

Shamblehurst Primary School

Inspection report

Unique Reference Number	115972
Local Authority	Hampshire
Inspection number	338694
Inspection dates	16–17 June 2010
Reporting inspector	Janet Sinclair

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	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	323
Appropriate authority	The governing body
Chair	Mr M Stephens
Headteacher	Kathryn Gott
Date of previous school inspection	4 May 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 13 lessons and 13 part-lessons, observing 13 teachers and several teaching assistants. Inspectors also held meetings with governors, senior staff and groups of pupils. They scrutinised samples of pupils' work and looked at a wide range of documentation, including policies, the school development plan and records of pupils' progress. They considered the 81 responses from questionnaires returned by parents and carers.

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

- attainment and rates of progress for all groups of pupils, but particularly girls and pupils with special educational needs and/or disabilities
- the extent to which teaching, the curriculum and pupils' involvement in their own learning are having an impact on raising attainment and pupils' enjoyment
- the impact of overall leadership in embedding ambition and driving improvement in order to raise attainment across the school.

Information about the school

Shamblehurst is an above-average sized primary school. Almost all pupils are White British though there are a few pupils from minority ethnic groups, some of whom are at an early stage of learning English. There is a below average proportion of pupils with special educational needs and/or disabilities. These are mainly moderate learning and behavioural difficulties. The proportion of pupils eligible for free school meals is much lower than is usual. There has been a high level of staff turnover since the last inspection.

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?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school. It is improving well as a result of the good systems that are now in place and positive leadership that is focused on raising attainment. Leaders and managers have worked hard to bring about improvement to the school during a time of high staff turbulence. This is already having a positive impact on attainment at Key Stage 1. Pupils enjoy school and this is reflected in their good attendance. They particularly like sports activities and events such as the recent visit of the athlete Sally Gunnell.

Children get off to a good start in the Reception classes due to effective induction, a vibrant learning environment and good relationships. Pupils' attainment at the end of both key stages is broadly average. Their progress is satisfactory. However, progress is accelerating across the school due to effective tracking that identifies pupils at risk of falling behind and the good interventions put in place to remedy this. It has also helped the school to iron out inconsistencies in the progress of different groups, for example, girls. There is good improvement in writing, particularly in Year 4, as a result of the school's involvement in the 'Every Child a Writer' pilot. Teachers organise and manage lessons well so that pupils are engaged and motivated to learn. They make good use of interactive whiteboards to stimulate pupils' learning. Work is sometimes well matched to pupils' needs and questioning is used well to develop their ideas enabling them to make good progress. However, this is not always the case and so pupils do not consistently make the progress of which they are capable. Additionally, the use of targets and pupils' involvement in assessing their own learning is inconsistent so that pupils are not always involved in improving their work or indeed in a strong sense of pride in the quality of what they produce.

The new integrated curriculum provides appropriate breadth and balance through interesting topics. It is enriched extremely well through many visits, visitors and special events. Vulnerable pupils are supported well. The school is developing its provision for gifted and talented pupils with appropriate small-group work. Although most parents and carers are reasonably happy with the school and what it offers, there is a small minority who consider that there is too high a level of unacceptable behaviour in the school and not enough done to curb it. Some pupils' questionnaires also reflect this. The school is working hard to eliminate challenging behaviour, much of which happened in the past; pupils who spoke with inspectors said they now feel safe in school. However, senior staff and governors do not engage sufficiently with parents and carers to address residual concerns about behaviour and its management.

The senior leadership team has a shared vision for the school that is focused on driving improvement within a supportive learning environment. Effective tracking and a range of

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monitoring activities are well established. However, there is not enough emphasis on ensuring that new initiatives are embedded consistently across the school. There has been satisfactory improvement since the last inspection, in spite of many staff changes. Senior staff know the school's strengths and weaknesses and are fully committed to driving further improvement. As a result, pupils' progress is accelerating. On the evidence of the progress made so far, the school's capacity to improve further is satisfactory.

What does the school need to do to improve further?

- Raise attainment further by providing greater challenge in lessons through:
 - better match of work and more effective questioning that demands a greater contribution from pupils
 - better use of targets and greater involvement of pupils in assessing their own learning
 - embedding existing good practice so that inconsistencies are eliminated.
- Engage all parents and carers in supporting the school to iron out any residual concerns about behaviour and its management.

Outcomes for individuals and groups of pupils**3**

Attainment has been broadly average over several years, although attainment in English has sometimes been significantly above average. Progress, although satisfactory overall, is improving due to careful tracking, prompt identification of those not doing well enough and focused interventions to accelerate progress. Pupils' enjoyment of lessons varies, and they say that they enjoy lessons where they 'get to do things'. This was obvious in a literacy lesson where they were excited by the opportunity to role play characters from a story. They enjoy working together on activities, for example when discussing the use of materials for their sculptures in an art lesson. They sometimes make good gains in developing their vocabulary, such as when using similes in English and technical vocabulary for their moviemaker presentation in information and communication technology. Occasionally, they do not enjoy their lessons, particularly when there is a lot of teacher talk or activities do not engage them; this slows their progress and limits their enjoyment. Although current progress for pupils with special educational needs and/or disabilities is satisfactory, it is beginning to accelerate due to the increased focus on providing accurately for their needs. Pupils are sometimes involved in assessing how well they are doing through the use of targets or using a 'thumbs up or down' method to show how well they have understood. Pride in their work is also variable because it is sometimes untidily presented or unfinished.

Pupils say that they now feel safer in school because there are better systems in place and staff mainly listen to and address their concerns. Behaviour in lessons is generally good, but sometimes deteriorates when the lesson does not engage pupils' interest. Behaviour seen at play and lunch breaks was particularly good. The school council

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makes a good contribution to the school community through, for example, its involvement in setting up the marking policy and involvement in promoting healthy living. Although pupils are fully involved in sporting activities as part of keeping healthy, they are less clear about the importance of a healthy diet. They show good levels of respect and a strong capacity for reflection in assemblies. For example, when discussing the visit of the athlete Sally Gunnell on the previous day, they considered issues such as how it feels to win or lose in activities.

These are the grades for pupils' outcomes

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

How effective is the provision?

Teaching and assessment are satisfactory overall. Although there are robust systems in place to improve them, staff changes and a lack of consistency in embedding new initiatives hamper progress towards good teaching. Staff plan lessons well, effectively deploy support staff and make good use of a range of resources to enhance provision. However, many lessons are led very much by the teacher with not enough opportunities for pupils to engage in their learning through active involvement or responding in a way that develops their ideas more fully.

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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A good aspect of the school's provision is the rigorous use of tracking to identify and then fully support pupils at risk of falling behind and to increase the progress of all pupils. This has helped to increase rates of progress across the school. Teachers group pupils by ability for literacy and numeracy, but the match of work to pupils' abilities and the quality of some of the activities mean that pupils are not always challenged sufficiently and so lose interest. Most teachers mark pupils' work so that they know how well they have done, but there are inconsistencies in the use of targets and the involvement of pupils in assessing how well they are doing that slow progress and affect their pride in their work. The integrated curriculum provides interesting experiences for pupils that ensure continuity in their learning and provide some good outcomes, particularly in art. An excellent range of visits, visitors and events support the curriculum. For example, the policeman's visit to support the Year 6 crime scene investigation helped to make it more relevant. Good attention to writing through a wide range of purposeful activities is supporting literacy well, although spelling and punctuation remain weaker areas.

These are the grades for the quality of provision

The quality of teaching	3
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	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

The headteacher and senior staff have a clear vision and robust systems now in place to support their drive to raise standards across the school. Initiatives such as their involvement in the writing project and rigorous tracking to monitor progress are already having a positive impact on this. Monitoring of teaching and learning is accurate and comprehensive and the school development plan is used well by staff and governors to monitor key developments. However, much work needed to be done and not enough attention is always given to ensuring all these systems are embedded well. As a result, inconsistencies in practice are slowing overall progress.

Governors fulfil their statutory duties well. They are supportive of the school and challenge it through effective questioning on a range of issues. However, they have not consulted parents and carers to canvas their views. Hence, governors have not been fully aware of the extent of the concerns of a number of parents and carers about pupils' behaviour and its management. The school is improving its provision for all groups through careful monitoring and support. This shows a satisfactory and improving commitment to promoting equality of opportunity and tackling any discrimination. The school has clear and accessible channels of communication with parents and carers and

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consequently they are mostly happy with their children's experiences of school. Good partnerships enhance pupils' learning, particularly for sport and music. The school promotes community cohesion at school level well. It has completed an audit and evaluated its impact. It is aware of the need to be more involved at a national and international level. Systems for safeguarding pupils are thorough and all policies and procedures are in place. The caretaker is very proactive in ensuring a safe site for the pupils.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
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	3

Early Years Foundation Stage

Children start in Reception with skills and abilities that are broadly as expected for four-year-olds. They make good progress, particularly in communication, language and literacy because of the strong emphasis placed on teaching sounds and letters.

Higher-attaining children in particular are challenged well in literacy through, for example, using commas when writing lists. Effective planning with a good emphasis on purposeful play and active learning supports children's independence well. Staff carry out regular assessments of the children's learning, which they use to inform future planning. On entry to Year 1, children's attainment is above the expected levels.

Good relationships and effective interactions ensure that children become confident, happy learners who engage well in all that is on offer. They particularly enjoy their topic work and confidently talk about aspects such as healthy eating. For example, they know that fruit supports their energy and helps them think. Children willingly take part in independent activities, behave well and freely share resources with each other. They

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enjoy using the outdoor area, which gives them plenty of opportunities for exercise and imaginative play. However, with such a large indoor and outdoor area, it is sometimes difficult for staff to monitor the effectiveness of children's learning accurately. Good leadership has ensured a clear vision and a strong drive for continuing improvement that is enabling children to make good progress.

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

The returned questionnaires show that most parents and carers are overall satisfied with what the school provides and consider that their children enjoy attending. A small minority of parents and carers feel that their children are not making enough progress, leadership is not effective and that the school does not always deal well with unacceptable behaviour. The inspection team found that most pupils make at least satisfactory progress and there is a consistent approach to managing behaviour. However, historically there have been issues with the behaviour of a small minority and occasionally it still dips when lessons do not fully engage them.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Shamblehurst 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 81 completed questionnaires by the end of the on-site inspection. In total, there are 373 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	47	58	27	33	5	6	2	2
The school keeps my child safe	39	48	30	37	7	9	3	4
The school informs me about my child's progress	22	27	50	62	7	9	2	2
My child is making enough progress at this school	31	38	37	46	9	11	2	2
The teaching is good at this school	31	38	38	47	5	6	3	4
The school helps me to support my child's learning	27	33	41	51	10	12	2	2
The school helps my child to have a healthy lifestyle	35	43	39	48	5	6	2	2
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)	23	28	44	54	2	2	2	2
The school meets my child's particular needs	28	35	41	51	4	5	4	5
The school deals effectively with unacceptable behaviour	14	17	33	41	11	14	11	14
The school takes account of my suggestions and concerns	20	25	34	42	4	5	4	5
The school is led and managed effectively	22	27	28	35	10	12	10	12
Overall, I am happy with my child's experience at this school	33	41	38	47	4	5	4	5

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



18 June 2010

Dear Pupils Inspection of Shamblehurst Primary School, Hedge End, SO30 4EJ

I am writing to tell you how much we enjoyed our visit to your school. Thank you for helping us with the inspection. We enjoyed meeting the school council members and chatting to many of you during the inspection.

We judged that your school is giving you a satisfactory education, which means that it does some things well but some things need to be improved.

Here are some other things we particularly liked about your school.

- You are kind, thoughtful and keen to learn.
- Good links with other schools ensure that you get lots of extra sports activities.
- You have lots of visits, visitors and special events that make learning fun.
- You get off to a good start in the Reception classes.

These are the things I have asked your school to do to help you learn even more.

- Ensure that work and teachers' questions always challenge you so that you make the best possible progress.
- Ensure that you all have targets for your learning and are more involved in checking how well you are doing. □
- Involve all adults in ensuring that any behaviour problems are sorted out quickly and fully.

You can help by working hard in school and improving how well you do your work.

Yours sincerely

Janet Sinclair

Lead Inspector

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