

Shamblehurst Primary School

Inspection report

Unique Reference Number	115972
Local Authority	Hampshire
Inspection number	290381
Inspection date	4 May 2007
Reporting inspector	George Rayner

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 on roll	
School	420
Appropriate authority	The governing body
Chair	Dr Peter Wells
Headteacher	Mrs Kathryn Gott
Date of previous school inspection	3 February 2003
School address	Wildern Lane Hedge End Southampton SO30 4EJ
Telephone number	01489 782342
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This school is larger than most primary schools. It is located in a village on the outskirts of Southampton and serves a mixed area of private and rented housing. Most pupils come from relatively advantaged backgrounds. Entry standards to the Foundation Stage generally match those expected. The proportion of pupils with learning difficulties and disabilities is below average. The great majority of pupils have White British heritage and none are currently at an early stage of learning to speak English. The headteacher has been in her post for just over a year.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school with good features. The school's commitment to the happiness and security of its pupils is reflected in its good care provision. This results in good personal development and well-being for the pupils. Pupils say emphatically that they enjoy school. They show this by their good attendance and behaviour and their willingness to join in with all that the school has to offer. Pupils know why it is important to eat and drink healthily and enjoy being active. The school does not have a clear plan for teaching pupils about other cultures. As a result, pupils' multicultural awareness, while satisfactory, is weaker than the other aspects of their personal development.

Pupils' achievement is satisfactory, though progress is not consistent in all subjects, classes or groups of pupil. This is because the quality of teaching varies, though satisfactory overall. Progress is good in the Foundation Stage because of the good provision there. Because this is due to recent improvements, it is not yet reflected in the standards of older pupils. In Years 1 and 2 achievement is satisfactory overall and standards remain average. Girls make good progress in writing, but that of boys is satisfactory. Pupils make good progress in science in all years and in English in Years 5 and 6, to reach above average standards in these subjects by Year 6. Pupils' standards remain average in mathematics though, following satisfactory progress. Pupils with learning difficulties and disabilities make satisfactory progress in all their subjects.

The strongest teaching is in the Foundation Stage and Years 5 and 6. This is characterised by high expectations of what the pupils can do and good understanding of learning requirements. As a result, lessons challenge pupils well. In other years challenge is not always sufficient for all pupils. Pupils have good opportunities to develop their information and communication technology (ICT) skills, but insufficient opportunities to practise using them to enhance their work in other subjects.

Since her fairly recent appointment, the headteacher has quickly identified the school's strengths and the ways in which it needs to improve. She has ensured that all staff understand the school's goals and has reorganised management structures and responsibilities to give everybody a clear understanding of their own role in securing them. The senior leadership team has blended into a unified and effective group and staff throughout the school support the headteacher's vision. Therefore, the school is effectively focused on improvement. Because most strategies are recently introduced, however, the impact is yet to be fully seen in most areas. Therefore the school's current track record shows that it has a satisfactory capacity to improve.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What the school should do to improve further

- Improve the consistency of teaching and learning so that achievement is also consistent between subjects, years and different groups of pupils.
- Improve pupils' opportunities to use computers to enhance their work in all subjects.
- Ensure that pupils have enough opportunities to develop their understanding of other cultures.

Achievement and standards

Grade: 3

Achievement is satisfactory because, while good in some respects, it is not consistently at this level. Following good progress in the Foundation Stage, children are working securely in all of their areas of learning by the time they enter Year 1. Pupils reach above average standards overall by Year 6, but their mathematics standards remain average. Pupils become competent in their numeracy skills, but do not always use them well to solve problems. In recent years, there has been some underachievement in mathematics, though school records show that pupils currently in the school are now making satisfactory progress. While satisfactory in Years 1 to 4, progress in reading and writing is slower than it is in Years 5 and 6, where it is good. Year 6 pupils have a good command of vocabulary and can write in interesting ways in a variety of styles. Following good progress in science, pupils become good at carrying out scientific investigations. Pupils with learning difficulties and disabilities make satisfactory progress.

Personal development and well-being

Grade: 2

Pupils are pleased that catering staff ask them for ideas for healthy and tasty school lunches. They enthusiastically take part in sports activities. Pupils say that they feel safe and that they know who to turn to if they have a problem. They know why rules are needed to ensure safety, for example, when using equipment outside. Pupils often contribute to school life, for example through the school council. They say they are listened to and can give several examples of good ideas that they have had for improving the school. Pupils' spiritual, moral, social and cultural development is good. They get on well together and welcome newcomers so that they settle in quickly. Pupils enjoy learning about life in other places, but they do not have a strong understanding of beliefs and ways of life in other cultures. Pupils' achievement in their key subjects prepares them satisfactorily for the next stage in their learning.

Quality of provision

Teaching and learning

Grade: 3

Teachers and support assistants work together effectively to ensure that all pupils who need additional help speedily receive it. Teachers use marking well to encourage pupils and guide them on what they need to do to improve. There is some inconsistency in the quality of teaching in different classes. This results in different rates of progress in different years. In the best lessons, the expectations and challenge are high for all and pupils are given good opportunities to think and be fully involved. This was seen in a Year 6 English lesson, in which pupils wrote very imaginative and entertaining pieces of creative writing, read these to each other and discussed them thoughtfully. In some other lessons, work is less inspiring, for example focusing just on the gathering of facts. Teachers in Years 1 and 2 are aware that resources and writing tasks have not been interesting enough for boys, so that they have not carried them out as well as the girls. Teachers are working together to improve this, which is beginning to have an impact upon boys' standards.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. Enhancements include French in Years 3 to 5 and German in Year 6. These subjects benefit from specialist guidance from the nearby secondary school. Pupils enjoy the 'Theme Weeks' in which they are able to research topics such as 'The Aztecs' in detail. The curriculum makes a good contribution to pupils' personal development. For example it succeeds well in helping them to understand how to ensure safety when working on science experiments. The school uses its computer resources well to help pupils to develop their ICT skills. However, it provides insufficient opportunities to practise using these to enhance pupils' work in other subjects. The school is introducing an integrated curriculum to make learning more exciting by basing work on real and varied tasks. Currently this is only operating in Year 4, where it is beginning to prove effective, but plans are in hand to extend it to other years. The range of after-school clubs is limited. For example, some girls said that they would like more opportunities to play football.

Care, guidance and support

Grade: 2

Care, academic guidance and support are good. All adults share a commitment to ensuring the safety and happiness of every pupil and all procedures are diligently and efficiently carried out. As a result, pupils feel secure and enjoy school. Following recent improvements to its procedures, the school effectively tracks the progress of each pupil and uses the information gathered to identify quickly and help any in danger of underachieving. Pupils appreciate the help that they get. One girl said, 'I wasn't very good at maths, but I've improved a lot because of the extra help that I have had.' Until recently provision for pupils with learning difficulties and disabilities has not been fully effective in identifying their needs and devising an appropriate learning and care programme for each. One result is that, while the great majority of parents say that their children's needs are well catered for, a small number report that this is has not been fully consistent between different members of staff. However, recent improvements are beginning to have an impact on the quality of individual support and care for these pupils. The school's good links with outside agencies ensure expert help when this is necessary to provide good care for its pupils.

Leadership and management

Grade: 3

Leadership and management are satisfactory overall. The leadership of the headteacher and senior team is good. In the Foundation Stage good leadership and teamwork have led to recent good improvement. Other areas are satisfactory. Subject leaders are not yet fully involved in monitoring their areas or contributing to strategic leadership. Plans to develop their skills are in hand. The governors have a strong commitment to the school, but are aware that they could be more fully involved in monitoring and contributing to its work. They are undertaking training to help them in this. The school has systematic and effective procedures for self-evaluation. These have given it an accurate picture of its quality and performance. It has used this to identify relevant improvement priorities. The school conscientiously guides all staff on their responsibilities for securing racial equality and effectively ensures that incidents are extremely rare.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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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?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

18 May 2007

Dear Pupils

Inspection of Shamblehurst Primary School, Southampton, SO30 4EJ

Thank you for welcoming me to your school recently. I enjoyed meeting you and I am grateful for the help you gave by talking to me and letting me look at your work. I was able to see that yours is a satisfactory school. This means it is good in some ways, but needs to be better in others.

You make satisfactory progress in your work. Those of you in the Foundation Stage make good progress. You also make good progress in science and in Years 5 and 6, good progress in English. Your progress is best when the teaching is good. This happens when teachers make sure that the work is just right for all of you so that, for example, the most able ones have good challenges. I saw this in a Year 6 lesson, in which you had written very interesting and funny persuasive pieces and read them out very well. I have asked the school to help the teachers to make sure that all lessons are as good as this.

You help your teachers well by coming to school regularly, behaving well and working hard. I could see that the adults care for you well and that you are happy.

Since coming to the school the headteacher has quickly worked out how to make your school even better. She has good ideas for this and all of the other adults are joining in well to help her. I have asked them to make sure they do two other things. One is to give you more opportunities to learn about the lives and beliefs of people in other cultures. The other is to give you more chances to use computers in other subjects.

Well done to you all and very best wishes for the future.

George Rayner

Lead Inspector