
- Children achieve well in the Early Years Foundation Stage. However, progress slows in Years 1 and 2. As a result, attainment is average by the end of Year 2, but relatively few pupils reach the higher level. There are pockets of better progress in Years 3 to 6, such as in reading, but overall progress is satisfactory, with consistently average attainment by the time pupils leave the school.
- Teaching is satisfactory, leading to satisfactory progress and achievement. In some lessons, pupils are challenged well and learn quickly. However, the pace of lessons is sometimes slow, with insufficient challenge to move pupils’ learning on. Teachers do not always respond to pupils’ poorly presented or unfinished work, or to poor handwriting. Marking of work is not always rigorous enough.
- Behaviour, safety and pupils’ personal development are good. There are effective systems for managing pupils’ behaviour, and incidents are rare. Pupils are courteous and enthusiastic, enjoy their learning and attend frequently. Disabled pupils and those with special educational needs are well supported. Parents and carers recognise the significant strengths in the way the school supports pupils’ welfare and their spiritual, moral, social and cultural development.
- Leadership and management are inadequate. Despite the pupils’ commitment to learning, school leaders have been slow to recognise or address the lacklustre pace of some lessons and its impact on pupils’ progress. School leaders over-estimate pupils’ progress and attainment and the quality of teaching. As a

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

result, the pace of improvement is too slow.

What does the school need to do to improve further?

- Increase the proportion of good or better teaching to over 75% by January 2013, through:
 - accurate assessment of pupils' current knowledge and understanding
 - ensuring pupils are consistently challenged by the level of work
 - informative marking of pupils' work to support improved outcomes
 - setting higher expectations for the quality of pupils' handwriting and the presentation of their written work.
- Improve leadership and management, and the pace of school improvement, by:
 - ensuring self-evaluation is accurate, particularly in relation to attainment, progress and the quality of teaching
 - setting higher expectations for the progress pupils make and the quality of their work
 - ensuring that the monitoring and evaluation of teaching and of pupils' learning are rigorous and challenging
 - holding staff accountable for the progress pupils make.

Main report

Achievement of pupils

Children's attainment on entry to the Reception classes varies considerably. However, good teaching, effective assessment and an appropriate, well-planned curriculum, both indoors and in the outside area, and for all abilities, ensure that children make good progress. While pupils make mostly satisfactory progress in Years 1 and 2, the brisk momentum and challenge of their Reception experience is not sustained. Attainment in reading, writing and mathematics by the end of Year 2 is broadly average and varies little between years. The proportion of pupils attaining the higher Level 3 is often below average because higher attainers are not sufficiently challenged.

Parents and carers have a very positive view of the progress their children make. However, analysis of the school's data indicates that the true picture is not as strong as they believe it to be. In Years 3 to 6, for example, progress is satisfactory over time, leading to average attainment at the end of Year 6. Attainment and progress in reading are, however, better. Overall, pupils' attainment declined in the period between 2008 and 2010. The decline was halted in 2011. Evidence from lessons indicates that the pace of learning is at times slow, with insufficient intervention to ensure that pupils improve the quality of their work. Untidy, poorly-presented written work from pupils is sometimes readily accepted. Pupils do not get consistently effective guidance from teachers' marking so they know what they need to do to improve, though this has been a recent area for development. Follow-up of marking, to check that it has been successful, is also inconsistent. However, in those classes where teachers have a consistent focus on raising attainment, for example in the

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

Year 5/6 mixed class, activities are subtly pitched to match and challenge the needs of different year and ability groups. Where this applies, pupils' work also shows a rapid improvement in handwriting and in the quality, content and ambition of pupils' creative writing. This is because of the teacher's high expectations. Although the impact is variable, the availability of specialist provision to meet the needs of disabled pupils and those with special educational needs is good. Specialist Reading Recovery teaching has a good success rate in accelerating progress.

Quality of teaching

Although leaders consider almost all teaching to be good or outstanding, this was not evident during the inspection, when a significant proportion of teaching was judged satisfactory. Parents, carers and pupils also feel that teaching is very good. However, while teaching has a clear and positive impact upon pupils' spiritual, moral, social and cultural development, this is less evident in relation to pupils' learning. Given that the pace of learning over time is generally satisfactory, inspection evidence does not fully support these views.

There is, however, good practice in the teaching. Teaching and learning are good, for example, in the Reception classes. This is because teachers move learning on rapidly, effectively questioning children, suggesting new ideas and developing learning opportunities. Staff constantly assess children's awareness and understanding of letter sounds and prompt them to think about what they are learning. This establishes a brisk underlying pace to sessions and a thoughtful engagement with learning which supports the consistently good progress seen.

Elsewhere, teaching and learning are strongest in upper Key Stage 2. For example, in a mixed Year 5/6 class, brisk pace and high teacher expectations have a strong impact on pupils' progress. In a successful literacy lesson, for example, the teacher's effective questioning prompted pupils to reflect on the quality of their writing, to sustain a good pace and to be adventurous in their choice of vocabulary. In a Year 6 lesson, where pupils were writing information letters, progress was also good because of the tight management of the lesson and the teacher's demanding expectations. However, not all pupils had a clear awareness of their personal targets, and the marking of pupils' work only occasionally identifies the next steps they need to make in their learning. There are missed opportunities in some lessons to review learning and check pupils' understanding and also to extend the challenge for the more able pupils. In general, teachers do not have sufficiently high expectations of the quality of pupils' written work, including their handwriting, and this constrains the rate of progress that they make. Overall, the curriculum is imaginatively developed, but promotes only satisfactory progress at present because the impact of activities is not sufficiently monitored to ensure that a greater proportion of pupils make more rapid progress and attain higher standards.

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

Behaviour and safety of pupils

Parents, carers and pupils accurately recognise the very positive relationships and high quality of care within the school. This is a happy, nurturing community, where there are close and positive relationships between adults and pupils. The wide range of extra-curricular activities engage and enthuse pupils and create a strong community spirit. Behaviour in lessons and around the school is good and pupils feel very safe. School records indicate that, with the exception of some localised issues in one class at the beginning of the previous school year, episodes of poor behaviour are rare. As part of a revised approach to the management of behaviour, the school introduced the 'Good to be Green' programme in the current school year to good effect. Pupils and the great majority of parents and carers have few concerns about behaviour. There are no recent reports of bullying of any type. Good procedures are in place to manage any issues that arise.

Leadership and management

School leaders are very effective in supporting the personal development and well-being of pupils and this is rightly recognised and valued by parents and carers. School leaders ensure that safeguarding arrangements are effective and that they are active in tackling discrimination and promoting equality. Over time, however, much less priority has been given to increasing the pace of pupils' learning and to raising pupils' attainment. Teacher expectations have not been high enough and improvement since the previous inspection has been slow, indicating that the school's capacity for improvement is inadequate. School leaders judge, incorrectly, that pupils' attainment is high and pupils' progress more rapid than the available data indicates. This impedes the realistic evaluation of what needs to be done and the planning of appropriate action to address long-term or emerging issues. The recent improvement in attainment in mathematics was the result of belated action to stem an increasing decline in pupils' attainment and to address a long-term profile of weak performance.

The monitoring and evaluation of pupils' work are not sufficiently frequent or proactive to ensure that issues are identified, tackled and resolved promptly. As a result, poor work habits become embedded. The school is supporting new staff in the development of their skills. However, in general, school leaders do not hold staff sufficiently accountable for the progress their pupils make. Middle-managers generally subscribe to the school-wide perception of high standards, so that here, too, there is little impetus for change. However, provision for the Early Years Foundation Stage and that for disabled pupils and those with special educational needs are both well led and managed.

The governing body demonstrates a high level of commitment to the school, as demonstrated by its members' regular visits and the active support they provide. However, dependence upon, and acceptance of, the school's interpretation of performance data mean that they provide insufficient challenge to require school leaders to raise pupil attainment. The school, through its extensive extra-curricular

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

programme and its commitment to the individual, is mostly effective in promoting pupils' spiritual, moral, social and cultural development. Pupils now have more opportunities to develop awareness of other cultures than at the previous inspection. The curriculum has been imaginatively developed and offers a well-judged range of opportunities for pupils to engage practically in, for example, science. When teaching is sufficiently strong, it provides a generally effective framework within which to drive up pupil attainment.

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).

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.

16 January 2012

Dear Pupils



Inspection of Hamstreet Primary School, Ashford TN26 2EA

Thank you for making us welcome when we visited your school. We enjoyed meeting you, spending time in lessons and hearing your views. Thank you to those who completed our inspection questionnaire. While we found that your school has some important strengths, it also has some weaker aspects which need attention. For this reason, we have given your school a 'notice to improve'. This means that inspectors will visit the school again to check on the progress being made. Our main findings are listed below.

- Although you get a good start in Reception, the pace of progress slows down after that and standards are average. You usually make the best progress in reading.
- Teaching is satisfactory. You learn well in some lessons, but in others the pace is rather slow. Not enough attention is given to ensuring that your written work, including your handwriting, is of a high standard.
- You have good attitudes to learning, behave well and attend frequently.
- Staff care for you really well, but marking and guidance are not sufficient to ensure that you make consistently good progress. There is some good provision for those of you who need additional help.
- Senior leaders support your personal development and well-being effectively. Not enough priority is given to ensuring that your academic progress is good. The curriculum offers many interesting activities.

To help you to do better, we have asked the school to do the following things.

- Ensure that teachers give you challenging work, more informative marking and have higher expectations of the quality of your written work.
- Improve the leadership of the school by setting higher expectations for how well pupils can do, by keeping a close eye on the quality of teaching and by making more accurate judgements on the progress you make and the standards you reach.

All of you can help by continuing to work hard and doing your best.

Yours sincerely

George Logan
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 123 4234, or email enquiries@ofsted.gov.uk.**