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Hamp Community Junior School

Rhode Lane
Bridgwater, Somerset, TA6 6JB
Telephone: 01278 424600

Children's Service Authority:Somerset

Age range: 7 to 11
Number of pupils: 245
Head teacher: Mrs Anna Roxburgh
Chair of governors: Mr Gary Berryman

What have been our successes this year?

We are a nurturing school that has a very successful nurture group and our staff are very skilled in behaviour management. Our school was commended in our last OFSTED inspection (2003) as having in place very good procedures to promote pupils emotional, moral and social development resulting in good behaviour, politeness and involvement in what the school has to offer. It was also noted that pupils with special educational needs make good progress, because the provision made for them is good and we continue to offer this level of support.

The school has continued to see improvements in behaviour due to our involvement in the Behaviour Improvement Programme pilot since September 2005.

The funding of a Learning Mentor and Home School Liaison Worker, through the Excellence Cluster has helped many pupils and parents to feel more supported, and issues that could have an impact on school attendance are being resolved more quickly. OFSTED noted 'The schools procedures for promoting better attendance are excellent and resulting in improved attendance'.

The school is a member of Bridgwater Excellence Cluster and was part of the Education Action Zone until December 2004.

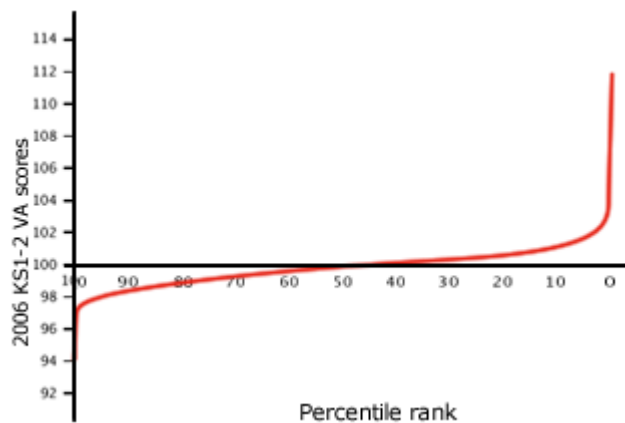
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What are we trying to improve?

- In line with the Intensifying Support Programme, the LEA have provided extra funding and support to raise standards in Numeracy and Literacy in order to increase the number of pupils achieving level 4 and above in these subjects.
- To raise standards of overall pupil achievement & performance.
- To raise standards in Science, Design & Technology, Geography, History, Music and Religious Education.
- Establish assessment procedures in all subjects in order to raise standards.
- To develop the provision and use of learning objectives to help pupils progress.
- Ensure consistency in the marking of pupils work and the use of homework in order to systematically help progress.
- Develop creative curriculum and cross curricular use of Literacy, Numeracy and ICT.
- To develop a school travel plan that encourages children to walk safely to and from school.
- The school facilities will be greatly improved by the new build which commenced August 2006, and will replace three temporary huts housing two classes and the nurture group.

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How much progress do pupils make between age 7 and 11?

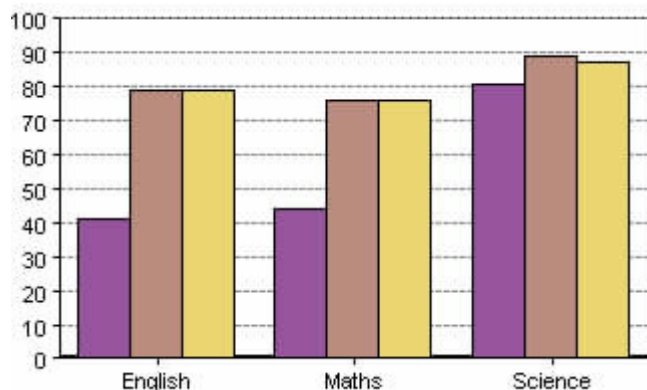


• The chart shows our school's value added (VA) score relative to that of other primary schools. VA is a statistical means of assessing how effective a school is, by measuring pupils' progress using their test and examination results. The percentile rank shows the percentage of schools with a score equal to or higher than ours.




Our school

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How well do pupils achieve at age 11?



This chart shows the Key Stage 2 results for 2006. It indicates the percentage of pupils eligible for KS2 tests (usually 11 year olds) who achieved or exceeded the expected level (level 4)

-  Our school
-  Local schools (Local Authority)
-  All schools

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How have our results changed over time?

OFSTED 2003 stated that 'The general level of pupil attainment is well below average and very low in writing. Standards are satisfactory in ICT, Art & PE and unsatisfactory in the remaining subjects. Pupils achievement is good in Science, DT, ICT & Art and satisfactory in the remainder of subjects. Overall pupils' achievement is satisfactory.'

National bench mark trends show pupils results from 2001 - 2005 were significantly below National Standards across all subjects. In 2005 standards were significantly lower than average with similar schools. Although the KS2 SAT's from 2006 show pupils results in English & Maths were significantly below national standards there was an improvement on the previous years results. Pupils results in Science were broadly in line with National Standards, having significantly improved by 30% on the previous years results.

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How are we making sure we are meeting the learning needs of individual pupils?

Teaching staff demonstrate good subject knowledge and are able to engage learners in well differentiated activities. We are piloting a Literacy programme for the County called Success For All (SFA), which is tailored to meet the needs of individual learners. HLTA's and support staff are developing expertise and this is especially evident in the delivery of programmes such as Success For All, Quest, Wave 3 Literacy & Numeracy. Science provision has been extended in year 6, through specialist teaching by our feeder Secondary Science College. Gifted and Talented pupils receive further challenge in Numeracy from a Secondary Numeracy specialist.

Throughout the school we employ specialist teachers for PE & Music.

Curriculum access for Special Needs is through good targeting of support assistants, differentiated curriculum and SENCO/ external agencies advice.

The Nurture group provision is targeted towards identified year 3 pupils promoting self esteem, communication skills and confidence in order to enhance learning.

Curriculum enrichment courses are delivered by two of our local secondary schools.

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How do we make sure our pupils are healthy, safe and well-supported?

We are currently working towards Healthy School Status, as part of our continued commitment to promoting a healthy lifestyle. The school has addressed the issue of healthy school lunches and tuck.

Our pastoral coordinator has planned and delivered a series of workshops for parents and children on creating healthy lunchboxes for children with the support of representatives from Sainsburys.

Pupils and staff have access to drinking water at all times and consumption is encouraged both in class and during breaks. Children understand the link between drinking water, keeping healthy and good learning.

The playground is equipped with all weather surfaces, adventure play equipment, play tables and seating to encourage cooperative activities, good relationships and a healthier lifestyle.

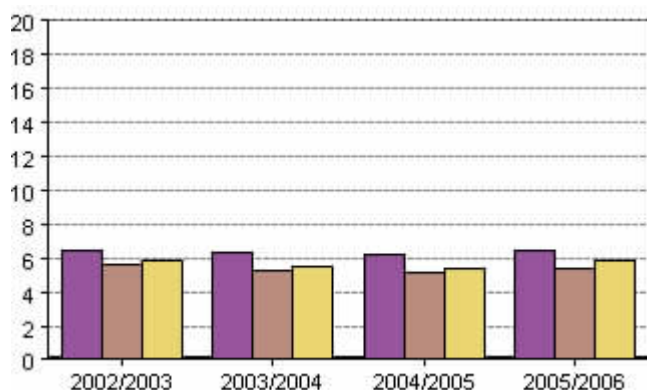
There is an alternative play provision for children who might want or need additional support during breaks. Year 6 peer mediators also provide support.

Our Learning Mentor and HSLW provide support advice and guidance for children and their families.




All staff are familiar with the school's Health and Safety policies and procedures which includes fire drills, child protection, risk assessment, security and first aid.

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How do our absence rates compare with other schools?



This chart shows the percentage of half days missed through authorised and unauthorised absence by all pupils at the school. Information is given for the school, for schools within the local authority and for all schools.

-  Our school
-  Local schools (Local Authority)
-  All schools

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What activities are available to pupils?

As well as a full and varied curriculum we have a range of extra curricular activities, which currently include football club, homework club, keyboard, recorder and drumming lessons, School Choir, Karoke Kids, discos, Woodland Friends and Samba Band. Also during our Breakfast and After School Club we offer computing, PE, Cookery, board games and Forest School activities.

All pupils have the opportunity to go on a residential camp and have visits within the local environment, as well as opportunities to attend educational visits further afield to support their learning.

Pupils take part in the whole school Christmas performances, year 6 leavers assembly and prom. They are also given the chance to attend the local pantomime each year.

We hold themed weeks for Health and the Arts which, enhance and enrich the pupils curriculum. A range of artists have visited the school and have offered the following activities; dance/drama, story telling, digital media and puppet shows. During Health week we have the lifestyle mobile classroom on site as well as health professionals to deliver lessons and activities.

We run a DASH (Do Activity Stay Healthy) club twice a week, which is led by the SASP PE coaches.

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How are we working with parents and the community?

We have very effective communication systems for parents which include teacher/parent meetings three times a year, end of year pupil reports, regular newsletters and updates, as well as a parent information board. Attendance at school events, performances, special assemblies and social activities is always very high.

However we continue to try to improve the level of parental engagement of their children. The Headteacher and Teaching Staff are accessible and give their time generously to parents. There are particularly strong and positive relationships with parents of pupils with SEN.

The school is well used by the community in regular lets, football club, bingo, disco and holiday play schemes. The community supports our programme of assemblies and PHSE through visits from the vicar, school nurse, road safety officer, local youth club manager, Moto Services representatives and community police. All of these have promoted the children's understanding of their community and our visitors tell us how much they enjoy working with Hamp children. We regularly take groups of children out into the community to perform at the local shopping centre, motorway services and old peoples home.

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What have pupils told us about the school, and what have we done as a result?

The school uses pupil questionnaires to gauge pupils feelings and thoughts about school. This year we have also completed specific questionnaires on attitudes to writing, a BIP questionnaire on the things pupils like about school and what things

they would like to improve, and an online computer survey PASS, (Pupil Attitude to School Survey).

Every class has regular 'Circle Time' sessions in which the pupils are able to raise concerns, views and feelings and where relevant the information is discussed with the School Council. The Council, which has elected representatives from each class, meet regularly and discuss issues and concerns raised with the Pastoral Co-ordinator and Headteacher.

The pupils identified that they liked using computer word processing programmes to write and wanted to do more writing in groups. As a result of this each class was given an additional ICT lesson to apply ICT skills to other curriculum areas, and collaborative learning was introduced in Literacy.

Pupils identified playtimes and lunchtimes as an area of concern and subsequently playtime snacks were reviewed, playtime equipment was installed and replaced, the lunch hour was restructured and the toilets are due to be refurbished.

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What do our pupils do after leaving this school?

The majority of our pupils move on to our feeder school The Robert Blake Science College, although some transfer to other local secondary schools. Liaison procedures with these schools are good during the summer term with full transfer of records and meetings between year 6 & 7 teachers.

Over the past year we have worked more closely with The Robert Blake Science College and our year 6 pupils now attend weekly science lessons there, and are invited to attend other events which eases the transition of our pupils into year 7.

As a school, we actively encourage expupils to return to the school at presentation ceremonies and the Y6 prom, in order to promote positive role models to our current pupils. This helps raise the profile of the individuals and raise the aspirations of all our pupils.

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What have we done in response to Ofsted?

The school has been supported by the Local Authority and extra funding has been used to introduce a new Literacy programme, Success For All, which has been proven to raise standards dramatically in similar schools across the country.

The Year 6 pupils have weekly Science lessons at the Secondary Science Specialist School and this has already had a positive impact on the standards our pupils achieved in their SATs last year.

The school employs two music teachers to take music lessons across the school in order to raise the quality of the music provision and standards.

Staff have participated in training to improve assessment and marking procedures in all subjects and this is closely monitored by the Leadership Team and relevant Subject Co-ordinators.

The homework policy has been updated and is summarised in the School Prospectus and homework is issued, marked and returned weekly.

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More Information

If you would like more information about school policies, including our policies on special educational needs and disability, admissions, finance, school food and our complaints procedure, please contact us:

By telephone: 01278 424600

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