

# Hamp Community Junior School

## Inspection report

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<b>Unique Reference Number</b>	123680
<b>Local Authority</b>	Somerset
<b>Inspection number</b>	359485
<b>Inspection dates</b>	23–24 November 2010
<b>Reporting inspector</b>	Carolyn Carnaghan

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

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<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	205
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Michael Price
<b>Acting headteacher</b>	Steven Dobson
<b>Date of previous school inspection</b>	11–12 September 2007
<b>School address</b>	Rhode Lane Bridgwater TA6 6JB
<b>Telephone number</b>	01278 424600
<b>Fax number</b>	01278 446073
<b>Email address</b>	Office@hamp-jun.somerset.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 10 lessons taught by eight teachers. They held meetings with groups of pupils, staff, governors and advisers. They observed the school's work including documentation, policies and plans as well as considering 28 responses to questionnaires completed by parents and carers.

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

- How well are teaching and learning supporting a rise in achievement?
- How effective is the curriculum in delivering opportunities to pupils to develop and use their core skills?
- How effective is the school's leadership and management in providing opportunities for pupils to maximise their achievement?

## Information about the school

This is a smaller-than-average junior school, where the proportion of pupils eligible for free school meals is well-above average. Most pupils are of White British heritage. There is a higher than average proportion of pupils with special educational needs and/or disabilities, of whom many have behavioural, emotional and social difficulties. Following the long-term absence and subsequent retirement of the previous headteacher, the school has appointed an acting headteacher, previously the deputy headteacher, who works in partnership with an executive headteacher to lead and manage the school.

**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

The school provides a satisfactory education for its pupils. Most enter Year 3 with low levels of attainment and make satisfactory progress. Their attainment remains well below average when they leave, but this constitutes satisfactory achievement from their low starting points. Under the new leadership, however, teaching is improving and pupils' progress is accelerating rapidly. The satisfactory care and support that the school provides enable pupils to feel safe and to engage with their learning.

The considerable long-term disruption to the leadership of the school caused uncertainty regarding its direction. The new acting headteacher and executive headteacher work effectively together and have complementary skills. They have already identified the school's weaknesses and their rigorous monitoring of teachers' work, new initiatives for the curriculum, along with better support and care for pupils are leading to improvements in the quality of teaching which is now accelerating pupils' progress. Issues from the last inspection are being addressed. These efforts have been supported by the work of the newly emerging middle leaders, although their work is at an early stage of development. This gives the school a satisfactory capacity to continue to improve.

Pupils generally develop positive attitudes to one another although their knowledge of the world around them is more limited. They know how to live healthy lives but do not always adopt them. Pupils' calm behaviour around school and in lessons ensures pupils work effectively in teams, cooperating well together. The school's community is harmonious and many pupils volunteer to help on the school council, as team leaders and buddies. There is clear enjoyment of the arts and culture, sometimes coming about through working with professional artists and experts. Pupils have equal opportunities to take a full part in school life. This enables all groups of pupils, including those with special educational needs and/or disabilities, to make satisfactory progress. Pupils who have behavioural and social difficulties are given help, sometimes through the nurture group, to build up confidence to tackle work and some of these pupils progress well in this environment.

The governing body ensures good safeguarding arrangements for the school. Policies and procedures are securely in place that ensure pupils work and play in a secure environment. The governing body supports the school well and its members are a clear and welcome presence at school events. The governing body, with the guidance of external consultants provided by the local authority, has supported senior leaders as they build the quality of teaching and learning. Governors are

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developing their skills in holding leaders to account for the performance of the school. The headteachers have begun to develop a more creative curriculum, although it is early days and has not yet gone far enough in helping broaden pupils' experiences and further raise achievement. They are, however, ensuring English and mathematics skills are being better taught across the school. Pupils' skills in writing remain weaker and leaders are ensuring teachers provide more opportunities for extended writing in different contexts.

Pupils enjoy using information and communication technology (ICT) but do not have enough opportunity to use these skills to support their learning in other subjects. The quality of teaching is satisfactory overall, but there are still some lessons where the pace is not rapid enough and assessment not used effectively to drive up progress. The headteachers are working hard, through monitoring and training, to further build the skills of their staff and the whole team is committed to raising the achievement of pupils.

## **What does the school need to do to improve further?**

By September 2011:

- Raise pupils' attainment by increasing the proportion of good teaching, ensuring all lessons are well-planned and fully stretch pupils of all abilities.
- Share the existing good practice in teaching across the whole school.
- Make sure assessment is effectively used in lessons so that both pupils and teachers fully understand the learning.
- Develop the creative curriculum to provide opportunities for pupils to use and extend their skills in English, mathematics and ICT.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

**3**

Pupils arrive at Hamp Junior with low attainment and often struggle to get going. Many finding it hard to access the whole curriculum because their core skills in English and mathematics are low. However, they make satisfactory progress and this is rapidly accelerating due to the higher expectations engendered by the leadership team.

Pupils find their lessons generally enjoyable, many saying how much they appreciate the support they receive to help them get on. Progress in English, including writing, has been slow for several years, although is now improving quickly. In mathematics,

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progress is better this year and many pupils develop a real interest in the subject. This is because lessons are challenging and demand pupils work together, tackling problems cooperatively, finding out the best way of achieving a goal. The school is working hard to raise pupils’ ambitions in English, by trying to engender ideas for writing through a more interesting curriculum that stimulates them. Those with special educational needs and/or disabilities make satisfactory progress and sometimes better. Many receive good care in the nurture group that enables them to rejoin lessons in the main school.

Most pupils say they feel safe in school and they develop positive attitudes to one another and their learning. They are very courteous, for example when moving between lessons they often stop to open a door for an adult. They play well together at break times and enjoy eating lunches that show a developing understanding for a healthy lifestyle. Many pupils enjoy opportunities to be active during lunch times and to play sports. Pupils contribute to their local community through building relationships with other school children and raising money for charity. They are beginning to take the chance to work with pupils from other, contrasting places in the country and further afield.

Pupils are developing skills that will help prepare them for the future, sometimes using their skills in English through ICT for example. However, pupils correctly say that they do not have enough opportunities to use their skills in ICT more extensively across the curriculum. Commendably, they help each other out in lessons, for instance when a small group of pupils ensured one with a particular learning need was fully involved in discussions to solve a mathematical problem. The school is working hard to ensure pupils all come to school and attendance is average. A few pupils do not come to school as regularly as they should, however, despite the best efforts of the senior team and the local authority.

Pupils enjoy learning about the art and culture of different peoples. Recently, some energetic work on Kathakali dance was hugely successful and sparked off work across the curriculum. Pupils show respect for one another when they celebrate each other’s good achievement and attendance are celebrated.

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils’ attainment <sup>1</sup>	4
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
<b>The extent to which pupils feel safe</b>	<b>3</b>

<sup>1</sup> 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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<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

### How effective is the provision?

Where teaching is most successful, lessons are well paced, planned and assessment is used as an effective tool to raise pupils' attainment. In these lessons, the teaching was energetic and resources were finely tuned to the needs of pupils and smart ways were found for pupils to understand the next steps in their learning. Sometimes, planning does not sufficiently take into account the need to stretch all pupils. In these lessons, there is insufficient pace and ambition and the interest of pupils is not always engaged through creative activities.

Teachers often make use of regular and timely assessments and use the creative curriculum to find inspiring ways to develop core skills and make learning fun. Where this is the case pupils make good progress. Senior leaders are actively developing the curriculum to help these features become regular components of learning. However, not all teaching currently makes the best use of the opportunities.

Pupils are taught how to be safe in everything they do and are encouraged to see their education as a very positive part of their lives. Those with particular learning needs often receive good care and support through the nurture group where good teaching allows for pupils to raise their ambitions and eventually move back into their normal classes full time. The school has struggled to prevent some pupils' persistent absences, despite its efforts to reach out to them and their families.

*These are the grades for the quality of provision*

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

### How effective are leadership and management?

The new headteachers are successfully working to promote better teaching and

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communicate their high aspirations for all its pupils. Monitoring of lessons is thorough and is beginning to show results in terms of improved teaching. The senior team and its middle leaders provide training and support for the teaching force, extending skills in lesson design, ways of using the curriculum and to support the complicated needs of many of the pupils.

Pupils are afforded equal opportunities to progress and enjoy their learning and all have chances to go on trips and outings, for example sometimes to the seaside to explore its geography. Nevertheless, although improving, the achievement of all groups of pupils is currently satisfactory. There is good provision for the safeguarding of children and all policies relating to this aspect of leadership are robustly monitored and scrutinised. The governing body is knowledgeable and supportive of everything the school does and is beginning to develop the confidence to challenge it to do better.

The school makes efforts to reach out to families, to ensure parents and carers come into meetings and feel confident in communicating with its leaders and managers. There are regular newsletters and a parents’ forum is a new initiative this term, promoting improved communication. There are satisfactory and growing relationships with other educational partners, sometimes leading to pupil and student links. The school works closely with other agencies to help hard-pressed families support their children’s education more effectively. The school makes a satisfactory, and developing, contribution to community cohesion. This is leading to links that reinforce the learning community in the area, such as with the secondary school through science initiatives. There are growing signs the school is deepening the understanding of its pupils of the greater world community, although this is at a relatively early stage of development.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school’s engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

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## **Views of parents and carers**

There was a low response to the questionnaires. Most expressed agreement that the school provides well for pupils' progress and that their children enjoy their education. A very small minority expressed concerns over the way the school deals with poor behaviour. The inspection found that behaviour is satisfactory and that the school deals well with parents' concerns in this area.

## Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hamp Community Junior 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 28 completed questionnaires by the end of the on-site inspection. In total, there are 205 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	13	46	14	50	1	4	0	0
The school keeps my child safe	12	43	15	54	1	4	0	0
The school informs me about my child’s progress	15	54	12	43	0	0	0	0
My child is making enough progress at this school	10	36	16	57	2	7	0	0
The teaching is good at this school	10	36	17	61	1	4	0	0
The school helps me to support my child’s learning	10	36	17	61	1	4	0	0
The school helps my child to have a healthy lifestyle	10	36	17	61	1	4	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)	9	32	16	57	2	7	0	0
The school meets my child’s particular needs	10	36	17	61	1	4	0	0
The school deals effectively with unacceptable behaviour	7	25	16	57	3	11	0	0
The school takes account of my suggestions and concerns	8	29	18	64	1	4	0	0
The school is led and managed effectively	11	39	16	57	1	4	0	0
Overall, I am happy with my child’s experience at this school	14	50	12	43	2	7	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 all 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring term 2009/10 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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



24 November 2010

Dear Pupils

**Inspection of Hamp Community Junior School, Bridgwater TA6 6JB**

Thank you for making us feel welcome when we visited your school recently. We found you to be very courteous and helpful.

We found that your school provides you with a satisfactory education. Your school ensures you all have a chance to get on together and are kept safe. You understand how to work well in teams and you say you enjoy your lessons. Your progress in lessons is satisfactory.

There are a few things we have asked the school to do better to help your progress to rise in the future. These are

To raise your attainment by:

- making sure all lessons are well planned and fully stretch you all
- ensuring assessment is used so you and your teachers always know how well you are doing
- developing the curriculum so you have opportunities to use your skills in English mathematics and ICT across subjects
- teachers sharing their best practice with one another, so teaching improves further.

You can help by trying your very best in lessons and by always making sure you come to school.

Yours sincerely

Carolyn Carnaghan  
Lead inspector

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