



Hamble Primary School

Inspection Report

Unique Reference Number 115901
LEA Hampshire LEA
Inspection number 279699
Inspection dates 5 October 2005 to 6 October 2005
Reporting inspector Peter Thrussell AI

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

Type of school	Primary	School address	Hamble Lane
School category	Community		Hamble
Age range of pupils	5 to 11		Southampton, Hampshire SO31 4ND
Gender of pupils	Mixed	Telephone number	02380453298
Number on roll	257	Fax number	02380458357
Appropriate authority	The governing body	Chair of governors	Kay Brown
Date of previous inspection	7 February 2000	Headteacher	Miss M Jamieson

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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

Hamble Primary is a large school set in the coastal village of Hamble near Southampton. Most of its pupils are of white British heritage, with very few from minority ethnic backgrounds. The number of pupils with learning difficulties is above average for this size of school. The proportion of pupils eligible for free school meals is below average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Hamble Primary judges that it is a good school with some outstanding features and inspectors agree. It gives good value for money. Pupils are well cared for, feel safe and enjoy coming to school. Children receive a good start to their education in the Foundation Stage and achieve most of the goals set for them nationally at age five. The quality of education, including teaching, in Years 1 to 6 is also good. As a result, pupils make good progress in their learning. This progress is checked carefully. Assessment information is used well to organise older pupils into groups taught by ability in English and mathematics. It is also used to organise groups within classes. However, further use needs to be made of assessment information to keep pupils informed of how well they are doing. Pupils' personal development is good. Improvements in their behaviour and attitudes have contributed to their learning and the good progress they are now making. They make an outstanding contribution to the life of the school through the responsibilities they eagerly take on. The leadership of the headteacher is good. She is supported well by the governing body and the effective staff team she has built up. Good improvement has been made since the last inspection. There is a stronger partnership with parents who mostly express positive views about the school. Subject leadership has developed well but leaders are yet to be involved fully in monitoring teaching and learning. The school has identified its strengths and where it could improve further accurately. It is well placed to carry out improvements and to continue making progress.

What the school should do to improve further

* Make better use of assessment data when planning pupils' work.* Raise pupils' awareness of how well they are learning and how they could improve.

Achievement and standards

Grade: 2

Standards on entry to reception vary from year to year but are below average overall. Children get a good start to their education; they make good progress and reach most of the learning goals expected at this age. In recent years, the school's performance in the national tests for Year 2 has been below average. However, the results of the most recent tests are much better and show the school's performance in 2005 overall to be above average. In Years 1 and 2, pupils are now making good progress, particularly in developing their skills in reading. The school's performance in the national tests for pupils in Year 6 has generally been average, although the results for 2005 are below average. In previous years pupils have made satisfactory progress. However, inspection evidence shows that pupils are now making good progress in working towards the challenging end-of-year targets now set for them. Progress has improved recently due to the improved quality of teaching and learning and the good behaviour of pupils. Overall girls and boys make similar progress. Pupils with special educational needs have consistently made good progress. The school has identified weaker progress in

mathematics and the writing of higher attaining pupils as areas for improvement. Action is being taken, for example further staff training and the trialling of extended writing sessions, but its success is yet to be measured.

Personal development and well-being

Grade: 2

The school judges personal development and well-being as outstanding. Whilst there are significant strengths, notably pupils' understanding of a healthy life style and their community involvement, the inspection found this aspect overall to be good. Pupils enjoy school and feel safe. Attendance levels are average. There are outstanding opportunities for learners to contribute to school life such as being a member of the school council, a prefect, library or garden monitor. Pupils eagerly talk about how much they value and enjoy these responsibilities. The extent to which pupils' responsibility and initiative are encouraged in class, however, varies and few make decisions about their work. The social and moral developments of pupils are good. Pupils behave well. The school's good systems of rewards and sanctions help pupils develop a clear understanding of what is right and what is wrong. Pupils have an outstanding understanding of the importance of healthy living because of the school is exceptionally good at making them aware of this. For instance, it encourages them to eat sensibly by monitoring the content of their packed lunches. Pupils' spiritual and cultural development are satisfactory, although they are insufficiently prepared for life in a multi-cultural world.

Quality of provision

Teaching and learning

Grade: 2

Overall, inspectors agree with the school's judgement that the overall quality of teaching and learning is good, both in Foundation Stage and throughout the school. Where teaching is more effective, lessons are well planned, maintain a good pace, include tasks which are well matched to individual needs and conclude with clear helpful evaluations of learning. Pupils are well behaved and very compliant with teacher's requests. As a result they settle quickly to their work, little time is wasted in lessons, and learning is effective. The school groups older pupils by ability for lessons in English and mathematics. This makes it easier for teachers to meet the needs of their pupils. Progress is regularly checked by senior staff. However, some teachers do not always use this information effectively to plan for individual learning needs. Pupils are not always aware of how well they are learning and what to do to get even better. Those with special educational needs are identified at an early age and supported flexibly and very effectively. Parental and classroom assistant support is used well.

Curriculum and other activities

Grade: 2

The school provides a good curriculum with a wide range of interesting activities for its pupils. It has developed a successful two year programme which ensures pupils in mixed age classes do not repeat work unnecessarily. Lesson plans are frequently reviewed and adapted to meet pupil's interests and aptitudes. For example, a Year 6 project on flight is being replaced by one on football, which is expected to be received well by both boys and girls. The school's spacious accommodation, including the full size outdoor swimming pool, is used well to enrich learning and encourage physical activity. The numerous opportunities for learners to take responsibilities around the school highlight possibilities for later life and successfully help them to develop skills of cooperation and team work. Pupils enjoy the wide range of extra-curricular activities, including many sporting clubs. Attendance at these is good. Time in the curriculum is not always used well such as on the younger pupils' swimming morning when those not swimming are given little to occupy them.

Care, guidance and support

Grade: 2

The school rightly judges that its provision for the care, support and guidance of pupils is good. It has very secure and sensitive procedures in relation to child protection and health and safety, including careful attention to risk assessments. It is also good at checking that pupils are able to work and play in safety. First aid and security are promoted and monitored very well. Pupils report that potential issues relating to bullying are dealt with very effectively. They all feel that if they have a problem they can talk to any member of staff. The school council provides an excellent forum for pupils to express their views, which the school values and acts upon. The school provides especially good, well managed support for pupils with special educational needs, particularly through the specialist teachers, which enable them to make good progress. Their needs are identified well at an early age. Their progress is carefully checked because there are clear targets for them to achieve. Pupils are not always sufficiently aware of precisely what they have to do to improve or how well they are doing. The school works closely with parents and other agencies to ensure pupils' personal and academic development.

Leadership and management

Grade: 2

The headteacher's leadership is good; she is ably assisted by the deputy head teacher. She gives clear direction for the school's work and focuses strongly on raising standards and improving the achievement of all learners. She knows the school well, is accurate in almost every aspect of self-evaluation, and makes good use of information gathered to plan its improvement. There has been good improvement since the last inspection. The school has worked hard to improve pupils' behaviour, and this is now good. Parents and pupils were consulted and contributed to the new strategies put in place. A small

minority of parents, however, continue to express concerns about behaviour. The headteacher has built up a good staff team and deploys them effectively. The Foundation Stage is led well and the special needs co-ordinator effectively leads and manages the provision for pupils with special educational needs. Subject leadership has been developed and is now good. Learning is checked through looking at planning and pupils' work, and talking with pupils. Monitoring systems are good. Lessons are regularly observed by the head and deputy headteacher, and areas for improvement accurately identified so that teaching has improved. There are good opportunities for staff training, closely linked to professional development and the school's needs. The progress made by learners is very carefully monitored. The school, however, does not make enough use of its tracking data to identify and plan the next steps in each pupil's learning and so further improve teaching and learning. The work of the governing body is good. Governors know the strengths and weaknesses of the school provide support for school initiatives and ensure that it meets its legal responsibilities.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

I am writing to let you know what we found out when we visited your school. Thank you for taking part in the inspection. We spoke to many of you during our visit and you were always interesting to talk to, polite and helpful. You spoke enthusiastically about enjoying school and all the activities that you can take part in. We liked these things the most: * You behave well, work hard and enjoy your lessons. * The school provides many out of school activities. * You are learning things more quickly than in many schools. * You make healthy choices. * The school is caring and listens to you. * You are very responsible in the jobs they ask you to do. * Your headteacher and deputy headteacher lead the school well. We have asked the school to work on these things now.

Use the information that they have on how well you are doing to: * Give you clear targets to work towards and to share them with you; * Let you know how well you are doing in reaching your targets; * Help teachers as they plan to support you all in achieving them.

Thank you again and I hope that our inspection will be useful to your school and lead to further improvements.