



Hambleton Primary School

Inspection Report

Unique Reference Number 119144
Local Authority Lancashire
Inspection number 291334
Inspection dates 10–11 January 2007
Reporting inspector Jennie Platt

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

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|---|--------------------|-------------------------|--------------------------------|
| Type of school | Primary | School address | Church Lane |
| School category | Community | | Hambleton, Poulton-le-Fylde |
| Age range of pupils | 4–11 | | Lancashire, FY6 9BZ |
| Gender of pupils | Mixed | Telephone number | 01253 700331 |
| Number on roll (school) | 157 | Fax number | 01253 702250 |
| Appropriate authority | The governing body | Chair | Mr R Cameron |
| | | Headteacher | Mrs P Birch |
| Date of previous school inspection | 1 July 2001 | | |

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| Age group | Inspection dates | Inspection number |
| 4–11 | 10–11 January 2007 | 291334 |

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is an average size school. It serves an area that is socially and economically advantaged and a below average proportion of pupils are eligible for free school meals. The proportion of pupils with learning difficulties and/or disabilities is well below average, although an above average number of pupils have statements of special educational need. Almost all of the pupils are from White British backgrounds and no pupil is learning English as an additional language. The school has a private Nursery which is fully integrated into the school as part of the Foundation Stage.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school. The determination of the inspirational headteacher is shared by all and as the headteacher says, 'The teachers have a passion for teaching and the school'. This drives forward the quality of education so that the school is constantly striving to improve and provide the very best for its pupils. The excellent ethos is noted on entry to the school; there is a palpable buzz as all are involved in a wonderful variety of activities. Pupils' personal development and well-being are outstanding. Behaviour is excellent. Pupils are kind and friendly, enjoy learning and love school. They thrive on hard work because it is fun. Relationships are excellent and pupils have a wide circle of friends. This is an exceptionally caring school and pupils feel secure and safe. The notice board for physical education is packed with information about activities and sporting successes and is just one example of the school's commitment to healthy lifestyles. Pupils willingly accept responsibilities and help others in school and the wider community.

The outstanding quality of teaching and learning enables all pupils to achieve exceptionally well. Teachers plan very exciting lessons and this, plus an outstanding curriculum, means pupils are eager to learn. Provision in the Foundation Stage is outstanding. Parents greatly appreciate the way their children are introduced to school and the richness of their early experiences. From a starting point which is only slightly above average, many exceed the learning goals expected by the end of the Reception class. Results of national assessments at the end of Years 2 and 6 show standards are very high. Unvalidated data for 2006 shows every pupil left the school reaching the expected level and over a half exceeded this level. The school was the highest achieving school in the county. These high standards, combined with pupils growing maturity, prepare them exceptionally well for the future.

Leadership and management are excellent. The inspirational headteacher has earned the respect of all because of her determination to raise standards. She has an exceptional vision for the school, which is embraced by all staff because she empowers them and they feel valued. Governors and subject leaders have the knowledge and skills to challenge and set priorities because they meticulously evaluate and monitor what is happening in school. Consequently, improvement since the last inspection has been outstanding and parents hold the school in high esteem. Resources and standards in information and communication technology (ICT) have improved but some equipment is now unreliable and there are insufficient computers in classrooms to enable easy access in lessons. Self-evaluation is accurate and the recent press release shows how well the school knows its strengths. It included the following reasons for the high standards: 'We have fun with our children, they are well nurtured and we love them to bits. Teaching is phenomenal and there is a lot of enthusiasm from teachers and pupils and a family feeling.' However, this school does not rest on its laurels and has many ideas to sustain its high standards and keep abreast of national changes. Consequently, the school has excellent capacity to improve and gives outstanding value for money.

What the school should do to improve further

- Increase and update resources for ICT so that resources are more accessible and staff can plan for further use of ICT to support learning.

Achievement and standards

Grade: 1

Pupils' achievement is outstanding. When children start school their attainment is slightly above average. They make excellent progress in the Foundation Stage and exceed the learning goals expected of children at the end of the Reception year. This is because of the outstanding provision. Progress in personal development is especially good because of the warm relationships and the focus on learning to be independent as well as to collaborate and work with others.

This rate of progress continues as pupils move into Key Stages 1 and 2 because of excellent teaching and close monitoring of pupils' progress. If it is identified that a pupil could do better, extra help is provided promptly. This successfully closes any gaps. The results of national assessments at the end of Year 2 show standards are very high in reading, writing and mathematics and have been so since 2002. The school does especially well for its more able pupils with more than double the national average reaching the higher Level 3. Inspirational teaching in Year 6 ensures high standards are sustained. In 2006, all of the pupils reached the expected level in English, mathematics and science. The more able pupils performed extremely well except in writing. The school is tackling this with a good variety of interventions; the most up-to-date records of progress, and inspection evidence, point to the success of these changes. In science, the focus throughout the school is on investigation and fun and this was shown in the results in 2006 when an amazing 96% achieved the higher Level 5. The school's challenging targets have been exceeded and are similarly high for next year.

Pupils with learning difficulties and/or disabilities and looked after children make excellent progress because the school identifies their needs promptly and puts in support to meet them. Boys and girls achieve similarly well.

Personal development and well-being

Grade: 1

The pupils' personal development and well-being are outstanding. Attendance is above average because pupils enjoy school. They view learning as fun and like their work because it is interesting. Work is well presented and pupils strive hard to improve. These are major factors in the high standards achieved. The school has gained Healthy School Awards, showing its commitment to healthy lifestyles. Pupils say they feel safe and the great majority are adamant that there is no bullying. All agree that staff are caring and sort out all of their concerns. Links with the community are excellent. Pupils know how to be good citizens. They show this by representing their peers as school councillors, leading others as house captains, fund raising and a willingness to help

others in school. Pupils grow in self-esteem and in the ability to accept responsibility for their own learning. These skills, combined with high literacy, numeracy and ICT skills, prepare pupils exceptionally well for the future.

The pupils' personal qualities reflect outstanding spiritual, moral, social and cultural development. A focus on global awareness leads to Year 6 pupils having an empathy with people in poorer countries. They respect others' beliefs but do not have an in-depth understanding of how these affect people's daily lives. Pupils are courteous and respect the opinions of others. Consequently, this is a harmonious community and relationships are excellent.

Quality of provision

Teaching and learning

Grade: 1

Excellent teaching and learning are significant factors in the high standards achieved. As the headteacher has identified, there are no weak links and there is strength in depth across all year groups and subjects. Planning is detailed with clear learning outcomes although, occasionally, these refer more to the tasks than what pupils are expected to learn. Lessons are brisk and teachers use a wide range of imaginative strategies to stimulate and engage their pupils. One pupil said, 'Work is interesting and teachers make lessons fun.' Numeracy lessons are all taught at the same time and the school is a hive of activity as pupils are involved in practical activities and games, which greatly enhance their mathematical skills. Classrooms are stimulating places to learn. Science displays are interactive and show the focus on investigation. In the Foundation Stage, children benefit from staff who know the needs of these young children. Play activities are ingenious and planned carefully for enjoyment and extension of skills and understanding. Throughout the school, lessons are very well managed and run smoothly. Work is very challenging for all pupils because teachers carefully plan to meet the needs of pupils of all abilities. Teaching assistants provide excellent support for all pupils, especially those with learning difficulties and/or disabilities. In all classes, expectations are high as is seen in the impressive presentation of work. Marking is informative and tells pupils what they need to do to get better.

Curriculum and other activities

Grade: 1

The school's aim for achievement through fun is put into practice in the outstanding curriculum. This is a major factor contributing to pupils' personal development and their outstanding achievements. The stunning, golden tapestry made by pupils and members of the community is just a taster of the great range of experiences offered to pupils. The focus on enjoyment and creativity greatly benefits pupils with learning difficulties and/or disabilities who receive excellent support so that they can access all that is on offer.

The stimulating content of the curriculum is supported by meticulous organisation with the aim to add variety to learning. For example, the morning has three sessions so that after working hard in literacy and numeracy, pupils really look forward to the carousel of events, which include music, ICT and drama. Literacy, numeracy and ICT are promoted very effectively in other subjects. In classes, the number and quality of computers is not always adequate to enable pupils to exploit ICT to its full. Personal and social education is taught very well. Practical activities, such as drama and talks from visitors, add to pupils' growing understanding of keeping safe and healthy.

Pupils take part in a wide range of after-school events throughout the year, including sporting, musical and artistic activities. In response to a weakness identified at the last inspection, such activities are now available for the younger children. The extensive range of visits and visitors augment the curriculum so that topics come alive for pupils.

Care, guidance and support

Grade: 1

The care, guidance and support for pupils are outstanding. The attention staff give to pupils' overall care, health and safety contributes greatly to the excellent achievements in the school. All people working in school are closely checked for suitability to work with young children. Staff are trained in child protection procedures and the school liaises extremely well with other agencies to ensure the safety of all pupils. Children most at risk are exceptionally well supported by the school and make excellent progress because of the school's thorough understanding of their needs and the provision of the resources to support them.

Academic guidance is outstanding. The school has very effective systems for tracking pupils' progress and setting targets. Underachievement is identified quickly and intervention programmes instigated as necessary. The result of these procedures can be seen in all the pupils reaching at least the expected level in the 2006 Year 6 national tests. Pupils are fully involved in their own learning and older pupils keep learning logs in which they record their improvement. This contributes greatly to their skills of self-evaluation and understanding of the steps they need to take to improve.

Leadership and management

Grade: 1

Leadership, management and governance are outstanding. The inspirational leadership of the headteacher has been a major factor in the excellent achievements in the school. She does not recognise the word impossible and her determination, especially in the field of raising funds, has greatly enhanced the school environment. This has raised morale and earned the respect of all. Parents hold the school in high esteem and report that they would not hesitate to recommend the school to others.

School self-evaluation is thorough and collaborative, and includes the views of pupils and parents. This results in an accurate view of what is happening in school and prompt action is taken when a concern is identified. The success of this is evident in the

improvement in writing. Systems for monitoring teaching and performance are very thorough. Lessons are observed and challenging targets set to raise the quality of teaching even higher. Subject leadership is excellent because staff have good assessment information to guide their plans. Better use could be made of this information when deciding how the success of priorities is to be measured. Governors are very closely involved with the school, visiting regularly to monitor what is happening. They are informed, critical partners and entirely supportive of the school's future vision. Resources are deployed well, although there are not enough good quality computers in classrooms. The strength in leadership and management has been recognised by the achievement of many national awards, including International School status.

Inspection judgements

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|---|-----------------------|
| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | School Overall |
|---|-----------------------|

Overall effectiveness

| | |
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| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 1 |
| How well does the school work in partnership with others to promote learners' well-being? | 1 |
| The quality and standards in the Foundation Stage | 1 |
| The effectiveness of the school's self-evaluation | 1 |
| The capacity to make any necessary improvements | 1 |
| Effective steps have been taken to promote improvement since the last inspection | Yes |

Achievement and standards

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

Personal development and well-being

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

The quality of provision

| | |
|---|---|
| How effective are teaching and learning in meeting the full range of the learners' needs? | 1 |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 1 |
| How well are learners cared for, guided and supported? | 1 |

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.

Leadership and management

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|--|-----|
| How effective are leadership and management in raising achievement and supporting all learners? | 1 |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 1 |
| How effectively performance is monitored, evaluated and improved to meet challenging targets | 1 |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 1 |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money | 2 |
| The extent to which governors and other supervisory boards discharge their responsibilities | 1 |
| 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

Hambleton Primary School

Church Lane

Hambleton

Poulton-le-Fylde

Lancashire

FY6 9BZ

15 January 2007

Dear Pupils

Many thanks for the friendly welcome you gave us when we visited your school. We had a wonderful time and greatly appreciated the way you chatted to us. You are correct to be so proud of your school. It is outstanding! We were very impressed by how well you are doing in English, mathematics and science. You play a large part in this by your excellent behaviour, hard work and eagerness to please your teachers. We agree that your lessons are exciting and you are very lucky to be taught by such excellent teachers. The staff take very good care of you and it is pleasing to hear that you feel safe and secure. It is very clear that you enjoy all of the sporting activities and know how to keep healthy.

Your school is led exceptionally well by the headteacher and you benefit from a wonderful variety of activities. We saw how much you enjoy ICT and think more computers in class would give you even more opportunities to extend your ICT skills.

We are sure you will all continue to enjoy your time in school. Congratulations to you all and best wishes for the future.

Yours sincerely

Mrs J E Platt and Mrs E Fenwick

Inspectors