

Inspection of a good school: Hamer Community Primary School

Albert Royds Street, Rochdale, Lancashire OL16 2SU

Inspection dates:

5 and 6 March 2024

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Pupils delight in attending this caring school. Each morning, they happily arrive with bright smiles, ready to embrace the day ahead. Staff greet pupils warmly and help them to settle into their learning activities immediately.

Typically, pupils meet the school's high expectations for their academic success. They are ready for their next stage. Pupils have positive, resilient attitudes towards their learning. They relish taking on new challenges and confidently told the inspector that they learn from mistakes. This means that most pupils, including disadvantaged pupils and those with special educational needs and/or disabilities (SEND), flourish academically and socially.

Pupils are well cared for. They know that they can speak to a trusted adult if they have any concerns. Pupils' behaviour is exemplary. Some older pupils, easily recognisable in their blue jumpers, relish their roles as school prefects. Younger pupils follow clear routines that help them to develop their independence. Pupils work and play harmoniously together. There is a calm, purposeful feel to the school.

The school provides pupils with the opportunity to take part in a wide range of clubs and experiences. Many pupils take up this offer. Pupils learn to voice their opinions and they know that their opinions matter. The school council plays an active role in making positive changes in school. Pupils take part in debates and some pupils present at community level. Pupils are extremely proud to be part of this school.

What does the school do well and what does it need to do better?

Pupils, including those who are disadvantaged and/or have SEND, benefit from a well-thought-out curriculum that is organised to help them to know and remember more. The school has carefully considered each small step of learning that will help pupils build a rich body of knowledge. It has ensured that staff are clear on the important information that pupils will learn in each subject curriculum.

Staff access a wealth of professional development that helps them to know how to deliver the curriculum effectively. Teachers make deliberate links across the curriculum and use subject-specific vocabulary. This helps pupils to apply their knowledge to other areas of the curriculum.

Staff routinely check that pupils have secured the knowledge that they need for subsequent learning. Where pupils have gaps or misconceptions in their knowledge, staff take swift action to address this. The school uses assessment information effectively to make appropriate refinements to curriculum content.

Reading is at the heart of the curriculum. Pupils across school shared their enthusiasm for reading a wide range of literature. Children get off to a secure start in reading. In the Nursery Year, they learn to hear rhythm and rhyming patterns in spoken language. This helps children when they start to learn phonics from the beginning of the Reception Year. Pupils practise their phonics knowledge by reading from books that are carefully matched to the sounds that they already know. Skilled staff support pupils who are not keeping up with the pace of the phonics programme to catch up quickly. Most pupils can read confidently and fluently in readiness for key stage 2.

Pupils with SEND are well supported. Staff quickly identify pupils' additional needs. The school implements appropriate adaptations that help these pupils to successfully learn from the full curriculum.

Pupils are respectful and thoughtful towards adults and to each other. They warmly welcome visitors to school and engage them in polite conversation. Pupils are curious about the world around them. They demonstrate excellent behaviour during lessons and at social times. Children in the early years listen carefully to each other and learn to take turns. Older pupils are highly motivated to work independently and together. Pupils value their time in school and understand the importance of attending school regularly. The school works closely with families to offer support if pupils' attendance begins to fall.

The school has designed an exceptional programme to support pupils' personal development. Pupils learn about the local community, for example through supporting the local food bank, and the wider world. This includes topical issues such as recycling and environmental awareness. The school has brought this learning to life by creating a 'refill shop' for the local area. It aims to reduce unnecessary packaging by selling items to people who bring their own collection containers. Pupils celebrate differences. They visit different places of worship to enhance their learning about a range of cultures and faiths. From the Nursery Year to Year 6, pupils learn about recognising and managing their own emotions. These opportunities enrich pupils' learning beyond the academic curriculum.

Governors know the school well. They provide effective challenge and support to ensure that pupils remain the central focus of the school's work. Staff are extremely proud to be part of the school team. The school takes their views into account, for example through working parties which make positive changes to support staff's workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in October 2013.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	105800
Local authority	Rochdale
Inspection number	10291392
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	318
Appropriate authority	The governing body
Chair of governing body	Gill Lowe
Headteacher	Victoria Terry
Website	www.hamerprimary.co.uk
Date of previous inspection	10 May 2018, under section 8 of the Education Act 2005

Information about this school

- The school runs a breakfast club.
- The school does not make use of any alternative provision for pupils.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- During the inspection, the inspector met with the headteacher, the deputy headteacher and other leaders in school. She also met with members of the governing body, including the chair of governors.
- The inspector spoke with a representative of the local authority.
- The inspector carried out deep dives in the following subjects: early reading, mathematics and modern foreign languages. For each deep dive, she held discussions about the curriculum, visited a sample of lessons, spoke with teachers, spoke with a

range of pupils about their learning and looked at samples of pupils' work. The inspector also discussed the curriculum in other subjects and looked at samples of pupils' work.

- The inspector observed some pupils from Years 1 to 3 read to a familiar adult.
- The inspector spoke with pupils during meetings, in lessons and at lunchtime.
- The inspector considered the responses to Ofsted Parent View, including the free-text comments. She also spoke with some parents during the inspection.
- The inspector reviewed the responses to Ofsted's online surveys for pupils and for staff.
- The inspector reviewed a range of school documents, including policies, improvement documents and a sample of documents for pupils with SEND. She also looked at minutes from governing body meetings, information about pupils leaving and starting at school and records relating to pupils' attendance.
- To evaluate the effectiveness of safeguarding, the inspector reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interest first.

Inspection team

Sheena Clark, lead inspector

His Majesty's Inspector

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