

Inspection of Hambrook Primary School

Moorend Road, Hambrook, Bristol BS16 1SJ

Inspection dates: 8 and 9 November 2023

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils behave exceptionally well at Hambrook Primary School. They show exemplary attitudes to their learning. The school has high expectations of pupils' behaviour. Pupils trust adults to listen to them and support them if they are worried about anything.

Hambrook is an inclusive and welcoming school. The caring relationships in the school mean that pupils feel safe and happy. Pupils respond to each other with kindness and respect. They understand the importance of looking after each other and being kind as a part of the 'Hambrook family'. The school's vision runs through the curriculum, which is ambitious and is designed to develop pupils' curiosity about the world and empathy for others.

Pupils enjoy opportunities to take on leadership responsibilities across the school. They say that these roles make them feel proud, help them to set a positive example to others and make the school better. The school sees supporting pupils' mental health and well-being as a high priority, and pupils engage in many high-quality opportunities such as forest school, OPAL play and meditation lessons. Pupils value meditation sessions as 'it helps you to manage your worries and stay calm'.

What does the school do well and what does it need to do better?

From an early age, pupils learn the phonics needed to read fluently. Books are well matched to pupils' abilities. The school has established a new reading scheme which helps pupils to build their phonics knowledge well. The sharp focus on reading continues into key stage 2, where staff develop pupils' more complex reading skills and fluency.

The school prioritises reading at Hambrook. Pupils develop a love for reading. This starts in the early years, where children enjoy joining in with rhymes and familiar stories. Pupils enjoy listening to adults read. Pupils develop the knowledge they need to read these books themselves. The school ensures that pupils develop an understanding of diversity and world issues through careful selection of texts to read.

The school's mathematics curriculum is designed and sequenced well. Teachers explain new concepts clearly. As a result, younger pupils develop a secure understanding of number facts. Older pupils build on this knowledge well to explain their thinking when solving more complex problems. For example, pupils in Year 6 enjoyed working together to find a way to make the numbers up to 20 only using the number four. However, sometimes, misconceptions are not addressed quickly enough by teachers. As a result, some pupils repeat the same mistakes in their work. This can impede their learning.

The school has developed the curriculum so that it is relevant and ambitious. It focuses on the important knowledge that pupils need to learn. The curriculum enables pupils to revisit learning regularly as they move through the school. This helps pupils deepen their knowledge and understanding. For example, in science, older pupils described how learning about shadows in Year 3 has helped them to further their understanding of light sources in Year 6. However, in some foundation subjects, the precise knowledge pupils need to learn and remember is unclear. Where this is the case, pupils' understanding is not fully developed. This makes it difficult for pupils to build their knowledge well over time.

In many subjects, teachers check what pupils know and remember. Pupils who have fallen behind are supported to catch up and keep up. However, in some subjects, teachers' assessment of what pupils know is not precise enough. This means teachers do not always form an accurate picture of how successfully pupils learn and remember more. As a result, in some subjects, pupils are not able to recall their knowledge in depth.

Children in the early years make a strong start. The curriculum supports children to develop their understanding in all areas of learning. They settle quickly, enjoy their learning, and form positive relationships with each other. Children learn confidently both inside and in the outdoor setting. Staff adapt their teaching of the curriculum so that all children learn successfully.

Pupils with special educational needs and/or disabilities (SEND) are supported well. Staff know pupils' needs accurately. All pupils with SEND learn the same curriculum as their peers. Teaching is adapted to meet the needs of pupils.

Pupils talk positively about British values, such as democracy. For example, they understand the democratic process when voting for which charity the school raises money for. Pupils understand that discrimination is wrong. They say that everyone should be treated equally, because 'everyone is equal, no matter who they are or what they believe'.

Staff, including early career teachers, feel well supported. Staff are proud to work at this school. They say that leaders are mindful of their workload and treat well-being as a priority. Governors communicate a passion to helping the school to improve. However, they do not demonstrate a deep understanding of the strengths and areas to improve in the curriculum. Through recent training, governors are beginning to increase their challenge to the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some wider curriculum subjects, the school has not yet precisely identified the important knowledge that pupils need to learn and remember. This means that pupils do not always build their knowledge well over time. The school needs to ensure that all subjects identify the knowledge that pupils must learn and when.
- Assessment is not used with enough precision to check what pupils know and remember. As a result, some pupils do not remember important learning over time and misconceptions are not addressed. This slows their progress through the curriculum. The school needs to ensure that assessment is used effectively to understand what pupils know and can do and that learning is adapted as necessary.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	109024
Local authority	South Gloucestershire
Inspection number	10307217
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	196
Appropriate authority	The governing body
Chair of governing body	David Jenkins
Headteacher	Jennifer Rubel
Website	www.hambrookprimaryschool.co.uk
Date of previous inspection	10 July 2018, under section 8 of the Education Act 2005

Information about this school

- The school does not use alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher, deputy headteacher, special educational needs coordinator and inclusion lead.
- The lead inspector met with the school's previous and current challenge support partner remotely.

- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors carried out deep dives in these subjects: early reading, mathematics and religious education. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors also discussed the curriculum in other subjects.
- The inspectors listened to pupils in Year 1, 2 and 3 read to an adult.
- The inspectors observed pupils' behaviour in lessons and around the school site.
- The inspectors gathered parents' views by considering the responses to Ofsted's online survey, Ofsted Parent View, and by talking to parents before and after school. The inspector also evaluated responses to Ofsted's staff and pupil surveys.

Inspection team

Matt Fletcher, lead inspector

His Majesty's Inspector

Debbie Tregellas

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023