

Hamp Community Junior School Profile

Published 30 September 2010



Hamp Community Junior School

Rhode Lane

Bridgwater, Somerset, TA6 6JB

Telephone: 01278 424600

Children's Service Authority:	Somerset
Age range:	7-11
Number of pupils:	203
Head teacher:	Mrs Anna Roxburgh
Chair of governors:	Mr Mike Price

What have been our successes this year?

We have had a very exciting and rewarding year, with many celebrations and successes. The

school's carnival club secured 1st place in their category at Bridgwater carnival, and SAMBA band and school choir performed during the carnival and for Radio Somerset as part of Children In Need. Year 3 pupils won a gold award with their dinosaur garden entry in the Garden Competition run by Cannington College.

The pupils have benefitted from various trips, visitors and residentials including the Year 3/4 camp

to Greatwood and the Year 5/6 camps to Salcombe and Exmouth. Other trips included Year 3 going to Bridgwater Fair, Year 4 going on a poetry walk, Year 5 visiting Minehead and Year 6 exploring Glastonbury Abbey and Tor. All of these events have impacted on the children's' learning and the newly designed creative curriculum.

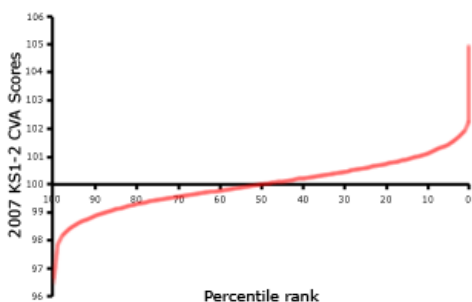
The 'Infant/Junior Project' has also had a significant impact on school improvement and transition

from Year 2 to 3, enabling children moving between the schools to settle quickly and sustain progress.

What are we trying to improve?

- Leadership and Management: To build leadership capacity both through example and through distributed leadership across the school, involving both staff and pupils.
- Learning and teaching: To raise the standard of pupil's level of achievement, and as a result, the school's attainment.
- Literacy: To raise pupil's achievement in writing through the development of Talk For Writing, raising children's confidence with speaking and listening and developing their interest in retelling stories and non-narrative texts.
- Numeracy : To raise pupils achievement in Numeracy by developing their numeracy skills with a real world context.
- Creative Curriculum – to raise children's interest in learning by providing a curriculum that is relevant, exciting and provides opportunities for hands on activities and first hand experiences.

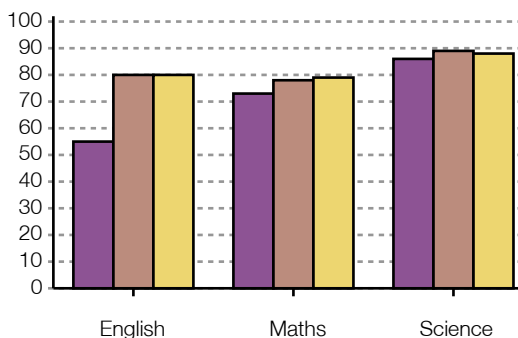
How much progress do pupils make between age 7 and 11?



- Our school
- I Confidence interval

The chart shows our school's contextual value added (CVA) score relative to that of other primary schools. CVA is a statistical means of assessing how effective a school is, by measuring pupils' progress using their test and examination results. The confidence interval shows the range within which we can be confident the score (calculated on the results of only one year group) represents the overall effectiveness of a school. The percentile rank shows the percentage of schools with a score equal to or higher than ours.

How well do pupils achieve at age 11?



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

This chart shows the Key Stage 2 results for 2009. It indicates the percentage of pupils eligible for KS2 tests (usually 11 year olds) who achieved or exceeded the expected level (level 4)

How have our results changed over time?

OFSTED 2007 stated that ' Although standards in English, Mathematics and Science are improving, they remain well below average.' 'Given their starting points, most children make satisfactory progress. Standards in National tests have risen over the last 5 years, reaching a peak in 2009. Results in 2010 were lower than 2009, but show continued progression from 2008.

The number of pupils achieving Level 4+ in English and Maths has improved for the past 7 years. In 2010, the end of Key stage 2 SATs results had 59% of our pupils achieving Level 4+ for Maths, 69% of our pupils achieving Level 4+ for Reading, 25% achieving Level 4+ for Writing.

How are we making sure that every child gets teaching to meet their individual needs?

Teaching staff demonstrate good subject knowledge and are able to engage learners in well differentiated activities. We are currently embedding Talk for Writing techniques within our literacy curriculum 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 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 Numeracy specialist.

Throughout the school we employ specialist teachers for PE & ICT. 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. Nurture support is also provided in the afternoon for children in other year groups needing this support. Curriculum enrichment courses are co-ordinated by our Gifted and Talented Co-ordinator.

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. 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, Bridgwater Rotary club 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.

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.

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 a member of the teaching staff and the Headteacher.

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 have been refurbished. Peer mediators are also undergoing training to enable them to support play times as this was an area of concern for some children.

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

We have been awarded the 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.

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.

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.

What activities and options are available to pupils?

We are recognised as a school with Extended School Status. We offer a full and varied curriculum and a range of extra curricular activities, which currently include football club, netball club, homework club,

keyboard, and drumming lessons, School Choir, discos 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 have the opportunity to take part in whole school performances, year 6 leavers' assembly and prom. We are in the process of designing and implementing a more creative curriculum which

includes themed weeks for Health and the Arts to enhance and enrich the pupils learning. A range of artists have visited the school and have offered the following activities; dance/drama, story telling, digital media and puppet shows.

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

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 ex-pupils 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.

Ofsted's view of our school

Hamp Community Junior School is an improving school. There are considerable strengths in what the school offers, although overall, its effectiveness is satisfactory. In particular, a strong commitment to the valuing of individual children shines through. This results in delightfully friendly, well-mannered and responsible pupils. Their good personal development is the most striking aspect of the school, and the result of good care, guidance and support.

The driving force behind the school's success in recent years has been the confident leadership of the headteacher. Both she and the deputy headteacher have demonstrated a steely resolve in steering school improvement. Staff have enthusiastically embraced change and share the headteacher's values and determination. Good leadership and management have resulted in considerable improvements. While the school takes pride in what has been achieved, there is a realistic recognition that more needs to be done. Self-evaluation is accurate. Given the school's recent track record of improvement, its capacity to improve is good. However, subject leadership is underdeveloped and leadership responsibilities need to be more widely shared.

Achievement and standards are satisfactory. Although attainment in English and mathematics is well below average, given their starting points, pupils make satisfactory progress. Skills in writing in particular are a barrier to more rapid progress. Teaching is satisfactory and while much is good, it is not yet consistently so. Learning is purposeful and pupils are keen to do their best. Teachers make the learning interesting and fun. However, checking pupils' progress and planning the next step in

their learning is not consistently sharp enough. The school's curriculum is satisfactory, and makes a good contribution to pupils' personal development. Its impact on achievement and standards, particularly initiatives in relation to improving attainment in literacy and numeracy, has yet to impact fully.

Pupils enjoy school and speak highly of their teachers. Their good behaviour and courteous manner stand out. The school works successfully to nurture social skills through initiatives such as the 'dinner table of the week', encouraging good manners and behaviour. While a very small number of pupils present challenging behaviour, this is well managed by teachers. Most parents are very supportive of the school's work and its approach to caring for their children. One parent commented to inspectors: 'I have always felt I can approach the school for anything but more importantly my child feels she can approach the school herself – excellent!' The school's outstanding work with its most vulnerable children ensures they feel safe, valued and confident that they too can do well. In this respect, the work of the pastoral coordinator is outstanding.

Date of last inspection: 12-Sep-2007

Ofsted graded our school as satisfactory

Inspectors made judgements on a scale: outstanding (grade 1); good (2); satisfactory (3); inadequate (4).



[View the Ofsted page for Hamp Community Junior School](#)

What have we done in response to Ofsted?

The school has been supported by the Local Authority and has developed its literacy curriculum using Talk For Writing techniques. This has already proven to have a positive impact on children's attitude and interest in writing and we expect this to have a significant effect on pupil progress by the end of the year.

Maths has been a whole school focus over the past year and will continue to be so

this next academic year. 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 Coordinators.

Pupil Progress Meetings and the new tracking systems ensure that individual pupil progress is

checked carefully and Assessment for Learning strategies are enabling teachers to deliver more

consistently 'good' lessons. The restructuring of the staff and Senior Leadership Team saw a new TLR position created, with a member of staff now responsible for leading the development of a more creative curriculum. Other leadership responsibilities have been shared more widely with a new Literacy and Numeracy

Coordinators now in place.

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:

null 01278 424600

null
