



Hope Hamilton CofE (Aided) Primary School

Inspection Report

Unique Reference Number 133962
LEA Leicester City
Inspection number 282400
Inspection dates 5 July 2006 to 5 July 2006
Reporting inspector Barbara Crane AI

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

Type of school	Primary	School address	Sandhills Avenue
School category	Voluntary aided		North Hamilton
Age range of pupils	3 to 11		Leicester LE5 1LU
Gender of pupils	Mixed	Telephone number	0116 2766121
Number on roll	136	Fax number	0116 2766122
Appropriate authority	The governing body	Chair of governors	Cannon Peter Taylor
Date of previous inspection	Not applicable	Headteacher	Mrs Jacky Farnell

Age group 3 to 11	Inspection dates 5 July 2006 - 5 July 2006	Inspection number 282400
-----------------------------	---	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This school is smaller than most schools and serves an area in which there are some challenging circumstances. It opened in September 2004, with about 20 pupils aged up to Year 3, in temporary accommodation on another school's site, pending completion of the new school building. In April 2005 the school moved to its new site, pupil numbers increased and older pupils were admitted. Consequently, only 16 of the Key Stage 2 pupils have been in the school for longer than two terms. Pupils' attainment on entry is below average. About 40% of pupils have English as an additional language, and a tiny number are at an early stage of speaking English. The proportion of pupils with learning difficulties is above average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The school rightly feels that it is a good school. It provides good value for money. Good leadership and management have ensured that the school is a vibrant and harmonious community. Pupils' achievement is good and their personal development and well-being are outstanding. They come to school happily because of the interesting work and excellent relationships with the staff. Pupils thrive and newcomers quickly settle in because of the very high level of care, guidance and support. Good provision in the Foundation Stage means that children get off to a good start. Most children reach the goals set for their age by the time they start in Year 1 but many cannot form letters correctly.

Pupils make good progress. Standards were average for the Year 2 pupils in the 2005 tests. There were no Year 6 pupils at that time. The school recognises that standards in writing need to improve and this is its main priority. There has been very effective work to improve pupils' speaking so that they know what they want to communicate in writing. However, many pupils have difficulties in spelling, handwriting and punctuation and the school has yet to find a consistent way to overcome these barriers and enable pupils to make faster progress in writing.

Teaching and learning are good. Teachers very effectively promote pupils' thinking and ensure that pupils use their own ideas. Assessments of what pupils can do are usually well used to adapt work and set targets for pupils. However, teachers' marking is not consistently helpful in pointing how pupils can improve their work. Pupils find the work exciting because of the good curriculum that is woven together very well so that pupils use what they have learned when they face different problems or situations. The staff work very well as a team under the energetic and resolute leadership of the headteacher. Governors give good support. The school has an accurate view of what it needs to work on next that matches the judgement of inspectors. This is because self-evaluation is good. It has good capacity to improve.

What the school should do to improve further

- Improve standards in writing, including spelling, punctuation and handwriting.
- Improve the consistency with which teachers' marking helps pupils to understand how to improve.

Achievement and standards

Grade: 2

There are small numbers in each year group, with high numbers joining through the year. The school's tracking data shows that pupils make good progress and that those who have been at school the longest are making the most rapid progress. Pupils who are learning English as an additional language make good progress. Foundation Stage children achieve well, from a lower-than-average starting point, and most reach nearly all of the goals for their age by the time they join Year 1. Many children, however,

struggle to form letters correctly and this inhibits their progress in handwriting in subsequent years. Standards were average for Year 2 pupils in reading, writing and mathematics in 2005, but writing was weaker than other areas. Early indications from this year's results for both Year 2 and Year 6 pupils are that results are lower, but this reflects the lower previous attainment of these small groups of pupils. The targets set for these pupils were suitably challenging and were met.

The school has identified that standards in writing are not good enough. Many pupils join the school with difficulties in spelling, handwriting, punctuation and sentence structure that limit their progress in writing. Pupils' progress in speaking and in problem solving in mathematics is particularly rapid, reflecting the school's priorities over the past year to improve these areas.

Personal development and well-being

Grade: 1

Pupils comment that they enjoy school because 'it is easy to make new friends and meet new teachers because everyone is welcoming and helps us.' Their personal development, including their spiritual, moral, social and cultural development, is outstanding. They are keen to take advantage of what the school offers them. Consequently, attendance has improved to an average level over the last year. The pupils' behaviour is exemplary and they have very positive attitudes to learning that build well right from the start in the Foundation Stage.

Pupils are caring and mature in attitude and have a strong sense of pride in their community and the part they play in shaping it. The School Council has worked effectively to improve playground equipment. Pupils trained as 'buddies' work very well to support those who experience difficulties on the playground. Pupils know the importance of a healthy lunch and drink plenty of water. They take full advantage of the excellent range of sports and physical activities to keep fit. Pupils are very clear about what they need to do to keep themselves and others safe. They make a good contribution to the community through links with the local church and its activities. They are well prepared for the future and face it with confidence.

Quality of provision

Teaching and learning

Grade: 2

Good teaching and learning permeate the school. Teaching is good in the Foundation Stage. The excellent relationships that are quickly established mean that the youngest children settle quickly and the desire to learn is firmly embedded. Teachers ensure that pupils talk about their ideas and use the vocabulary connected to topics. Initiative is encouraged so that pupils use their ideas about how to organise their work and this leads to a very high level of independence. This was very well demonstrated in a lesson when Year 4, 5 and 6 pupils researched how to provide healthy food for a school party

within a fixed budget and decided how to handle the data they acquired and record it on a computerised spreadsheet.

Teachers are good at evaluating the success of pupils' learning in previous sessions and using what they find to adapt the next work for pupils of different ages and abilities. There are examples of very effective marking that follows up pupils' targets in mathematics and writing, but also occasions when pupils are not sufficiently helped through comments or setting out the next steps. Expectations of pupils' handwriting are sometimes not high enough. Some pupils who can join their writing, for example, slip back into print. Good teaching for pupils with learning difficulties means that they reach their targets. Teaching assistants play a full part in ensuring that these pupils meet with success.

Curriculum and other activities

Grade: 2

A good curriculum is supported by an excellent range of activities outside normal lessons, including clubs and visits. Pupils' learning about how to keep healthy and safe is well assured. A lively and practical curriculum in the Foundation Stage gets children off to a good start and continues through the school. The careful planning that weaves subjects together means that pupils enjoy the work and also helps them to see the sense of what they are learning. While opportunities for writing are well planned across the curriculum, pupils who are struggling sometimes lack a framework to get started.

When pupils of all ages, from the oldest in the Foundation Stage to Year 6, are taught together they relish the opportunities of learning from each other. The curriculum at these times is extremely varied and includes philosophy and learning languages such as French, Gujerati and Spanish.

Care, guidance and support

Grade: 1

The school provides outstanding care, guidance and support for its pupils and parents feel strongly that their children are happy at school as a result. The staff know pupils very well and ensure that those who have had particular difficulties at previous schools receive excellent personal support. Pupils say that they are confident that adults will listen to them if they have problems and do their best to sort them out. Consequently, pupils learn in a supportive atmosphere of mutual trust and respect. The procedures for safeguarding pupils are rigorously applied.

Pupils with learning difficulties are very well supported by all staff. Robust systems for assessing pupils when they start at the school mean that a clear picture of pupils' needs is gained and these are swiftly acted upon. This supports pupils' progress very effectively. The 'Breakfast Club' is much appreciated by pupils and provides a good start to the day for many.

Leadership and management

Grade: 2

Leadership and management are good and have ensured that the school has worked on the right things first. In a short time, a happy and inclusive community has been established that strongly reflects the school's Christian aims and principles. The headteacher is unrelenting in seeking to provide the best for pupils and to boost their achievement. The staff and governors are in agreement with her aspirations and work hard to achieve them. Governors visit to check what is happening and so have a clear and accurate view of the school's strengths and weaknesses. Their analysis of the school's performance matches that of the inspection. There is good capacity to improve, reflected in the steps taken over this year to establish consistent systems for induction and tracking pupils' progress and through initiatives such as improving pupils' speaking and listening.

The school knows where it is going and how to get there. Good self-evaluation means that the school has the right priorities, firmly based on rigorous analysis of information on pupils' progress and from monitoring teaching and learning. The systems for tracking pupils' progress, improving teaching and checking success are well established and used to supported pupils' achievement. There is still work to do to ensure that there is a consistent approach in the teaching of handwriting and spelling and to check that marking is providing consistently good feedback to pupils.

Links with outside agencies are good. Parents' and pupils' views are used well to decide on ways to improve and have led to the extension of extra-curricular activities.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

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
--	-----------------------	--------------

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	NA	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?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	2	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?	1	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	1	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	1	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

We enjoyed meeting and talking with you when we visited your school. Thank you for helping us with our work. We could see why you are so proud of your school and why your parents are pleased that you come here. These are the things that we found are best about your school;

You are doing well in your work and growing up as confident, very well behaved young people who enjoy learning.

You know how to keep safe and healthy and play a big part in making your school such a happy and exciting place.

You are well taught and lessons are fun.

There are plenty of clubs and other activities that you enjoy taking part in.

The grown-ups take good care of you and give you extra help if you need it.

The people in charge of the school know what they need to do to make the school even better.

We have asked Mrs Farnell and your teachers to make sure that;

You do even better in your writing

You always get help to understand how to improve your work when teachers mark it.

You are a credit to your school. Keep working hard and enjoy your time at Hope Hamilton. We wish you good luck in the future.