

# Hamer Community Primary School

Albert Royds Street, Rochdale, Lancashire, OL16 2SU

**Inspection dates** 1–2 October 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.

- Children get off to a good start in the Early Years Foundation Stage.
- Standards in Key Stages 1 and 2 have risen to broadly average following a dip in 2012. Pupils make good progress in reading and mathematics and outstanding progress in writing.
- Pupils eligible for support from the pupil premium funding make the same good progress as that of their peers and achieve well.
- Teaching overall is good and some is outstanding. Teachers regularly check pupils' progress and any pupil at risk of falling behind is given additional support.
- Pupils behave well in lessons and around school. They say they feel safe and bullying is rare. Excellent relationships create a positive environment in which pupils can learn.
- Changes to the curriculum have improved pupils' learning in reading, writing and mathematics as well as widening their experiences of other subjects. The curriculum has a positive impact on the pupils' spiritual, moral, social and cultural development.
- The headteacher, supported by the senior leadership team, manages teachers very well to secure constant improvement in pupils' achievement and the quality of teaching.
- The governors hold the headteacher to account by asking challenging questions and checking on progress to ensure that the school continues to improve.

### It is not yet an outstanding school because

- Teaching is not yet consistently outstanding in its impact on pupils' overall achievement, especially in mathematics.
- In a small number of mathematics lessons, teachers do not always set hard enough challenges in order to extend the more-able pupils' learning even further.

## Information about this inspection

- The inspectors observed 24 lessons or parts of lessons. They listened to pupils reading in Key Stages 1 and 2.
- Meetings were held with senior and middle leaders, including subject leaders, the special educational needs co-ordinator and the Early Years Foundation Stage leaders. Inspectors met with six members of the governing body, pupils and a representative from the local authority.
- There were insufficient responses to the on-line questionnaire (Parent View) for inspectors to take into account. Questionnaires completed by 33 members of staff were, however, taken into account.
- Inspectors observed the work of the school, including the breakfast club. They reviewed various documents, including the school's view of its effectiveness, tracking of pupils' progress, pupils' books and the performance management of staff. Documents relating to behaviour, attendance, school development and safeguarding were also considered.

## Inspection team

Robert Pye, Lead inspector

Additional Inspector

Kathleen McArthur

Additional Inspector

Sheila O'Keeffe

Additional Inspector

## Full report

### Information about this school

- This is a larger than average-sized primary school.
- The proportion of pupils for whom the school receives the pupil premium is above average. The pupil premium is additional funding to support pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- The proportion of pupils supported through school action is below average. The proportion of pupils supported at school action plus or with a statement of special educational needs is also below average.
- There is a high proportion of pupils from different minority ethnic groups compared to national averages. These are mainly of Pakistani heritage.
- The school meets the government's floor standards which set the minimum expectations for pupils' attainment and progress.
- Nearly half the current teaching staff and a deputy headteacher have been appointed since the last inspection.
- The school has a breakfast club which is managed by the governing body.

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

- Improve the quality of teaching to be outstanding overall in order to raise pupils' achievement further in mathematics, by:
  - checking during lessons that work is closely matched to the pupils' abilities
  - ensuring that the more-able pupils are set work that challenges them from the outset of every lesson.

## Inspection judgements

### The achievement of pupils is good

- Children join school with skills and abilities that are typically well below those expected for their age, especially in speech and language. Achievement in the Early Years Foundation Stage is good, because teaching is good.
- Good progress continues in Key Stage 1. Standards in reading, writing and mathematics are now average. The results of the national screening check on phonics (the sounds letters make) for Year 1 improved significantly in 2013 and were above average.
- School data and inspection evidence show that current pupils make good progress across Key Stage 2. Records held by the school show that attainment is in line with age-related expectations in reading and mathematics, and above in writing. This pattern of attainment has been typical for the school except in 2012 when attainment dipped, especially in mathematics. The school acted quickly to identify, and respond to, the causes of this dip. Consequently, progress accelerated and attainment has risen.
- Success is evident in the 2013 test results, held by the school and substantiated by the local authority, which show that pupils in Year 6 reached standards in English and mathematics that are similar to those found nationally. The school's own observations, pupils' work and lesson observations show a rapid improvement in all classes throughout the school.
- The results of national tests at the end of Key Stage 2 in mathematics in 2012 showed the proportion making and exceeding expected progress was below the national average. This figure increased in 2013 to be in line with the national level. However, despite the significant improvements in mathematics standards overall, not all of the most-able pupils reach the standards they are capable of because these brighter pupils do not always make fast enough progress.
- Most pupils read well. Year 2 pupils use their skills to tackle new words. In Year 6, effective teaching has encouraged an enthusiasm for reading and pupils use their skills well in other subjects. Writing has been strong for several years and many pupils produce imaginative writing. More-able pupils perform especially well in writing.
- Disabled pupils and those who have special educational needs make good progress because of the well-planned support and regular checks on how well they are doing.
- The progress of pupils known to be eligible for free school meals has been slightly slower than that of other pupils in the school, but this gap is narrowing rapidly. Pupils known to be eligible for additional funding through the pupil premium now reach levels in English and mathematics similar to those of pupils nationally and they now make the same good progress as that of other pupils. This is because the money spent on them has been used to provide specifically tailored learning programmes for them, especially in reading and mathematics and provide additional support within the classrooms.
- Across the whole school, pupils receive qualified coaching in cricket, football and gymnastics to ensure that they develop healthy lifestyles and physical well-being. Most pupils take part in these at an appropriate level for their age.

### The quality of teaching is good

- The teaching profile at the school has changed significantly during the past two years. There are now many strengths including high expectations, excellent relationships and good subject knowledge. Pupils' books show a pride in their presentation across a range of subjects.
- In the Early Years Foundation Stage, teachers and supporting adults have good subject knowledge. Children become active learners in a well-organised Reception class. For example, a group of children learnt how to describe their experiences of 'squashy' materials because the teacher introduced new words and insisted that children used them in full sentences.
- Reading is taught effectively. Teaching of phonics (letters and the sounds they make) is given

high importance throughout the school and helps pupils read unfamiliar words. Teachers actively encourage pupils to read at home for pleasure as well as for purpose.

- The teaching of writing is excellent overall and teachers have high expectations of pupils. Teaching is so successful because it is often based on 'real life' experiences that stimulate pupils' imagination and extend their language skills. For example, Year 3 pupils used the school's 'Forest School' to bake dough on campfires and soaked up the teacher's words to describe this memorable event.
- The teaching of mathematics has undergone a complete overhaul. Teachers now follow rigorously a well-developed calculations policy and check regularly pupils' mental mathematics skills to ensure that no pupil falls behind. This has resulted in significant gains in achievement throughout the school. Nevertheless, in a few classes the work set by teachers does not always match the abilities of the pupils. In particular, the most-able pupils are not always stretched from the start of the lesson because some work is too easy for them.
- Skilful teaching assistants liaise closely with teachers, know the pupils well and provide effective support. They offer effective support in lessons and lead timely interventions to ensure that the most vulnerable pupils, including the disabled and those with special educational needs, make good progress.

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

- Pupils enjoy school and are eager to learn. Behaviour in lessons and attitudes to learning are good and frequently outstanding. Pupils settle quickly to work and learning is rarely disrupted.
- Positive social skills are reinforced early on in the school. For example, in the Early Years Foundation Stage children work in small groups, carrying out role-play activities and discussing their work. In doing so they learn about relationships and how to listen to other children's opinions.
- Pupils are very polite and helpful. They told inspectors about the wide range of responsibilities they have within the school. For example, play leaders help organise the younger pupils and ensure that they are not left alone at play and dinner times. Most classes have a range of 'jobs' for pupils and they learn to respect property and take a pride in the school.
- Pupils talked openly about how in the past some behaviour in the playground had not always been good. However, they were very clear that this was no longer the case and that behaviour is now good and the few minor fall-outs that occur were dealt with very quickly by the teachers.
- Pupils have no concerns about bullying and are aware of different types of bullying, especially when using the Internet. They had an excellent understanding about how to avoid danger from strangers and stay safe when playing outside.
- Behaviour at the well-run breakfast club is also good.
- The school has taken a firm stance on pupil absence. As a result, attendance has remained well above average for a considerable period of time, thus improving pupils' chances to do well at school.

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

- The school's drive and ambition are evident. Decisive actions, including clear expectations for good teaching and the management of underperforming teachers have significantly improved the quality of teaching and raised achievement. The school is well placed to sustain improvements.
- School performance data are used to set priorities that drive school improvement and ensure that the progress made to date continues to gather pace. Success is evident, for example, in the swift and effective actions taken to improve the teaching of mathematics. Although the more-able pupils do not always make as much progress as they could in mathematics, the overall promotion of equality of opportunity is good.

- The headteacher and team of leaders monitor the quality of teaching effectively. They regularly watch lessons, examine pupils' work and accurately check data on pupils' performance. Information gathered is used to improve teaching and resolve any weaker aspects. Teachers are set targets as part of the annual procedures for reviewing their performance. Success is linked to promotion up the pay scale.
- Staff are unanimous in their support for the headteacher and feel empowered to become better teachers because of the guidance they receive through professional development.
- The lively curriculum extends pupils' horizons and meets their needs. The school has adopted a whole-school approach to teaching literacy and mathematics and this has boosted standards.
- Pupils' spiritual, moral, social and cultural development is promoted well. Through assemblies pupils gain a reflective appreciation of right and wrong, while aspects of the curriculum allow pupils to follow their own interests and learn about different beliefs.
- The local authority has supported the school well. It has provided a detailed analysis of achievement and the quality of teaching at the request of the headteacher.
- **The governance of the school:**
  - The governing body contributes well to the management of the school. By reviewing data about pupils' progress and the quality of teaching, governors have a clear overview of how well the school is performing, including how it compares to other schools nationally. They ask more challenging questions and are aware that the actions to improve mathematics since 2012 have been effective.
  - Governors manage finances well. Pupil premium funding has been allocated to employ and train teaching assistants in reading and mathematics. Governors have growing understanding about the difference this makes to pupils' achievement. They are very aware that the grant to promote physical education and sports is available for only a short time and have employed a specialist coach to improve teachers' and pupils' skills in cricket, football and gymnastics.
  - Governors ensure that safeguarding procedures meet 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>	105800
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	426319

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>	321
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Shasta Bi
<b>Headteacher</b>	Joanne Cunningham
<b>Date of previous school inspection</b>	9 June 2011
<b>Telephone number</b>	01706 655756
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