

Hamble Primary School

Inspection report

Unique Reference Number	115901
Local Authority	Hampshire
Inspection number	326288
Inspection date	27 November 2008
Reporting inspector	Janet Sinclair

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	286
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs Sandra Downes
Headteacher	Miss Margaret Jamieson
Date of previous school inspection	5 October 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Hamble Lane Hamble Southampton SO31 4ND
Telephone number	02380 453298
Fax number	02380 452167

Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors. The inspectors evaluated the overall effectiveness of the school and investigated the following issues: overall achievement; achievement in writing; the impact of leadership and management on achievement; the quality of personal development and care, guidance and support. Evidence was gathered from the school's self-evaluation form (SEF), national published assessment data and the school's own assessment records, tracking documents, observation of the school at work, interviews with staff, pupils and an analysis of parents' questionnaires. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments as given in the SEF were not justified and these have been included where appropriate in the report.

Description of the school

Hamble Primary School is larger than average. The proportion of pupils with learning difficulties and/or disabilities is broadly average; however, their distribution across the school is uneven. Their difficulties are mainly specific and moderate learning difficulties. Most pupils are of White British heritage with a few from minority ethnic backgrounds. The school has been through a difficult time recently in terms of staff illness.

The school has the Eco Schools Bronze, Tidy Schools Silver and Healthy Schools Awards, Activemark and Investors in People status.

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. It has some outstanding features. The headteacher, with the support of all staff, ensures high-quality care for pupils through a thorough and sensitive approach to identifying and providing for their academic and pastoral needs. This, coupled with excellent curriculum enrichment opportunities, ensures pupils' enjoyment and commitment. As a result, pupils' personal development is outstanding. They thoroughly enjoy school and make an excellent contribution to the school and wider community.

Pupils say that lessons are fun and interesting. As a result, they work hard and their attendance is good. Parents are mainly supportive of the school and appreciate the good quality care their children receive and the many extra-curricular activities provided. As one rightly stated, 'Hamble School provides a very caring environment for the children where they make good progress in their learning', and another commented, 'the school offers great after school activities such as French and a running club, which my children thoroughly enjoy', summing up many of the positive comments made.

Standards in the past have varied but were mainly average or above in reading, mathematics and science. Pupils across the school are now making good progress given their capabilities and starting points. Current Year 5 and Year 6 pupils are on course to gain above-average standards overall. Although progress in writing remains satisfactory. The school is working hard to improve writing through, for example, the 'Letters and Sounds' programme and booster groups at Key Stage 2, which are already proving successful in terms of accelerating progress. It is also obvious in pupils' increasing confidence as writers. The subject leader is providing teachers with further support through a clear identification of the next steps in pupils' learning, a strategy that has been successful in improving reading. Pupils with learning difficulties and/or disabilities achieve well due to the early identification of their needs and effective help from well-qualified learning support assistants.

Pupils' good progress is due to good teaching and thorough and regular assessments. Teaching is monitored regularly through lesson observations and work sampling. This has ensured good consistency both in teaching and in outcomes for pupils. For example, staff have ensured all pupils have targets for their learning that clearly help them to improve. This also increases pupils' involvement in their learning and helps them to improve their work. Regular assessments are used to ensure pupils of all abilities get the additional support they need, for example, an after school club for mathematics and booster groups. Very good relationships across the school enable pupils to feel confident and secure within their learning environment and fully able to take on new ideas. Teachers plan and organise lessons well and use questioning effectively to challenge pupils and extend their knowledge. This was particularly noticeable in a mathematics lesson in a Year 5-6 class where good questioning helped pupils to explain the strategies they had used to solve number problems. Most lessons have a good pace and interesting activities, ensuring pupils enjoy their work. However, while marking in English is good, it is not so effective in mathematics. The school is aware of this and the subject leader is focusing on monitoring this. Although the curriculum is good with a variety of activities to engage pupils' interests, it is not planned well enough to fully meet the needs of all ability groups within the mixed-age classes, so they do not always make the progress of which they are capable.

Pupils' outstanding personal development is evident in the pride they take in being school councillors and prefects. They do excellent work such as introducing games at playtimes and

supporting younger pupils. They are very safety-conscious. Some older pupils are trained Junior Road Safety officers and have enjoyed involving all pupils in designing road safety posters. Pupils are very clear about how to stay healthy, eagerly quoting, 'vegetables, salad, five-a-day, Healthy Eating week, exercise and sporting activities'. Pupils say they feel very safe in school as there is very little bullying and when it does occur it is dealt with quickly. They thoroughly enjoy the excellent range of extra-curricular activities and particularly mentioned French and chess clubs, visits to Fairthorne Manor, and Marwell Zoo and the Year 6 residential trip. All of these contribute very well to the pupils' strong spiritual, moral, social and cultural development.

The headteacher and her deputy headteacher provide clear direction for the work of the school. Enthusiastic and committed subject leaders have a good impact on the work of the school through effective initiatives to bring about further improvement. Self-evaluation is accurate and the school has a good understanding of its strengths and weaknesses. The school improvement plan is a brief document, giving only a cursory overview of school development. However, it is supplemented by good subject action plans with clear success criteria, which enable the school to measure its effectiveness. Governors are fully supportive. Through their committees and involvement in the work of the school, they fully act as a critical friend. Good leadership and management at all levels have ensured the school has maintained, and improved, the good provision noted at the time of the last inspection, and indicates a good capacity for further improvement.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children's attainment on entry is mainly below expectations for their age. They make good progress due to effective provision so that many achieve an average or above-average level of development by the end of the EYFS. The excellent induction children receive helps them to settle well and quickly become confident learners. Parents are happy about the good start their children receive in the Reception classes.

The recent introduction of the, 'Linking Sounds and Letters' programme is helping children to make excellent progress in reading. However, there are missed opportunities to develop children's writing and this slows their progress. Teaching is good because staff work well together as a team to provide exciting and relevant learning activities to meet children's differing needs and interests. The welfare of children is promoted extremely well. The setting is well managed, equipped, safe and secure, enabling all children, including the most vulnerable, to thrive.

What the school should do to improve further

- Raise standards and achievement in writing by ensuring that the strategies in place are carefully monitored and that all staff focus rigorously on the next steps in pupils' learning.
- Improve curricular planning for the mixed-age classes so that it caters more fully for the broad spread of abilities.

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Annex A

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
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 capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
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 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

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 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 eliminated	2
How well does the school contribute to community cohesion?	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

09 December 2008

Dear Pupils

Inspection of Hamble Primary School, Southampton, SO31 4ND

I am writing to tell you how much we enjoyed our visit to your school. Thank you for being so very friendly and helping us with the inspection. We really enjoyed talking to the school council and pupils in Year 4 and Year 6. We were impressed with the contribution you make to the school community as school councillors, prefects and junior road safety officers as well as your enthusiasm for all school activities.

Your parents think that Hamble is a good school and we agree. It also has some outstanding features.

Here is a list of some other things we liked.

- You have a good headteacher, deputy headteacher, teachers and school staff who are dedicated to ensuring your school is a happy, safe place where you can work hard and do your best.
- You make good progress in reading, mathematics and science because your teachers make lessons interesting and fun and monitor your progress very carefully.
- You thoroughly enjoy school, especially the teaching, sports clubs, visits, and special events such as Healthy Eating week.
- You are very well cared for and in turn are caring, kind and supportive of each other.

Every school has something it could do better, so this is what I have asked your school to do to help you learn even more.

- Help you to do better in writing by checking how well you are doing and clearly identifying the next steps in your learning.
- Make sure that planned activities ensure you are all fully challenged in lessons.

With very best wishes.

Yours sincerely

Janet Sinclair

Lead Inspector