

# Hambrough Primary and Nursery School

South Road, Southhall, Ealing, London, UB1 1SF

## Inspection dates

12–13 February 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils achieve well and make good progress in both English and mathematics.
- Reading is well promoted by the school. There is a very strong focus on reading in all classes.
- The promotion of social, moral, spiritual and cultural education is strong. Pupils have many opportunities to develop their social skills and deepen their understanding of the wider world.
- Leadership is strong at all levels. Governors know the school well. They are well aware of the school's strengths and what it needs to improve. They provide a good balance of challenge and support and are well trained to carry out their role.
- Disabled pupils and those with special educational needs are well supported by the school and make good progress. Their needs are carefully identified and monitored.
- Pupils' behaviour is good. They are polite and friendly and relationships are strong. Pupils come to lessons ready to learn and engage well in their work.
- Teaching is good. Teachers plan work that supports the learning of individuals and groups. Resources are carefully designed to make sure pupils are able to work at the correct level. Good use of resources helps pupils to understand what they need to learn.

### It is not yet an outstanding school because

- Teachers' marking and feedback to pupils is not always clear enough to ensure that pupils fully understand the level at which they are working and how to improve.
- Pupils' significantly improving achievement in English is not yet fully matched by that in mathematics.

## Information about this inspection

- Inspectors observed 27 lessons of which seven were joint observations with the headteacher and senior staff. They also observed two assemblies, registration, one after-school club and breaks and lunchtimes.
- Meetings took place with staff, pupils, the Chair and Vice Chair of the Governing Body, parents and a representative from the local authority.
- Inspectors listened to a sample of pupils read.
- Inspectors looked at the school's work, including information about pupils' achievement, safeguarding, attendance, self-evaluation and development planning. They also scrutinised pupils' work in lessons.
- There were too few responses to the online Ofsted questionnaire (Parent View) to allow inspectors to use this as a source of evidence. However, inspectors took note of the school's own parental surveys and discussions with 12 parents. They also analysed the 39 questionnaires completed by staff.

## Inspection team

Michael Merva, Lead inspector	Additional Inspector
Byran Meyer	Additional Inspector
Noureddin Khassal	Additional Inspector
Peter Thrussell	Additional Inspector

## Full report

### Information about this school

- This is a larger than average-sized primary school.
- The proportion of pupils from minority ethnic backgrounds is well above average.
- The number of pupils who speak English as an additional language is well above average.
- The proportion of pupils known to be eligible for additional support through funding provided by the pupil premium is above average.
- The number of disabled pupils and those with special educational needs supported at school action is broadly average. The proportion supported at school action plus, or with a statement of special educational needs, is below average.
- The school meets the government's current floor standards, which set minimum expectations for pupils' progress and attainment.
- The school provides a range of after-school clubs, some using external providers, but makes no use of any alternative provision.

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

- Ensure that the quality of all marking and feedback is as good as the best in the school so that pupils are fully aware of their current progress and know precisely what they need to do to improve.
- Further raise achievement in mathematics, so that it is in line with that in English, by applying the effective strategies used to accelerate pupils' progress in English.

## Inspection judgements

### The achievement of pupils is good

- All pupils, including those from minority ethnic backgrounds and those who speak English as an additional language, make good progress in both English and mathematics and attainment is broadly average by the end of Year 6. Effective strategies implemented since the last inspection have resulted in pupils making significant progress in English, often from low starting points. Progress in mathematics, while good, is not as strong. However, leaders are fully aware of the need to employ the successful strategies used in English to improve progress in mathematics.
- Progress in the Early Years Foundation Stage is good. Pupils enter the Nursery with skills and knowledge that are generally well below expectations for their age, especially in communication. Pupil's skills are close to average when they leave Reception and this is currently improving. Provision is well designed. There is an interesting and stimulating range of activities, good use of additional adults and clear links with parents.
- Pupils make good progress in reading from their starting points. The well-focused teaching of letters and sounds has resulted in good progress in the Early Years Foundation Stage and this continues into Key Stage 1. Because of the school's fresh approach to the teaching of reading, pupils' skills by the end of Year 2 have steadily improved since the last inspection. These initiatives have also resulted in good progress in reading in Key Stage 2.
- The progress of pupils who speak English as an additional language is good. These pupils often enter the Nursery speaking little English and make good progress as they move through the school. Most leave Year 6 with above average attainment in English and average attainment in mathematics. The school's strong emphasis on English and communication skills assists them in their learning.
- Pupils eligible for additional support through the pupil premium funding make good progress in their learning. Staff are aware of the individual needs of these pupils and provide effective tailored support. As a result, gaps in achievement between these pupils and their peers are closing and there is no significant difference between their average point scores reached in national tests at the end of Year 6 and those of others in their classes.
- Disabled pupils and those with special educational needs make good progress. The provision for these pupils has improved because of the sharp focus on learning needs, and is effectively delivered. As a result, improvement from previous years is clear and these pupils are now achieving well.
- Evidence from parent interviews and the school's own parental questionnaires indicate that parents believe their children are doing well at school.

### The quality of teaching is good

- The quality of teaching is good over time with some that is outstanding. This contributes to the good progress of pupils.
- Well-planned resources and imaginative teaching strategies contribute to good learning. In a Nursery lesson, imaginative role play involving an adult dressed as a nurse helped pupils to understand why it was important to look after their teeth. This stimulated engagement and understanding. Interactive whiteboards are well used to visually define what pupils are expected to learn and to clarify tasks.
- Reading is well taught across the school. Teaching in all subjects is planned to support the development of reading and communication skills. As a result, pupils are confident and accurate readers. All subjects contain a strong literacy element. In a Year 4 mathematics lesson, well-structured questioning and the reinforcement of specialist vocabulary gave pupils the opportunity to improve their communication skills. Well-planned and structured reading lessons enable pupils to engage well in independent learning tasks. This results in good progress being made.

- Teachers have high expectations and set work at appropriate levels of difficulty to help all pupils make progress. In a Year 6 mathematics lesson, work was set at a high level designed to secure and extend pupils' learning. As a result of lesson tasks that were well matched to pupils' ability levels, pupils made better than expected progress. A range of questioning techniques is used well to allow pupils of differing abilities to develop their oral skills and engage in learning.
- Additional adults are deployed well to support learning. In a Year 6 English lesson, very well targeted support, including modelling of tasks and careful explanation, helped a group of pupils with special educational needs to work well, independently, and make good progress.
- Assessment opportunities are included in lessons and help pupils to check their progress. All pupils know their current targets, but not all are able to explain clearly the level at which they are working and what they need to do next. There are some very good examples of marking in books which help pupils understand what they need to do next. However, this is not consistent across the school and has been rightly identified as a development priority.

### **The behaviour and safety of pupils are good**

- Pupils display good attitudes towards learning. Strong relationships are evident and pupils are always polite and friendly. On the rare occasions when it is required, pupils respond well to teachers' requests to correct their behaviour.
- Pupils have a good awareness of what bullying is and the different forms it can take. They are aware of cyber bullying as well as physical and emotional bullying. Well-delivered school initiatives such as anti-bullying week, displays, assemblies and the school council's anti-bullying charter support their understanding. Pupils take responsibility for their own behaviour. The successful use of pupil 'mini mentors' to deal with bullying and other types of inappropriate behaviour is one example of the school's effective work in this area.
- Pupils say they enjoy school. One pupil, in explaining why he liked school, said, 'You get to learn. I want to be a doctor and help everyone.' He also stated that pupils were 'friendly and everyone is kind to me', reflecting the views of many other pupils.
- Pupils feel very safe at school and well looked after. Pupils, staff and parents view behaviour as good.
- Behaviour is well managed by the school. The behaviour code is prominently exhibited and the behaviour policy emphasises good relationships and positive conduct. There have been no exclusions for the past three years.
- Attendance is average, but improving over time. The school has worked hard to raise the awareness of the importance of attendance within its school community. The school robustly monitors attendance and acknowledges good attendance in newsletters and weekly celebrations.

### **The leadership and management are good**

- The school is well led and managed. The headteacher has made certain that an open and supportive vision is fully in place. Staff, parents and governors all welcome this.
- The school knows itself well. It accurately checks its performance and leaders are well aware of pupils' achievement and the quality of teaching. This results in well-devised strategies to address areas for development and improve pupils' learning. Areas for development from the previous inspection have been fully addressed.
- The school's processes for checking the quality of teaching are robust and accurate. A selection of strategies implemented by all school leaders and monitored by the governing body has enabled the school to evaluate teaching accurately and take steps to improve teachers' practice further, but this has not yet had enough time to have had an effect on the relative weaknesses in teachers' marking and feedback to pupils.
- The quality of teaching and the performance management process are closely related and contribute to target setting and support for staff. The school's systems also ensure that

classroom performance is closely linked to teachers' pay progression.

- Spiritual, moral, social and cultural education is well developed. Ample opportunities are provided for pupils to take responsibility for their own behaviour. Assemblies provide opportunities for celebration of achievement and reflection and displays celebrate the beliefs of different religious faiths. Visits and additional learning opportunities enable pupils to engage in a variety of musical activities and they develop their understanding of other cultures through, for example, Spanish lessons and links with a village in India.
- The local authority provides light touch support for this good school and believes that the school is good and improving.
- Pupils enjoy the range of subjects and activities. Improving pupils' literacy is a very strong feature and is well implemented in all subjects. A number of after-school clubs gives pupils the opportunity to engage in a range of activities to improve their learning skills or to participate in activities that broaden their learning. Examples include cookery, Spanish and football. In a cookery club observed during the inspection, pupils were energetically baking cakes and displayed pride and satisfaction in their achievement.
- The school works very successfully to engage and involve parents. It provides a parent and toddler group to help induction to the Nursery and provides sessions in Early Years Foundation Stage, Key Stages 1 and 2 to help parents understand what their children are learning. It also supports parents by offering help to develop their own skills in information and communication technology, mathematics and literacy.
- Safeguarding meets statutory requirements.
- The leadership of the Early Years Foundation Stage is good. Close links with parents help to secure a good start. Management is strongly focused on children's progress with an emphasis on phonics (letters and the sounds they make) and communication. This helps children to make good progress from starting points that are often low.
- The school's caring and supportive environment makes sure that the tackling of discrimination is a high priority. The strong emphasis on the teaching of English across all subjects ensures that pupils are able to gain the basic skills required to make good progress and are prepared for the next stage in their education.

■ **The governance of the school:**

Governors know the school well. They welcome its openness and caring nature. They have a clear understanding of its strengths and what it needs to do to improve further. Governors have a clear view of pupils' achievement and the quality of teaching. They also make certain that there are clear links between classroom performance and pay awards for teachers. Governors fully scrutinise the impact on pupils' progress of the use of additional teaching assistant hours provided by the pupil premium. They robustly review school policies at regular intervals and make sure they are effective. They ensure risk assessments are in place. The finance committee monitors and confirms that school funding is well used to promote pupils' learning. Governors have access to a wide range of training, including safeguarding, health and safety and child protection. They are well versed in the requirements of safeguarding and make sure that systems completely meet statutory requirements.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	101877
<b>Local authority</b>	Ealing
<b>Inspection number</b>	402866

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	516
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Meena Mann
<b>Headteacher</b>	Mrs Louise Singleton
<b>Date of previous school inspection</b>	29 January 2008
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