

Hambrook Primary School

Inspection report

Unique Reference Number	109024
Local Authority	South Gloucestershire
Inspection number	337199
Inspection dates	10–11 February 2010
Reporting inspector	Joanna Pike

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 of pupils on the school roll	186
Appropriate authority	The governing body
Chair	Andrew Lloyd
Headteacher	Joanna Dent
Date of previous school inspection	6 May 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors spent over four fifths of their time looking at learning including visiting the 'celebrating differences' activities and 11 lessons. All eight teachers were observed. Inspectors also talked with governors, senior and middle leaders and groups of pupils including the school council. They observed the school's work, and looked at pupils' literacy and numeracy books, the school's development plan and subject action plans. Inspectors also scrutinised seven questionnaires from staff, 91 questionnaires from pupils and 102 questionnaires from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- Whether as a result of the school's actions progress is now consistently good across the school.
- How effectively teachers and leaders at all levels analyse and use data to pinpoint weaknesses in learning and to evaluate and improve provision, especially in mathematics and writing.
- How effectively monitoring and teachers' professional development contribute towards improving teaching.
- Whether pupils have a good understanding of how well they are doing and how to improve during lessons and from advice they receive from teachers' marking of their work.

Information about the school

Hambrook is slightly smaller than most primary schools and serves a semi-rural area. Provision for the Early Years Foundation Stage is in the Reception class. Most pupils are from White British backgrounds. The proportion of pupils with learning difficulties and/or disabilities is below average, as is the proportion of pupils eligible for free school meals. The school has gained the Bronze Global award, Healthy Schools status and Activemark.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

The headteacher of this good school has successfully built the leadership skills of middle leaders and has developed an effective programme of monitoring and well targeted professional development. This enables them to play an increasing role in improving provision particularly in English and mathematics. Information about pupils' progress is checked carefully to identify any underachievement, and to evaluate the impact of teaching. This accurate self-evaluation has led to actions that have improved provision. The gap between girls' and boys' achievement has narrowed and no groups of pupils do less well than others, including those with special educational needs and/or disabilities. The determined efforts of the whole staff team to raise achievement have had a positive impact, especially in the school's priority area of writing. Pupils' progress has improved over the last two years and is now good overall. Although there is still more to be done, especially in mathematics, this confirms that the school has good capacity to improve further.

Children start in the Early Years Foundation Stage with levels of skills, knowledge and understanding that are slightly below expectations. Thorough and accurate assessment ensures that tasks are well matched to children's needs. This, together with the good range of exciting activities, leads to children making good progress across all areas of learning. Attainment across Years 1 to 6 is broadly average, with that of reading being above average. Presentation skills are weak across the school because teachers do not place enough emphasis on this. Pupils' handwriting in all subjects and recording in mathematics is often careless and not easy to read. Spelling is also weak and teachers do not routinely mark spelling errors to help pupils to improve.

Parents and pupils comment on the 'happy atmosphere' and good relationships between pupils and adults. This positive, caring ethos contributes significantly to pupils' positive attitudes towards their learning, their outstanding behaviour, and also their high attendance. The latter is well supported by the school's effective systems to encourage regular attendance. Pupils' understanding of other cultures is good because of the strengths in the good curriculum in this area. Events such as the 'celebrating differences' week contribute significantly to this, as do the growing links to other schools in the United Kingdom and further afield. Pupils greatly enjoy their lessons because teachers plan a wide range of exciting activities.

The school has introduced sensible strategies to improve pupils' understanding of how well they are doing and how to improve. These are not yet being used consistently enough to have sufficient impact. Teachers sometimes share the key points for success in lessons, but pupils do not regularly evaluate their own progress using these or understand how this will help them reach their targets.

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Parents value the good pastoral care that their children receive. Pupils feel safe, know who to go to if they are upset and are confident that adults will listen to them. The school has good links with outside agencies and this contributes well to the effective support given to vulnerable pupils and families.

What does the school need to do to improve further?

- Improve the standard of spelling and presentation by establishing higher expectations of pupils and teachers.
- Raise attainment in writing and mathematics by more rapid development of pupils' understanding of how well they are doing and how to improve so that pupils:
 - know the key points to success in lessons and use these to evaluate their own progress
 - understand their current level and the steps they need to make in lessons to reach their target
 - have opportunities to follow up advice from teachers' marking.

Outcomes for individuals and groups of pupils

2

In Years 1 to 6, inspectors observed good progress in writing in books and in lessons. Pupils, including boys, achieve well especially in their story writing. Handwriting skills are weaker and presentation is often untidy. Pupils show a good understanding of spelling sounds and attempt unknown words well, but frequently misspell words they should know. Pupils' writing benefits from the frequent opportunities they have to apply their skills to other subjects, such as in Year 4 when they wrote about how to make a Second World War cake. Achievement in writing is steadily improving, but attainment remains broadly average. In mathematics, pupils also make good progress because tasks are well matched to pupils' needs. In a Year 6 mathematics lesson, pupils' thinking was constantly challenged by adept questioning targeted at individuals. Careless presentation in mathematics has a negative impact on many pupils' learning. Graph work and setting out calculations often lack precision, but this is not routinely picked up by teachers. Attainment in mathematics is improving more slowly, because the school has focused on writing.

More able pupils and those with special educational needs and/or disabilities make good progress as a result of careful matching of work and effective support. Pupils have a good understanding about the importance of healthy diets and exercise, showing enthusiasm for the many good opportunities they have to be active. They have an effective voice in improving the school, not just through the school council. Pupils raise money in a variety of ways for charities and for their class. They benefit from making decisions about spending their money, such as buying and keeping class pets. These activities, as well as the special events when they work in mixed-age groups, contribute significantly to their sense of community. During the 'celebrating differences' week pupils showed great awareness and sensitivity towards others. Their understanding of

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different ethnicities, cultures, religions and disabilities is good. Independent and team-working skills are strong. These skills, together with pupils' average attainment in literacy and numeracy, prepare them soundly for their future economic well-being.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching is consistently good and results in good progress. Teachers plan learning in small steps which helps pupils to gradually build their understanding. Satisfactory use is made of assessment to ensure that pupils build on previous work. Pupils are told what they are going to learn and sometimes, especially in writing, contribute towards deciding key points to be successful. Learning is more rapid when teachers use these key points actively throughout the lesson for pupils to self-assess their progress. Pupils' responses to the inspection survey and pupil discussions showed that they do not always have a clear idea about how well they are doing. Marking of work does not consistently pick up errors in spelling or help pupils to improve their presentation. Opportunities for pupils to respond to advice are infrequent. Teaching assistants usually contribute effectively to the good progress of all pupils.

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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The good curriculum is well planned to link different subjects together into topics so that pupils can apply their literacy, numeracy and information and communication technology skills. The school also takes care to promote boys' learning and this has improved boys' achievement. Opportunities for applying numeracy are not yet frequent enough. Visitors, trips and special events are regular occurrences and these contribute significantly to pupils' enjoyment and enrich their learning. A good range of clubs, including sport, is also valued and contributes well to pupils' personal development. Provision for pupils with special educational needs and/or disabilities is well planned and enables these pupils to make good progress. Gifted and talented pupils also benefit from challenges in lessons and from enrichment activities. Pupils are adept at organising their activities, but adults sometimes miss opportunities for extending pupils' learning. The school has good transition arrangements to ensure that children starting in the Reception class can settle quickly and move smoothly into Year 1, and that pupils can make a confident start at secondary school. A significant factor in the high attendance is the school's effective procedures in this area.

The school's small hall restricts certain activities from taking place. In particular, it is not possible for the school to hold whole school assemblies or school productions. Physical education activities for older pupils are also restricted.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has been successful in her strategy of raising achievement by developing a strong staff team which shares her drive. Professional development has been a key factor in this. The headteacher's thorough and careful evaluation of each teacher's strengths and weaknesses has enabled her to target training to have best impact. Subject teams have also contributed well to identifying weaknesses in provision and to providing training. Thorough analysis of assessment and test data is an important feature of this. Governors are beginning to contribute more actively to monitoring. They know the school's strengths and weaknesses from regular presentations from subject teams, pupil data and reports. They are not afraid to ask searching questions to challenge areas for improvement. Governors are not yet making enough use of national data to fine-tune this further, but are aware of this and working on it. The school development plan has appropriate priorities. The shift to a focus on mathematics is sensible now that the impact on writing is secure. Subject teams' action plans are not

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yet focused enough on pupils' outcomes. Success criteria are not included and this hampers evaluation of the impact.

At the time of the inspection safeguarding arrangements fully met statutory requirements. The school is active in reviewing procedures and, given the difficult location of the school, has made sensible improvements to increase pupils' safety. Community cohesion is good. Pupils have a good understanding of the diversity of their community, and increasingly of the global and national communities. Events such as the 'celebrating differences' week not only contribute to community cohesion, but promote equality through valuing individual talents and skills. The school has been successful in narrowing the gap between boys' and girls' attainment. Thorough analysis each term is used to check that no groups are doing less well than others. Parents are actively encouraged to work with the school through strategies such as curriculum evenings where parents enjoy experiencing methods used in school.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Over the last few years attainment at the end of the Reception Year has declined to be average, though achievement and progress have remained good from children's starting points. Boys tend to lag slightly behind girls.

The change of staffing in the Reception class was successfully planned to make better use of teachers' strengths, while maintaining the good leadership.

The stimulating and attractive classroom and outside area are well organised to support children's learning across all areas of learning, including knowledge and understanding

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of the world and creative development. Weaknesses in these areas have been successfully addressed by this good provision with its emphasis on language. Children have already made good progress in all areas with particular strengths in being able to work well together or independently. Effective planning ensures a good balance of activities chosen by children and those led by the teacher. Children enjoyed making their Indian street market and loved using the attractive resources to role play selling fruit and other items. Their imagination was stimulated and this led to good learning. Adults are adept at intervening to extend children's learning. Sometimes children spend too long listening to adults and opportunities are missed to keep learning moving at a crisp pace. This slows progress.

Assessment is thorough and accurate. The Learning Diaries are effectively used to plan next steps as well as to celebrate what has already been achieved. Parents value being able to talk to staff every day. The use of 'News from home' notes really helps parents share key events with staff. Welfare arrangements are good, and adults monitor children well. This ensures that children are settled and feel safe.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Most parents expressed positive views about the school's provision. A very small minority felt that parents' concerns were not listened to; from comments which parents made, in many cases this was connected to representations about improving parking, security of the site and the small hall.

Inspectors looked into these areas carefully and agree with parents that the small school hall restricts certain activities. The school's recent changes to the school entry gates have improved security within the restrictions of the listed building.

A few parents felt that progress could be better, including pupils' spelling. Inspectors agree that expectations in spelling and presentation need to be raised.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hambrook Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 102 completed questionnaires by the end of the on-site inspection. In total, there are 186 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	70	69	29	28	2	2	0	0
The school keeps my child safe	27	27	72	71	2	2	0	0
The school informs me about my child's progress	37	36	61	60	4	4	0	0
My child is making enough progress at this school	33	32	62	61	7	7	0	0
The teaching is good at this school	40	39	59	58	1	1	0	0
The school helps me to support my child's learning	31	30	62	60	1	1	0	0
The school helps my child to have a healthy lifestyle	38	37	61	60	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	36	35	52	51	2	2	0	0
The school meets my child's particular needs	36	35	57	56	5	5	1	1
The school deals effectively with unacceptable behaviour	28	28	62	61	2	2	2	2
The school takes account of my suggestions and concerns	27	27	55	54	13	13	0	0
The school is led and managed effectively	31	30	59	58	9	9	0	0
Overall, I am happy with my child's experience at this school	51	50	44	43	5	5	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



12 February 2010

Dear Pupils

Inspection of Hambrook Primary School, Hambrook BS16 1SJ

Thank you for making us welcome, showing us your work and talking to us about your school. Also thank you to those of you who filled in questionnaires. I thought you might like to know what I am saying in my report. Yours is a good school and we enjoyed our two days with you. We will remember how polite and extremely well behaved you all were. You all get on well and are good at looking after each other. You know how to stay safe. You enjoy taking responsibility and we were impressed with the way you organise yourselves, such as in the dinner queue.

You get off to a good start in the Reception classes, and continue to make good progress throughout the school. The main reasons why you progress well are the good teaching and the well-planned curriculum. Lots of you told us how much you like school and the exciting things you do in lessons and during special events such as the 'celebrating differences' week. This leads to you really working hard because you enjoy your learning. You also gain a lot of understanding about all the differences between pupils and adults in your school and beyond.

You told us that you are not always clear about how well you are doing or how to improve. Those in charge of your school want to make things even better for you. We have tried to help by asking the school to do the following.

- Help you to make even better progress in writing and mathematics by knowing the small steps you need to make in lessons to reach your targets and by being given time to find out how well you have done in lessons and to act on advice given from marking.
- Encourage you to improve presentation of your work including spelling words you should know correctly, using neater handwriting and taking more care in recording your mathematics work.

Yours sincerely

Joanna Pike

Lead inspector

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