



Hammond Community Junior School

Inspection Report

Unique Reference Number 125100
Local Authority Surrey
Inspection number 293192
Inspection date 29 January 2007
Reporting inspector Christopher Gray

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

Type of school	Junior	School address	Badger Drive
School category	Community		Lightwater
Age range of pupils	7-11		GU18 5TS
Gender of pupils	Mixed	Telephone number	01276 473972
Number on roll (school)	340	Fax number	01276 489892
Appropriate authority	The governing body	Chair	Mrs Maggie Kwaan
		Headteacher	Mrs Dianne Pickford
Date of previous school inspection	15 May 2001		

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

The school is larger than most junior schools. Most children are of White British heritage and none are at the early stages of learning English. Pupils' attainment on entry is generally above average and higher in some years. Most come from backgrounds with very favourable social circumstances.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school with outstanding features. Pupils' personal development is outstanding. They take an active role in the development of the school and assess how successful they have been. For example, the current school council is not satisfied with the work they have done on the 'buddy bench' (where pupils may sit when in need of a friend at playtimes) but think that it needs to be advertised more widely for it to work really well. Pupils express their views convincingly and confidently. The behaviour of the vast majority of pupils is very good, though there are a few who occasionally 'spoil it for others', as one pupil said. A number of parents share this view. However, pupils are adamant that the school deals very well with any outbreaks of misbehaviour, including any bullying.

Pupils achieve well and reach well above average standards by the time they leave Year 6. Standards in English are high and pupils make outstanding progress in this subject. They make good progress in mathematics, though standards are not as high as in English, because a few pupils do not make consistent progress from year to year. The school tracks pupils' progress well. A thorough analysis is undertaken at the end of each year to inform teachers' planning at the beginning of the next. However, this analysis is not frequent enough to ensure that all pupils are on track during the year to reach their targets, particularly in mathematics.

The curriculum is outstanding because it draws very well on pupils' interests and skills in different subjects. Topic work, such as that on rivers in Year 6, draws together pupils' good skills in subjects such as geography, literacy, art and information and communication technology (ICT), and it is clear from the work how much pupils have enjoyed it. Teaching is good and enables pupils to make good progress.

The care, guidance and support offered to pupils are outstanding. Procedures for child protection exceed requirements and pupils say they feel very safe and happy in school. Leadership and management are good; the headteacher is an excellent leader and is well supported by her colleagues. The direction given to the school is clear and there is good capacity to improve. However, the school improvement plan includes too many targets, and some of the criteria for success lack sufficient clarity for them to be used effectively.

What the school should do to improve further

- Apply the same rigour in data analysis that is used at the end of the year to assessment data obtained during the course of the year, especially in mathematics.
- Sharpen planning for school improvement to give a small number of key priorities, with clearly measurable targets by which to evaluate success.

Achievement and standards

Grade: 2

Pupils enter the school in Year 3 with above average attainment and reach standards that are well above average by Year 6. This represents good achievement. The results of the 2006 National Curriculum tests were significantly above average in all three subjects and high in English. Measures of the value added by the school were also significantly above average in all three subjects. The school's tracking data show that pupils make more consistent progress throughout the school in reading and writing than they do in mathematics. They also show that no groups underachieve; those who make the best progress are higher attaining and lower attaining pupils.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are outstanding. Their spiritual, moral, social and cultural development is excellent. Pupils have a real concern for those who need help, as is shown by their sponsorship of and interest in children in a Tanzanian village. They are clear why it is important to understand the views and beliefs of others: 'then you can get along with people because you know what they like', said one. Pupils are enthusiastic for healthy lifestyles, yet realise at the same time that 'people should have a free choice'. All pupils agree that bullying hardly ever happens, because 'we have a strong anti-bullying system' which, they insist, is effective. Great enjoyment is evident in pupils' work - especially in their topic books - and in most lessons. Attendance figures are above average. Pupils' good basic skills and their ability to stick up for what they believe in stand them in very good stead for future life.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. The school has equipped all classrooms with interactive whiteboards and pupils say how much these enliven learning. Teachers have very good relationships with pupils, which helps them gain the confidence to express themselves. Teachers have worked hard to develop pupils' writing skills to a high degree, as is shown in the quality of their written work and the high standards in national tests. Mathematics is taught in ability groups (sets). Teachers do not always tailor the amount of challenge they give to pupils' differing ability in each set, as pupils' past work shows.

Curriculum and other activities

Grade: 1

The curriculum is outstanding. It is rich in first-hand experiences, such as the forthcoming residential visit to York, which Year 6 pupils are looking forward to.

Cross-curricular work is a great strength. An example is the project undertaken by Year 5 pupils on 'A Tudor Voyage'. Pupils were prepared by visits to Hampton Court and to historic ships at Portsmouth. The interest and care that shine out of the work are evidence of excellent planning by teachers. A wide range of extra-curricular activities extends pupils' interest beyond the school day.

Care, guidance and support

Grade: 1

The care, guidance and support offered to pupils are outstanding. Procedures for child protection are thorough and exceed statutory requirements. Promoting good behaviour is to the fore of the school's work and is done very effectively. Teachers know their pupils very well and discuss and evaluate their targets with them. Pupils say that targets help them to improve their work. One pupil explained how: 'so you can actually strive for something instead of sitting there doing nothing'. Pupils make it clear that they feel safe in school and they know that any problems would be listened to by adults. Teachers spend much time in marking pupils' work and assessing their progress and this helps them to achieve well.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher gives an excellent lead and staff work harmoniously to follow it and bring about their shared vision. Senior and middle managers analyse test and assessment results effectively. However, the rigour used at the end of each year is not always applied to assessments made in the course of the year. Governors are very involved in the school's work and offer appropriate challenge. Self-evaluation is good and the school improvement plan is a very comprehensive document. As such, it is not easy to focus on the key areas for improvement. Actions contain criteria for judging success, but these are not always expressed in measurable terms, so that judging when the action has been achieved is sometimes not easy. Most parents agree that their children are happy in school and are very well cared for, though a few do not think that the school takes enough note of their opinions.

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Inspection judgements

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

Achievement and standards

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

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	2
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?	2
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

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
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	2
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

I enjoyed my visit to your school at the end of last month and thank you for the polite and very friendly way you welcomed me. Talking to groups of you and individuals in lessons is an important part of my work and you made it an interesting and pleasurable experience.

You attend a good school and your parents agree. You make good progress in your work and reach very good standards in English, mathematics and science. You use other skills well, such as ICT, as I saw when I looked at samples of your project books.

Nearly all of you behave very well all the time - just a very few occasionally forget themselves, as some of you told me. You are developing excellent personal skills. This was clear when we talked about different cultures; one of you said how learning about them 'helps your social skills in later life'. The adults in your school help you build up these skills because they give you outstanding care, guidance and support.

You enjoy your lessons because you are well taught. Subjects are linked together in an excellent way to help you get a broad education. Your headteacher is an excellent leader and all her staff work hard to make your school what it is. I have asked them to do two things to make it even better. The first concerns how they use the information they get from the regular tests that you do. The other is about simplifying the plan which the school makes for its future development.

I hope you continue to enjoy your time at Hammond.

Yours sincerely

Christopher Gray

Lead inspector