

Hambridge Community Primary School

Hambridge, Langport, TA10 0AZ

Inspection dates

26–27 February 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
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.

- As a result of the good leadership of the headteacher, who is well supported by staff and governors, pupils' achievement is good.
- The standard of pupils' work by the end of Year 6 is well above the national average in reading, writing and mathematics.
- Actions taken to improve teaching have been effective. Typically teaching is now good and some is outstanding.
- The school is an inclusive community where all groups of pupils, including those eligible for the pupil premium, achieve well. Pupils who need extra help are given good support and they also achieve well.
- Staff are united in supporting pupils to be 'the best that they can be'.
- Behaviour in lessons and around the school is good. Pupils are polite, courteous and proud of their school. They say they feel safe at school and that bullying is extremely rare; parents and carers agree.
- The school provides an exceptional range of extra activities for pupils before, during and after school. This enables all pupils to develop their personal interests and talents and a positive attitude to learning.
- Every opportunity is taken to promote pupils' spiritual, moral, social and cultural development based on the school's strong emphasis on mutual trust, respect and an appreciation of the wider world.
- Attendance is above average.

It is not yet an outstanding school because:

- Not enough teaching is outstanding. Teachers' marking does not always give pupils clear information about what they have done well and pupils are not always sure about what they need to learn next.
- There are not enough opportunities for pupils to take control of their learning, to work independently and think for themselves.

Information about this inspection

- The inspector visited nine lessons, three of which were joint observations undertaken with the headteacher.
- Meetings were held with governors, staff and pupils from the school council.
- A telephone discussion was held with a representative of the local authority.
- Pupils' work was scrutinised and the inspector heard some pupils read.
- Morning playtime and a whole-school assembly were observed.
- The inspector took account of the 46 responses to the online questionnaire (Parent View), and the view of a parent or carer spoken to during the inspection.
- The views of staff, including those expressed in 16 responses to the staff questionnaire, were considered.
- Other aspects of the school's work were scrutinised. A range of documentation was examined, including the school's information on pupils' progress, school self-evaluation and improvement planning, attendance, the central record of checks on staff and safeguarding.

Inspection team

Alison Cogher, Lead inspector

Additional inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- The overwhelming majority of pupils are of White British heritage.
- A below average, but increasing, proportion of pupils are eligible for the pupil premium, which provides additional government funding for pupils including those known to be eligible for free school meals and those from service families.
- The proportion of disabled pupils and those with special educational needs supported through school action is average.
- A below average proportion of pupils are supported at school action plus or through a statement of special educational needs.
- The school is popular and the number of pupils entering the school is increasing with a significant number of these being admitted into Key Stage 2.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- A breakfast and after-school club, which is run by the governing body, is available during term time.
- The school, together with two other local primary schools, is part of the Huish Community Trust.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by ensuring that:
 - teachers' marking gives pupils clear guidance about what they have done well and what they need to do next to improve
 - pupils are challenged to take more responsibility for their learning and generate their own questions and lines of enquiry, think for themselves and work independently.

Inspection judgements

The achievement of pupils

is good

- Pupils' achievement is good. Pupils of all abilities and from all backgrounds are doing well in reading, writing and mathematics.
- The pace of pupils' learning is sustained because teaching includes regular reviewing of pupils' progress and checks to make sure that they are secure in one aspect of learning before moving on to the next.
- The proportion of pupils making expected or better than expected progress compares favourably with that found nationally. Significant effort is made to ensure that all pupils have the same opportunity to do well. Disabled pupils and those who have special educational needs are supported effectively to do their best. Great care is taken to ensure that the extra help these pupils receive is tailored closely to their specific need. The difference this help is making is checked often to ensure it is securing improved pupil progress, and if it is not then a different approach is taken.
- Those supported through the pupil premium funding do as well as other pupils. In 2012 these pupils attained average point scores that were almost identical those of to other pupils. Governors are alert to the spending of this funding and check that it is being used effectively to promote pupils' progress.
- There is some variation year on year, but typically children start in the Reception class with skills and knowledge that are appropriate for their age. They make good progress and are well prepared for their work in Year 1. Pupils in Key Stage 1 continue to do well.
- Teaching phonics (the link between letters and sounds) is well organised and has a high priority with the result that pupils make good progress. Variations between year groups accounted for the just below average results of the 2012 first national phonic screening check for six-year-olds.
- An increased focus on reading over the recent past has ensured that pupils develop an enthusiasm for reading. They make good progress throughout the school.
- Pupils in Key Stage 2 build successfully on their previous learning. The proportion of pupils entering the school in this key stage has increased markedly in recent years. Pupils' good progress, regardless of when they are admitted into the school, is a consequence of teaching that is quick to assess what pupils know and what they need to learn next. The level of pupils' attainment by the end of Year 6 in reading, writing and mathematics is typically the equivalent of a year ahead of the national figures.
- Pupils make good use of their reading, writing and mathematics skills to support their learning in other subjects. They also confidently use information technology to support their learning. For example, pupils in Year 3 accessed websites to research 'Ragged Schools' as part of their investigation into life for children in Victorian times.

The quality of teaching

is good

- Teachers have good subject knowledge and plan activities that make good use of a range of resources to capture pupils' interest. Visits are carefully planned to broaden pupils' knowledge and understanding. In this way, for example, by visiting the River Parrett, older pupils gained first-hand experience to help them understand the features of a river.
- Good relationships and work that is well matched to pupils' needs ensures that pupils engage well in their lessons. When set challenges that make pupils think for themselves pupils respond well. For example, in Years 4 and 5, pupils made choices about which equipment would be most appropriate for measuring the capacity of a teaspoon. However, at times teachers direct pupils' learning too tightly and this hinders pupils' developing independence. They have too few opportunities to generate their own questions and pursue their own investigations or research.
- Pupils have their own targets for writing and mathematics but too many pupils do not have a secure understanding of what they need to learn next. Teachers' marking is generally supportive

but does not always spell out clearly to pupils what they have achieved or provide them with clear information about how to improve.

- Assessment of pupils' knowledge and skills is good. Teachers make effective use of the information they gather to plan lessons that take pupils' learning forward successfully. Pupils with special educational needs receive good support, often from capable, well-trained teaching assistants. Some of the pupil premium funding is used to provide this additional help. Frequent checking ensures the funding is helping to improve pupils' progress.

The behaviour and safety of pupils are good

- Pupils are proud of their school and respond well to its encouragement and challenges. 'You can stay in your comfort zone and play it safe, or step out into a world full of exciting opportunities' was the 'thought for the week' generated by pupils in Years 5 and 6 when considering their aspirations for the future. It exemplifies the enthusiasm pupils have for learning and their life beyond school.
- Generally adults manage pupils' behaviour well, although a few pupils do not consistently apply themselves fully in lessons. In the most stimulating lessons pupils' behave very well as they are motivated to engage in their learning and so remain focused and on task.
- They are considerate towards each other and respect each other's views and opinions. This was demonstrated as the school's debating teams rehearsed their presentations in front of the whole school. Pupils gave the presentations their full attention which they followed with applause of appreciation.
- Pupils who join the school are supported well by staff and other pupils. They integrate quickly, form close supportive relationships with other pupils and say it is a friendly place to be.
- Pupils feel safe and well cared for at school. Parents and carers agree. Pupils have a secure understanding of the different forms of bullying and discrimination, which they consider to be extremely rare events at the school. They are confident that if they had a problem an adult would listen to them and help them to resolve it.
- Pupils are aware of potentially harmful situations and understand how they can manage personal risk. This includes misuse of the internet and mobile phones, and road and fire safety.
- School councillors are keen to ensure pupils' views and ideas are passed on to school staff and governors. Although not yet extensive, this practice is helping to ensure that pupils are increasingly able to contribute to the planning of their own learning.

The leadership and management are good

- The headteacher successfully communicates his enthusiasm for, and commitment to, continuous improvement to staff, governors, pupils, parents and carers. Morale is high and the determination of staff to help all pupils achieve as well as they can is strong.
- The school knows its strengths and weaknesses and the headteacher has a clear picture of what needs to be done next. Improving teaching, while also successfully managing the changing characteristics of a growing school, has been tackled well but leaders are aware not enough teaching is yet outstanding. More effective use of pupil attainment and progress information to ensure all pupils achieve well has underpinned the improvements secured.
- Procedures to manage the performance of staff provide a clear evaluation of teachers' work in the classroom and determine the support and guidance required to secure improvement. Professional development is tightly linked to school improvement and the individual needs of teachers at different stages of their career.
- Staff make every effort to ensure that pupils' talents and interests are nurtured while also ensuring that they develop a good level of competence in reading, writing and mathematics.
- Pupils are treated equally and discrimination of any kind is not tolerated. Support for pupils who are disabled or have special educational needs is particularly well led and managed so these

pupils are fully included in all aspects of school. Work with parents and carers and outside agencies is close and productive.

- The school is increasingly working with other schools in the area to increase opportunities for both pupils and staff to mix with and learn from each other. The school receives no direct support from the local authority.
- Pupils' achievement is supported by a very broad and motivating curriculum. The number of additional opportunities provided is outstanding. These, together with the clear moral code and high expectations of social interaction promoted by the school, ensure that pupils' spiritual, moral, social and cultural development is promoted very well.
- **The governance of the school:**
 - Governance is good because governors are directly involved in checking the quality of the school's work. They are well informed and provide a good balance of support and challenge for school leaders. Working closely with the headteacher they regularly consider pupils' progress and check that all is being done to help pupils improve. This includes close checks on the difference pupil premium funding is making to pupils' progress, and the impact of additional support for those pupils with special educational needs. They are equally involved in checking the quality of teaching and the awarding of salary increases for staff whose performance has met qualifying criteria. Governors actively seek training to help them carry out their role effectively, ensuring that their statutory obligations, including safeguarding, are fully met.

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

Unique reference number	123645
Local authority	Somerset
Inspection number	403537

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	127
Appropriate authority	The governing body
Chair	Peter Brandt
Headteacher	Iain Crabtree
Date of previous school inspection	13 February 2008
Telephone number	01460 281370
Fax number	01460 281894
Email address	office@hambridge.somerset.sch.uk

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