

Hartlebury CofE Primary School

The Village, Hartlebury, Kidderminster, DY11 7TD

Inspection dates 19–20 September 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Children get off to a good start in the Reception class because they receive the individual help they need to succeed.
- Achievement in reading, writing and mathematics is good throughout the school.
- Teaching is consistently good. Teachers motivate pupils to want to do well.
- Behaviour is good, pupils have very positive attitudes towards learning and most develop into mature individuals.
- Staff have created a very positive climate for learning where each pupil is valued as an individual.
- The school supports pupils who join the school in Key Stage 2 particularly well.
- The school works well with its parents and carers. They feel involved in their children's learning.
- Senior leaders and governors work together effectively as a team. They have collaborated particularly well on promoting ideas for the future development of the school.
- The key to the success of this school lies in the strong leadership of the headteacher. She has successfully raised pupils' achievement by improving the performance of all staff.
- The governing body is led exceptionally well. The Chair of the Governing Body has high expectations and uses his secure first-hand knowledge very effectively to move the school forward.
- The way in which the school works in partnership with two other schools to provide additional resources for its pupils is very effective.

It is not yet an outstanding school because

- There are not always enough opportunities for pupils to develop their mental calculation and problem-solving skills or to practise their numeracy skills in different subjects.
- Not enough teaching is outstanding. Teachers do not always move more-able pupils on to hard work quickly enough.
- Teachers do not always give pupils enough information on how to improve when they mark their work, especially in mathematics.
- Not all pupils are sure what they have to do to reach their curriculum targets.

Information about this inspection

- The inspector observed 10 lessons, three of which were observed with the headteacher.
- Meetings were held with pupils, representatives of the governing body and the local authority, and staff, including senior and other leaders.
- There were 27 responses to the online questionnaire Parent View. The inspector spoke with parents and carers informally to gain their views. She also took account of the school's own parental questionnaire results.
- The inspector observed the work of the school. She looked at a range of documentation, including information about pupils' progress, and how the school sets targets for teachers to improve their work. She also looked at child protection and safeguarding procedures.

Inspection team

Kath Campbell, Lead inspector

Additional Inspector

Full report

Information about this school

- Hartlebury is smaller than the average-sized primary school.
- Most pupils are White British.
- Nearly a quarter of pupils currently in Key Stage 2 did not start the school in the Reception class. Several joined the school after they had finished their First School education. An increasing number have also joined the school from the Gypsy Roma community.
- An average proportion of disabled pupils and those with special educational needs are supported through school action. An above-average proportion of pupils are supported at school action plus or with a statement of special educational needs.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school provides care for pupils before and after school.
- Hartlebury Pre-school operates on the same site. It is not overseen by the governing body and did not form part of this inspection.

What does the school need to do to improve further?

- Raise achievement in mathematics throughout the school by providing more opportunities for pupils to:
 - develop their mental calculation and problem-solving skills
 - practice their numeracy skills in different subjects.
- Increase the proportion of good and outstanding teaching by making sure teachers:
 - share and learn from the good practice that exists within their own school and their partner schools
 - move more-able pupils on to hard work earlier in lessons
 - provide more information about how well pupils are doing against their individual targets, when they mark work, particularly in mathematics.

Inspection judgements

The achievement of pupils is good

- Children currently in the Reception class started with the skills that are expected for their age, though some had weaker early language and literacy skills. Children make good progress in the Early Years Foundation Stage and most have achieved a good level of development by the time they move into Year 1.
- Pupils continue to make good progress throughout the rest of the school based on their prior attainment. For example, Year 2 pupils made more than expected progress in 2012, even though standards dipped, because their attainment on entry to the school was particularly low.
- Attainment in Key Stage 2 is broadly average in English and mathematics. In 2011 and 2012 it was above average in writing. Raising attainment in writing has been a priority for the school and it has been a real success story. Attainment has risen throughout the school since 2010. The proportion of pupils reaching and exceeding expected progress is above average. Boys, in particular, are confident, successful writers. Younger children are not afraid to have a go at writing unfamiliar words and the written work of older pupils shows maturity and style.
- Nearly a quarter of the pupils currently in Key Stage 2 have joined the school since Year 3. Several of these pupils have special educational needs. There is strong evidence to show that some of these pupils, particularly the Gypsy Roma pupils, have made exceptional progress, especially during the last academic year. For example, several pupils have made over two years' progress in one academic year.
- Raising attainment in reading has also been an area for development. The school invested in more exciting books and electronic notebooks to motivate pupils, particularly boys. Teachers also raised the profile of reading. Group reading is now an integral part of daily work and pupils are encouraged to read more widely at home. The teaching of phonics (the sounds that letters make) is good and pupils of all ages enjoy reading. Year 1 pupils exceeded the expected standard in their phonics screening check in 2012. Older pupils read confidently, talk knowledgeably about reading and enjoy a wide range of authors.
- Mathematics is currently a whole school area for development. Initiatives, such as those aimed at developing better mental skills, are starting to have an impact but there is some way further to go. Problem-solving is becoming a more regular feature of lessons. However, there are not always enough opportunities for pupils to practise numeracy skills in different subjects.
- Staff are particularly skilled at providing well for disabled pupils and those who have special educational needs. These pupils achieve well because the work they are given is matched to their needs and support is well targeted. Some individual pupils make outstanding progress.
- The school has used its pupil premium funding very well to improve pupils' basic skills. In 2012, pupils known to be eligible for the pupil premium were the equivalent of four terms behind their classmates in English and seven terms behind in mathematics. The school took swift action and, as a result of high quality support, the gap closed completely in 2013.

The quality of teaching is good

- Teaching seen during the inspection was of consistently good quality. Teachers make sure classrooms are lively and exciting places where pupils want to succeed. Activities capture pupils'

interest and develop their ability to work independently or as part of a team.

- In the Early Years Foundation Stage, children do well because learning is fun. Indoor and outdoor areas are attractive places where children learn well. Despite only being in school a few weeks, through good teaching, children are settled and excited about their learning.
- Where teaching is at its most effective, learning moves along at a rapid pace and pupils are highly motivated to succeed. In an older Key Stage 2 lesson on problem-solving, the task was very challenging for pupils of all abilities. The levels of co-operation between pupils, the maturity of mathematical thinking and adults' incisive questioning, contributed to pupils' rapid progress. Even though many struggled at first, all pupils made good gains in their mathematical development because their levels of enjoyment and perseverance were high.
- Skilled adults who support teachers make sure that disabled pupils and those who have special needs, and those for whom pupil premium funding provides support, succeed. The high ratio of adults to pupils means these pupils make good and sometimes outstanding progress. These adults provide the right level of support to ensure pupils gain the skills they need to work independently.
- Pupils who join the school during Key Stage 2 quickly settle into school life, because they receive a carefully structured package of support that accurately caters for their needs.
- Throughout the school, behaviour is managed consistently well and this aids good learning. Pupils develop their literacy skills effectively across a wide range of subjects because teachers match activities well to pupils' interest. They have less opportunity to practise their numeracy skills.
- Teachers do not always move pupils who find work easy on to more demanding work earlier in lessons. As a result, this slows progress because some pupils waste time going over work they already understand.
- Most work is carefully marked, although the quality of marking in English is better than in mathematics. Teachers do not always guide pupils to the next steps in their learning because marking often focuses solely on how well pupils have done in that particular piece of work.

The behaviour and safety of pupils are good

- Pupils develop very positive attitudes towards learning and this makes a strong contribution towards their good personal development.
- Older pupils care about younger ones and pupils from all age groups and backgrounds work and play together harmoniously. The school integrates newcomers particularly well and pupils know they are part of a very caring community where all pupils have an equal chance of success.
- There is a warmth and friendliness about the school and a strong mutual respect between adults and pupils. They get along well together because they like each other.
- Most pupils behave well around school and in lessons. Occasionally, some are fussy moving between activities. A few pupils who present very challenging behaviour are able to participate fully in school life through good quality care and support.

- Assemblies are special times when pupils and staff enjoy coming together and there is a real sense of belonging to a community. These occasions make a strong contribution towards pupils' spiritual development.
- In discussion, pupils say that incidents of bullying are rare, and that they are dealt with quickly and effectively. Pupils show a good understanding of how to keep safe, including when using computers and the internet.
- Attendance is average and pupils enjoy coming to school. The school keeps a careful check on pupils' attendance and works successfully with a small minority of families. The attendance of the school's Gypsy Roma pupils is well above the national average for this group because relationships between the school and home are strong.

The leadership and management are good

- The headteacher provides strong, decisive leadership. Staff, governors, parents and pupils express their appreciation of her role in moving the school forward at a good pace.
- The headteacher and deputy headteacher work together well as a team. The actions they have taken, for example, to raise achievement in writing, have proved very effective. The headteacher checks performance well and teachers are held accountable for the standards pupils achieve.
- Senior leaders know their school well. They have an accurate view of its strengths and weaknesses. All staff are committed towards seeking improvement. There is a high level of team work and this contributes greatly to the school's success. Subject leaders say they are supported well in their roles and, as a result, they provide good leadership of their areas of responsibility.
- The checks carried out by senior leaders on the quality of teaching and learning are detailed but occasionally focus too much on teaching rather than the progress pupils make. The headteacher uses these checks effectively to set targets designed to improve the performance of all staff. They have contributed to, for example, more consistently good teaching across the school since the previous inspection.
- Leadership and management are not yet outstanding because the school's checks on progress do not always measure how well individual pupils are doing with enough precision. Systems for monitoring the quality of teaching sometimes focus too much on the teaching and not enough on whether pupils have made enough progress.
- Safeguarding procedures meet current government requirements.
- Strong links with parents and with partner institutions are very important to the school. Parents are appreciative of the opportunities they receive, for example, to gain information about the new mathematics equipment being introduced.
- The school's collaboration with two other local schools to form a 'Trinity' has benefited Hartlebury greatly. The three schools share expertise and initiatives and have recently pooled their primary sports funding to employ specialist physical education teaching. Pupils now have greater opportunities to develop healthy lifestyles and are able to join together with friends from their partner schools to develop sporting skills. The quality of teaching is monitored by all the schools to access the impact of all shared initiatives on pupils' learning.

- Pupils' work celebrates the rich and diverse range of subjects and topics taught. Pupils have many enjoyable learning experiences and these contribute greatly to their spiritual, moral, social and cultural development. Creative arts feature strongly and regular visits and visitors further enhance pupils' enjoyment. Sport is also an important part of school life. In addition to its specialist teaching, the school employs a member of staff, through its sports funding, to organise extra-curricular sport. The breakfast club also provides sporting opportunities for pupils.
- The local authority knows the school well and the adviser reviews its work at regular intervals. She provides training when requested.

■ **The governance of the school:**

- The Chair of the Governing Body has a very secure grasp of what needs to be done to bring about improvement. Governors are careful that they keep up-to-date with training requirements on important matters such as child protection and safeguarding arrangements. There is a good balance of expertise and some of the governors' data analysis is of a very high quality. As a result, governors know whether initiatives, such as those designed to tackle underachievement in writing, have been effective. The governing body keeps a careful eye on how effectively the school uses its pupil premium funding so that it can both support and challenge. It has made sure that the pupil premium is used wisely by, for example, employing more staff to help pupils at risk of not doing well. Governors are involved in supporting the headteacher to make sure that teachers are not rewarded unless pupils make good progress. They have a secure structure in place to check the performance of all staff and to make sure that underperformance is tackled robustly. They also use the external observations of teaching carried out by colleagues from partner schools to give them an independent view. The governing body is forward thinking and there is a strong commitment towards extending its level of involvement further.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	135042
Local authority	Worcestershire
Inspection number	427023

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	147
Appropriate authority	The governing body
Chair	Jeff Clayton
Headteacher	Caroline Unitt
Date of previous school inspection	25 January 2012
Telephone number	01299 250312
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