

Hope Hamilton CofE Primary School

Inspection report

Unique reference number	133962
Local authority	Leicester
Inspection number	381575
Inspection dates	14–15 June 2012
Lead inspector	Christopher Parker

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	334
Appropriate authority	The governing body
Chair	Shamim Dassu
Headteacher	Jacky Farnell
Date of previous school inspection	29 April 2009
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Age group	3–11
Inspection date(s)	14–15 June 2012
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Introduction

Inspection team

Christopher Parker

Additional Inspector

Michael Wintle

Additional Inspector

Aileen King

Additional Inspector

This inspection was carried out with two days' notice. The inspectors observed 16 lessons taught by 11 teachers. In addition they made a number of shorter visits to classrooms to evaluate the curriculum. Inspectors talked, both formally and informally, to the pupils, and scrutinised samples of their work. They also met with representatives of the governing body, and the members of staff with additional responsibilities – for example, for leading mathematics and English. Inspectors took account of the responses to the online questionnaire (Parent View) in planning the inspection. They observed the school's work and looked at records of behaviour, safeguarding policies, records of the monitoring of the quality of teaching, and the school's plan for further development. They analysed responses to questionnaires from 112 parents and carers.

Information about the school

This is a larger-than-average primary school. The proportion of pupils at school action plus and with statements of special educational needs is broadly average. About a quarter of the pupils are known to be eligible for free school meals, which is above the national average. Eight out of 10 pupils come from minority ethnic groups, the most numerous being those from Indian heritage. Four out of 10 pupils speak English as an additional language. The school meets the current floor standards set by the government, which determines the minimum expectations for attainment and progress.

The school opened in 2006 to serve a new development. In the first few years, there was considerable movement of pupils into, and to a lesser extent out of, the school. The school population and the community have now become more established, and the number of pupils joining and leaving the school, at various times, has declined considerably. There have been several changes to the teaching staff since the last inspection.

The school holds Healthy School, I Can, and International School awards.

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

Key findings

- This is a good school. It is not yet outstanding because pupils' progress in mathematics is not quite as rapid as in English, pupils do not present their work as well as they could, and a few pupils do not arrive at school on time each day.
- The pupils are making good progress, and their attainment is broadly average in reading, writing and mathematics by the end of Year 6. However, progress in English is a little faster than in mathematics. Over the last two years, the school population has become more established. This, along with effective developments in both the curriculum and the quality of teaching, has resulted in increased progress and higher attainment.
- The teaching is good because most lessons build effectively on what pupils already know and are able to do. The teachers are particularly adept at stimulating the pupils' interest and imagination. They use their subject knowledge very well to ensure that the pupils make good progress in reading and writing. While mathematical skills are, in most areas, developed equally well, opportunities to use and apply these skills across the curriculum are not fully exploited.
- Behaviour is good. The pupils enjoy lessons because the teachers plan activities which interest them. Consequently, lessons are rarely disrupted. Pupils say they feel safe, and almost all of their parents and carers agree. Pupils have positive attitudes to learning, although not all present their work as well as they could. Attendance has risen over the last two years, but a few pupils still arrive late at the start of the day.
- The headteacher and senior leaders make good use of their evaluations of the school's performance to plan further improvements. The management of teaching is particularly effective and has successfully increased the consistency and effectiveness of the approaches the teachers use.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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What does the school need to do to improve further?

- Accelerate the progress the pupils make in mathematics, so that it is as rapid as that in English by July 2013, by:
 - extending the range of opportunities that the teachers provide them to use and apply their mathematical skills across the curriculum
 - enhancing the marking of the pupils' mathematics work so that it is as effective as it is in English.
- Improve the pupils' presentation of their work, particularly their handwriting, by ensuring that the teachers consistently promote and model correct letter formation and a fluent style.
- Reduce the number of pupils who are late at the start of the school day, by working even more closely with their parents to emphasise the importance of a prompt start to the day.

Main report

Achievement of pupils

Children start school with skills and abilities that are not as high as those expected for their age, particularly in communication, reading and writing. They make good progress in the Early Years Foundation Stage and this continues through Key Stages 1 and 2. Over the last few years, attainment at the end of Year 2 has risen steadily. Attainment in reading is in line with the standards expected of seven-year-olds. A similar pattern of improvement can be seen in the results of national tests at the end of Year 6. Currently, pupils' attainment at the end of Year 6 in reading, writing and mathematics is broadly average.

Learning and progress are good in the Early Years Foundation Stage. The children are engaged in a wide range of activities that flow freely throughout the indoor and outdoor areas. Their knowledge of letters and sounds is developed well through activities that promote speaking and listening as well as reading. Children who speak English as an additional language are well supported by bilingual adults. The children's skills in recognising numbers and patterns are promoted well.

In Key Stages 1 and 2, the pupils are making good progress in reading, writing and mathematics. However, progress in reading and writing is a little faster than that in mathematics. This is largely because the school has focused sharply on improving the pupils' writing over the last few years. Mathematics is now high on the school's agenda, but some elements are not as firmly established as others. In the pupils' completed work, there is a very good range of writing across the curriculum which allows them to practise and extend their skills, although their handwriting and

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presentation are not as good as they should be. While the teachers create some opportunities for mathematical investigation across the curriculum these are not extensive enough to accelerate the pupils use and application of their mathematical skills. In some activities, pupils do not have a clear enough understanding of how they might record and present their findings from an investigation.

All groups of pupils are making good progress. For example, the progress of pupils known to be eligible for free school meals is carefully monitored, and clearly shows that the gap between their attainment and that of other pupils is closing. Disabled pupils and those who have special educational needs benefit from additional support, small-group activities, and carefully modified tasks to ensure that they make good progress in line with their peers. Almost all of the parents and carers who responded to the inspection questionnaire agree that their children are making good progress.

Quality of teaching

The impact of the work of senior leaders can be seen in the consistently good, and sometimes outstanding, teaching. Most lessons have a high degree of similarity in the approaches and methods that the teachers use. Lessons are always planned in a manner that allows the teachers to make clear to the pupils what they are expected to learn. The tasks they are set are differentiated, so that pupils know what they must, should and could achieve in the lesson. This provides well for the needs of the range of abilities in each class. Disabled pupils and those who have special educational needs are provided with additional resources and tuition to help them to make good progress. More-able pupils are encouraged to tackle challenging tasks and to approach writing imaginatively in order to create interest for the reader. In almost all respects, teachers have high expectations of the pupils, although pupils are not always reminded of the importance of high-quality presentation and handwriting. Occasionally, teachers do not set a good enough example with their own handwriting.

A very strong feature of many lessons is the way in which the teachers stimulate and interest the pupils. For example, the use of a video clip from *The Borrowers* captivated the pupils at the start of a writing lesson. At the start of a science lesson, the teacher used short video clips from the previous lesson to review what the pupils had already understood, and to set the scene for new learning. The teaching of letters and sounds is effective throughout the school. In an outstanding mathematics lesson, the teacher also took the opportunity to extend the pupils' knowledge and use of the sounds that letters make, as well as their mathematical knowledge.

The marking of the pupils' writing is highly consistent and very effective. The pupils appreciate and value the comments and guidance of their teacher. This is evident across the curriculum. While the marking and feedback in mathematics is thorough, it is not as effective as it is in English. The teachers strongly promote the pupils' spiritual, moral, social and cultural development through a wide range of activities, notably through those which the pupils choose on 'university afternoons'.

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Behaviour and safety of pupils

Almost all parents agree that behaviour is good. Discussions with pupils indicate that they, too, agree that behaviour is good, although they say that occasionally the behaviour of a very few pupils can adversely affect lessons. Older pupils reflect very maturely on the school's effective management of behaviour. They were involved in developing a system of consequences that the pupils say is very consistently applied and has been particularly effective in reducing instances of disruption to lessons over the last few years.

Pupils demonstrate good attitudes to learning. The school strongly promotes good manners. As a result, the pupils are polite and very respectful. All of the parents who responded to the questionnaire agree that their children feel safe at school. Discussions with pupils on the playground confirm this. They say that instances of bullying are rare and they are very confident that they will be addressed quickly. This was a concern for a few parents. Inspectors found systems to be very clear, and regularly reviewed and modified – for example, to involve parents at an early stage where it is appropriate. The pupils have a comprehensive understanding of the nature, impact and variety of forms that bullying can take. They know how to stay safe when using the internet and how to guard against cyberbullying.

Incidents of racism are taken very seriously. One pupil commented, 'Racism just isn't tolerated'. Pupils are acutely aware that a racist comment may well lead to exclusion and, consequently, such comments are rare. The school's very inclusive ethos, the skilful way in which the teachers manage behaviour and the pupils' very positive response result in a calm and very harmonious community.

Over the last two years, the school has taken very rigorous steps to improve attendance, which, for the current year has risen to be above average. However, a few pupils are not at school in time for the formal start to lessons each morning. Those who attend breakfast club make a good start to the school day.

Leadership and management

The headteacher and senior leaders have high ambitions to continue to improve. A strong feature of the senior leadership is the effectiveness of the management of teaching and learning. Senior leaders carefully target support, training and coaching for their colleagues to make sure that the quality of teaching is effective throughout the school. Teaching is closely monitored. Senior leaders evaluate the impact of the quality of teaching by focusing sharply on how well individual pupils learn in lessons. These pupils are identified through regular meetings with teachers which check how well groups and individuals are making progress. These meetings, and the detailed records made of them, illustrate very clearly the school's strong commitment to equality of opportunity, which is also very evident in its inclusive and harmonious ethos.

Safeguarding arrangements are very thorough and are rigorously monitored by the

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governing body. The governing body responded very positively to the shortcomings in its monitoring of the school's performance highlighted at the last inspection and is now challenging the school to continue to improve. The governing body also has access to a wide range of data and information through detailed reports from the headteacher and senior leaders, which it uses to establish where improvements can be made. The cycle of self-evaluation and improvement planning is well established and involves all leaders and managers. It has brought improvements in teaching, achievement, behaviour and pupils' attendance. The school is, therefore, well placed to continue to improve.

Parents are kept well informed. The school's curriculum provides the pupils with a broad and interesting range of opportunities. Pupils' reading and writing skills are successfully developed across the curriculum, but pupils do not have enough opportunities to use and apply their mathematical skills in different contexts. Pupils' spiritual, moral, social and cultural development is successfully fostered in all aspects of school life.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	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 to 31 December 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.
Floor standards:	the national minimum expectation of attainment and progression measures.
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.



18 June 2012

Dear Pupils

Inspection of Hope Hamilton CofE Primary School, Leicester, LE5 1LU

Thank you for the way in which you welcomed the inspectors to your school. You were very polite and well mannered. We particularly enjoyed having lunch with you and talking about the things you have been doing in lessons. I am also grateful to those pupils who spoke to inspectors on the playground and those we met in Years 5 and 6. You were very clear in telling us that, although there is occasionally some disruption to lessons, this is very infrequent. You also said that bullying is rare, and that you are very confident that any misbehaviour is dealt with firmly, fairly and quickly.

You go to a good school. You feel you are doing well, and we agree. We found that your progress in English is a little faster than in mathematics, so we have asked your teachers to give you more opportunities to use and apply the skills you learn in mathematics when you are doing other subjects. We have also asked them to give you a bit more information about how to improve your mathematics when they mark your work, just as they do in English. Some of you do not write as neatly as you could, so we have asked the teachers to make sure that you all write as neatly as possible.

The headteacher and senior leaders are very keen for the school to get better and better. They have many detailed plans and have been successful in making lots of improvements. For example, your attendance has improved, but a few of you are still not arriving at school on time in the morning. You can help by always being on time so that the school day can get off to a prompt start.

I hope you continue to enjoy school and are able to do as well as you possibly can.

Yours sincerely

Christopher Parker
Lead inspector

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