

Shamblehurst Primary School

Wildern Lane, Hedge End, Southampton SO30 4EJ

Inspection dates 19–20 June 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	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

- Shamblehurst is an improving school. Since the previous inspection, carefully planned changes have been embedded well and have improved the overall quality of teaching and learning.
- As a result, pupils' progress has significantly improved. All pupils across the school are now making good progress.
- Achievement is good. In last year's end of Year 6 national assessments, many pupils reached above average standards in reading from their below average starting points.
- Those pupils who are most disadvantaged, many of whom join the school at other than the usual times, make very good progress.
- Most pupils behave well, feel safe in school and learn to be confident that adults will deal quickly with any incidents that may arise.
- The curriculum links different subjects together well to make learning relevant and fun, and these are enlivened by regular visits to places of local interest. This strongly promotes the pupils' spiritual, moral and social development.
- Systems of monitoring and evaluation by school leaders and governors are robust and a clear plan is in place to drive improvement.
- The headteacher, with the deputy headteacher, gives a very strong direction to the work of the school. Leaders are considering plans to share the skills of staff better to enable further improvements.
- Governors are very knowledgeable about the school's work. They visit regularly and monitor all aspects of its work closely. They provide effective support and hold leaders to account robustly for pupils' achievements.

It is not yet an outstanding school because

- Pupils' achievement is not outstanding, because there is not yet sufficient outstanding teaching. Occasionally pupils' progress in lessons slows because teachers do not take account of pupils' responses to adapt their lessons.
- Opportunities to enhance pupils' knowledge and understanding of different cultures are underdeveloped.

Information about this inspection

- Inspectors observed 20 lessons or parts of lessons, taught by 14 teachers. Some were joint observations with senior leaders.
- They met with representatives of the governing body and members of staff.
- The lead inspector held a discussion with a representative of the local authority.
- Inspectors took account of the 95 responses to the online Parent View survey and held informal discussions with some parents and carers.
- They observed the school’s work, and looked at school documentation, including data on pupils’ progress, individual education plans, evidence of self-evaluation and monitoring records, and arrangements for safeguarding.
- Inspectors analysed questionnaire responses from 27 members of staff.

Inspection team

David Marshall, Lead inspector	Additional inspector
Julie Quarrell	Additional inspector
Victor Chaffey	Additional inspector

Full report

Information about this school

- This is an above average-sized primary school.
- A very large majority of pupils are of White British heritage.
- The proportion of pupils supported through the pupil premium (additional government funding for pupils who are known to be eligible for free school meals, who are looked after by the local authority or whose families are in the armed forces) is average.
- The proportion of pupils identified as disabled and those with special educational needs that are supported through school action is around the national average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is also around the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by:
 - continuing to develop further methods of sharing best practice throughout the school
 - ensuring that all teachers consistently adjust activities and raise the level of challenge throughout lessons so that all pupils can do their very best.
- Extend the opportunities for pupils to develop their understanding of people from different backgrounds and cultures in today's society.

Inspection judgements

The achievement of pupils

is good

- All pupils are now making good progress from their starting points, which are often below those expected for their age, in all year groups. Pupils' progress is increasing more rapidly because of the improvements in teaching. The headteacher and deputy have worked closely with the school's consultant and local authority adviser to focus on the quality of lessons.
- Older pupils are making exceptional progress and the standards that these pupils are reaching, particularly in reading, are above average when they leave the school. This is because since the previous inspection, the school has embedded the well-planned changes to the way in which teachers assess pupils' learning and then explain what they need to do next to improve.
- Pupils in the Reception classes make very good progress from their starting points, most of which are lower than those expected for their age. As a result, the outcomes of the phonics screening check for pupils in Year 1 in 2013 were well above those found nationally.
- Pupils in Years 5 and 6 thrive as a result of being given work that is at the right level and which challenges and supports their learning. Strong teacher knowledge means that work is presented in a stimulating and exciting way which captures their attention and which contributes to the good, and sometimes exceptional, progress that they are making.
- In some lessons in other classes, pupils do not consistently make this same rate of progress. This is because sometimes the teachers do not move the pupils on to their task early enough, or do not adapt their lesson to take account of pupils' responses to give them enough time to practise their learning.
- Disabled pupils and those who have special educational needs are successfully meeting the challenging targets set for them and often make outstanding progress. The school has high expectations of pupils, regardless of any barriers they have to overcome. For example, the contribution made to pupils' achievement by the school's determination to involve additional agencies when a pupil is experiencing challenging circumstances is exceptional, and has a particularly positive impact on this good progress.
- Pupils who are eligible for support through the pupil premium funding are also making good progress. The school has used its funding to provide these pupils with extra support in lessons by appointing additional members of staff to work with them individually and in groups. Based on expectations for their age, pupils known to be eligible for free school meals are performing at the same level as other pupils in the school and pupils nationally by the time they leave the school.

The quality of teaching

is good

- Very good monitoring and support for teaching has improved the quality well since the previous inspection. Weaker teaching has been eradicated and it is uniformly good, with the proportion of outstanding lessons rising. The good quality of teaching and learning is praised by pupils and their parents.
- Good subject knowledge helps teachers and classroom assistants explain and demonstrate things clearly, for example when using a range of equipment to help pupils compare different metric measures or looking for treasure following a story that encouraged Reception children to count 'one more than' or 'one less than'.
- The curriculum successfully focuses on ensuring that pupils' learning is exciting and they make good progress as a result. There are many examples of successful outcomes, for instance in Year 6 in literacy and history, where pupils wrote at length, in many different styles, about highwaymen.
- Resources are very carefully chosen and used effectively to support learning, most notably in the quality of reading material that motivates pupils outstandingly well. This, together with excellent teaching of reading, helps pupils to achieve exceptionally well in this subject.
- Lessons are well planned so that pupils working at different levels are provided with activities

that help them to do well. Skilled teaching assistants often provide extra support for pupils who require it. In the best lessons, activities are highly challenging which, together with outstanding explanations and support, ensures pupils do really well. The science lesson in Year 5, where pupils cut open large seed heads and gazed in wonder at the contents under magnifiers, was an example of where the planning and execution worked exceptionally well.

- Staff are good at checking how well pupils are doing throughout lessons, correcting errors or misconceptions well, but only in the outstanding lessons do teachers constantly adjust activities when pupils are learning quickly to extend their learning even further.
- Management of behaviour is very good so that, despite a few pupils finding good behaviour difficult, lessons are rarely interrupted and consistently proceed at a good pace.
- The additional programmes for pupils who need extra help are taught especially well so that both disabled pupils and those with special educational needs, and pupils in receipt of pupil premium funding, not only achieve well, but successfully close the gaps on their peers.
- Staff lead good discussions to help pupils clarify their learning and capitalise well on pupils' good relationships with each other by encouraging them to test out ideas or evaluate each other's work. Pupils are fully involved in helping to judge their success in each lesson, through the Red, Orange, Green questions. Pupils value this process, saying it provides them with a very good idea of how they can achieve better.

The behaviour and safety of pupils are good

- Pupils' good behaviour is a testament to the strong procedures in place to encourage them to behave well. Pupils are thoughtful, polite and helpful and get on well together, reporting that bullying in any form is rare and always dealt with speedily and successfully. Consequently they feel very safe and happy in school, a strength acknowledged by almost all parents.
- Pupils say that lessons are rarely disrupted by poor behaviour, although they understand that one or two pupils in school have difficulties in managing their behaviour. Very occasionally, when the pace of the lesson slows, a few pupils become fidgety and chat among themselves.
- Pupils are well aware of how they can deal with different forms of bullying and hazards they may encounter, including when using the internet.
- Pupils' very positive attitudes to school are fostered through very effective relationships with staff and the way in which pupils are involved in checking on and being consulted about their own learning.
- Pupils' spiritual, moral, and social development is promoted well. The school's strong determination to prevent discrimination ensures pupils develop empathy for others and the very few pupils from minority groups are very well included.
- The school works hard to encourage good attendance, using pupil premium funding well and liaising effectively with different agencies to support this. As a result, incidences of poor attendance and exclusions have been eliminated. Attendance levels are generally above average.

The leadership and management are good

- The very experienced headteacher, very well supported by the deputy, business manager and governors, communicates high expectations for both achievement and behaviour. All members of staff share her ambition for the pupils to achieve their full potential.
- All leaders, including governors, have an accurate understanding of what the school does well and where it needs to improve through their regular and robust reviews. This informs their improvement planning, which is appropriately focused on raising pupils' achievement further. They make sure that planned actions happen and check to ensure that they lead to improvement. The success of their actions is evident in the faster progress pupils are making and, in particular, the high levels of achievement in reading.
- The school tracks how well each pupil is doing on a termly basis from the moment they enter the school. This enables teachers and leaders to adjust teaching and provide additional help to those pupils who struggle with their learning. Enthusiastic and knowledgeable leaders of other

subjects also keep a check on their subjects well. This ensures all pupils, including those with a disability or special educational needs and those eligible for pupil premium, make good progress. This improvement, together with those referred to above, shows the school's good capacity to improve.

- Leaders monitor the quality of teaching rigorously. The salary progression of teachers is carefully linked to their targets and the progress of pupils, and governors are involved fully in this process.
 - A good range of sporting activities and visits to places of interest enriches their 'integrated curriculum' very well and provides pupils with opportunities to apply their basic skills in meaningful ways. They are encouraged to research different topics at a level appropriate to their age. The school has acknowledged that there are fewer opportunities currently for pupils to extend their understanding of people from different cultures and backgrounds in this country.
 - Leaders are making increasingly good use of outside agencies drawing on specialist expertise to ensure that those pupils with a disability or special educational needs are very effectively supported.
 - Parent View shows that the vast majority of parents are happy with the performance of the school, as were the majority of those that spoke to inspectors.
 - The local authority has supported the school's development well and now provides 'light touch' support for this good school.
 - **The governance of the school:**
 - Governors have a good level of expertise and a very good understanding of the school's information on pupils' performance. They work closely with the senior leaders to analyse data regularly and prioritise the allocation of school funds effectively to improve pupils' outcomes. Governors visit the school regularly. They know about the quality of teaching and what is being done to tackle any areas of underperformance, and are fully aware of their responsibilities regarding teachers' pay and the systems for setting targets for teachers. Governors ensure that all the school's funds, including the pupil premium, are spent wisely to help all pupils to achieve well. They ensure that the procedures for keeping pupils safe meet all requirements.
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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	115972
Local authority	Hampshire
Inspection number	401548

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	392
Appropriate authority	The governing body
Chair	Sara Papadimitriou
Headteacher	Kathryn Gott
Date of previous school inspection	17 June 2010
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