

# Hambrough Primary School

## Inspection report

---

<b>Unique Reference Number</b>	101887
<b>Local Authority</b>	Ealing
<b>Inspection number</b>	307837
<b>Inspection date</b>	29 January 2008
<b>Reporting inspector</b>	Nick Butt

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	493
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs M Mann
<b>Headteacher</b>	Mrs V Bedi
<b>Date of previous school inspection</b>	10 November 2003
<b>School address</b>	South Road Southall UB1 1SF
<b>Telephone number</b>	020 8574 2002
<b>Fax number</b>	020 8813 9032

---

<b>Age group</b>	3-11
<b>Inspection date</b>	29 January 2008
<b>Inspection number</b>	307837

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://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 an Additional Inspector, who evaluated the overall effectiveness of the school and investigated the following issues - what the school is doing to raise standards in reading by the end of Year 2; the relevance of the curriculum to pupils' needs; how well the school is being led and managed in the absence of several key staff. Evidence was gathered from lesson observations, scrutiny of pupils' work and school documents. Parents' questionnaires and discussions with pupils, governors and staff also contributed to the judgements. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

This popular, larger-than-average, school draws pupils from the inner city area. The proportion of pupils eligible for free school meals is above average. All the pupils are from minority ethnic backgrounds, the largest group being Indian. Twenty-three different languages are spoken. The headteacher speaks six of them. Most pupils join the school speaking no English. The number of pupils with learning difficulties or disabilities is above average. These pupils mainly have moderate learning difficulties. There is a high level of mobility in and out of school during the year. The school has awards for promoting healthy lifestyles and for developing its staff. During the inspection, the headteacher was on compassionate leave and the deputy head was in charge.

## 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 significant strengths. Its pupils are happy and they are served well by a committed and dedicated staff, who have worked together superbly through a difficult period when many of the school's staff and leaders have faced challenging personal circumstances. Standards are slightly above average by the end of Year 6 overall, but close to average in English. Achievement is good, as children enter the Nursery with abilities that are well below those usually expected. Pupils make good progress, including those with moderate learning difficulties, because of effective teaching, a lively and stimulating curriculum and excellent academic guidance that shows them how to move on in their learning. The school has identified reading as an area to improve by the end of Year 2, especially in understanding the meaning behind text. An increased focus on guided reading, the purchase of appealing and culturally relevant books and opportunities to read to adults before school, are all helping pupils to make better progress. The school's environment is caring and nurturing, with many attractive colourful displays of work. Pupils feel valued as individuals and are encouraged to become confident and independent learners. As one parent summed up, 'Overall, Hambrough is a healthy, happy, hard-working school.'

The school is effective at overcoming potential barriers to learning, such as the high numbers of pupils who enter not speaking any English and many pupils joining and leaving the school outside normal times. It has established good procedures to help pupils to settle in quickly, including rigorous initial assessments and using pupils as 'same language buddies'. New pupils receive an intensive course in survival English to get them started, and are quickly integrated into classes. The school usually has them speaking fluently within two years, by which time it is clear whether there are any additional learning needs that should be supported. One of the school's strengths is the way policies and procedures are applied consistently by all staff to ensure that pupils receive the same quality of education.

Teaching is good across the school, with positive relationships between adults and pupils, and an effective mix of strategies that interest and involve pupils. There is an appropriately strong emphasis on developing pupils' speaking and listening skills through drama, role-play and debate. In one exciting Year 1 lesson, pupils went on an imaginary walk through a dark wood, which became very vivid to them. One said, 'I don't like the woods - a bear was following me!' Detailed planning ensures that learning has a clear focus. Occasionally, the work is not pitched precisely enough to meet pupils' abilities. Teaching assistants make a valuable contribution towards pupils' good progress, especially in supporting those with moderate learning difficulties in reaching very specific individual targets. The curriculum is planned well to suit pupils' interests and abilities, with excellent enrichment through a very wide range of clubs, visits and visitors. Pupils have a residential visit to Somerset 'to learn how to be in contact with nature'. Gifted and talented pupils receive their own programme of events and challenges. A group learnt how to be Tudor sailors on the Golden Hind ('to experience history come to life'), and they run a school newspaper and stationery shop. Not all teachers have received training in getting the most from the school's interactive whiteboards yet, and there is some variation in how well these are used to broaden the curriculum and enhance pupils' learning.

Pupils' personal development and well-being are good, together with their spiritual, moral, social and cultural development. The school is a harmonious community, where diversity is celebrated and respected. As one pupil said, 'Everyone is friendly to each other.' Pupils behave well, enjoy school and appreciate what the staff do for them. 'The teachers are really delightful,'

said one, 'We always try hard to please them.' Pupils feel free from bullying, and have a sensitive awareness of the issues involved. Pupils know all about living healthy lives and take plenty of exercise. They take a keen interest in what is served at dinner, and bring healthy packed lunches to school. Pupils support the school community through membership of three councils: the school council, the health and safety council and the environment council, undertaking risk assessments, recycling and requisitioning new school furniture. They invite senior citizens to their harvest festival and take part in many competitions and tournaments with other schools. Attendance is a little below average, as pupils are sometimes taken on extended trips to the Indian sub-continent for family reasons. Pupils achieve well in their basic skills and grow in confidence, so that they are well-prepared for the move to secondary school.

The impact of leadership and management upon the school is good. The headteacher has a clear vision for continual improvement, which is supported well by all members of staff. The deputy head and middle managers have risen valiantly to take on increased leadership roles during an unsettled time for everybody, but have ensured that the school does not falter in its strong educational direction and continues to run smoothly on a day-to-day basis. The school's self-evaluation is good, with robust monitoring of the quality of provision by senior leaders, and a well-structured strategic plan that sets the right priorities for improvement. Some auditing of subjects takes place by coordinators, but this is not yet comprehensive and focuses mainly on looking at work and planning. Governors support the school well, and visit regularly to check on its work. Leadership has been particularly influential in ensuring that the care, guidance and support pupils receive are outstanding. This includes meticulous records of the progress of pupils with moderate learning difficulties and a substantial programme of support for pupils new to speaking English. Academic guidance is good with pupils having their own personal booklet of targets showing them what they have to do next to improve, and regular discussions with staff about their progress.

Parents are greatly supportive of the school's work. One spoke for many by writing, 'We feel proud of being a part of this school.' The school has improved well since its last inspection, and art, and design and technology are now strengths of the provision. The school is well-placed to continue to go from strength to strength as it strives to build on the success it already enjoys.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Children are busily and purposefully engaged in imaginative activities that are well chosen for their particular needs. Effective teamwork ensures all staff have a good understanding of how young children learn, and encourage them to become more independent in their learning. Good use is made of the spacious classrooms and outdoor areas, and planning effectively links tasks to themes in the six areas of learning. The Foundation Stage is led well and there is good consistency of approach between the Nursery and Reception classes.

## **What the school should do to improve further**

- Raise standards and achievement in reading by the end of Year 2 through developing pupils' comprehension skills.
- Ensure interactive whiteboards are used effectively in every class to broaden the curriculum and enhance learning.
- Devise additional strategies to improve attendance.

**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](http://www.ofsted.gov.uk).**

## Annex A

## Inspection judgements

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

### 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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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	2

### 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?	2
How well are learners cared for, guided and supported?	1

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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

12 February 2008

Dear Pupils

Inspection of Hambrough Primary School, Southall, UB1 1SF

Thank you very much for making me so welcome at your school. I enjoyed meeting you and hearing your views. I agree that yours is a good school with many strengths. Here are some of them.

- You make good progress in your learning.
- The teaching is good and lessons are fun and interesting.
- You behave well and care for one another with respect.
- You know how to be healthy and safe.
- You contribute well to school life through the school council, the health and safety council and the environment council.
- There are lots of enjoyable clubs for you to join, and trips for you to go on.
- The school cares for you extremely well.
- Your teachers make sure you know exactly what you need to do to improve.
- The school is well run by the headteacher and her staff.

I am glad that you enjoy learning. Now that there is an interactive whiteboard in every class, I have asked the teachers to make sure they get the most out of them to make your lessons even more interesting. Some of you need more help with your reading, especially in understanding the meaning of passages of writing. I want you to have lots of opportunities to get better at this. It is important that you attend school regularly, and I have asked your teachers to think of ways to show you and your families how vital this is.

Thank you once again for your help. My best wishes for the future.

Yours sincerely,

Mr N Butt

Lead Inspector