

# Hartlebury CofE Primary School

## Inspection report

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<b>Unique reference number</b>	135042
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	381784
<b>Inspection dates</b>	25–26 January 2012
<b>Lead inspector</b>	Peter Kerr

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>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	142
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jeff Clayton
<b>Headteacher</b>	Caroline Unitt
<b>Date of previous school inspection</b>	10 June 2009
<b>School address</b>	The Village Kidderminster DY11 7TD
<b>Telephone number</b>	01299 250312
<b>Fax number</b>	01299 250960
<b>Email address</b>	office@hartlebury.worcs.sch.uk

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<b>Age group</b>	4–11
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<b>Inspection number</b>	381784



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## Introduction

Inspection team

Peter Kerr

Additional inspector

This inspection was carried out with two days' notice. The inspector spent five hours in classrooms, observed nine lessons or parts of lessons and saw all six of the school's teachers teaching. He listened to pupils reading, looked at their writing and mathematics work across the curriculum and talked to them about their experiences. Meetings were held with teachers about their leadership responsibilities and with members of the governing body about their roles. The inspector observed the school's work, and looked at teachers' planning, the tracking of pupils' progress and pupils' work on display. He took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, and analysed the views of parents and carers expressed in 68 parental questionnaires.

## Information about the school

The school is smaller in size than most other primary schools. Nearly all pupils are of White British background and all speak English as their first language. A broadly average proportion of pupils is known to be eligible for free school meals. The proportion of disabled pupils and those identified as having special educational needs, including those with a statement of educational need, is very high compared to most other similar schools. The school meets the current floor standard set by the government, which determines the minimum expectations for attainment and progress. A before-school provision and after-school club, managed by the governing body and organised by the headteacher are run in the school. They cater for up to 16 pupils per session.

A new headteacher was appointed in September 2011 and one of the senior teachers is currently acting as deputy headteacher pending a permanent appointment. The school was awarded Healthy School status in 2010. A privately managed pre-school operates on the site. This is inspected separately and receives a separate report.

**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

<b>Overall effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>3</b>

## Key findings

- The school provides a satisfactory quality of education. The new headteacher has refocused the school's efforts on improving pupils' progress and enjoys the enthusiastic support of staff, pupils, parents and carers and the governing body. Other leadership roles are developing but all are not yet fully effective.
- Pupils' attainment is broadly average at the end of Year 6. It is average in writing and mathematics but above average in reading. Pupils enjoy reading and read well. Pupils' achievements are no better than satisfactory, because although progress is accelerating, previous slow progress in some year groups means attainment is not yet as high as it should be.
- Boys do not achieve as well as girls in writing and sometimes lack motivation to write. In Key Stage 2 weak spelling sometimes hampers progress, reflecting the fact that spelling skills are not taught systematically enough throughout the school.
- Teaching is satisfactory. Good learning was seen in writing when pupils had plenty of opportunities for talking first so that they knew what they wanted to write.
- Well-targeted support helps pupils with moderate learning difficulties to achieve satisfactorily but lessons are not always challenging enough for more-able pupils.
- Children in Reception make good progress, especially in writing, because they learn key skills well and apply them readily in play.
- Pupils feel safe in school. Behaviour is good because clear boundaries are set and adhered to. Good behaviour management enables pupils with behavioural, emotional and social difficulties to concentrate on their lessons and make satisfactory progress. Attendance is above average.
- The curriculum meets all requirements and offers opportunities for enrichment. Spiritual and moral values are promoted very well and relationships are excellent throughout the school.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Raise standards in English and mathematics, by:
  - ensuring that reading and writing skills are taught systematically throughout the school
  - finding more effective ways of motivating boys to write well
  - providing more opportunities and support for pupils to fully express their ideas in words before writing them down
  - ensuring that lessons constantly challenge pupils of all abilities to think hard and apply their literacy and numeracy skills in increasingly demanding situations.
  
- Improve outcomes for more-able pupils by:
  - planning challenging activities for them from the beginning of lessons and continually looking for ways of increasing the challenge as they work
  - providing opportunities for them to undertake extended independent investigations and research.

## Main report

### Achievement of pupils

Pupils' attainment is broadly average at the end of Year 2 and Year 6 and they make satisfactory progress. Progress is good in reading from broadly average attainment at Year 2 to above average at Year 6. Pupils enjoy reading because of the more structured approach and wider range of books that have been introduced, particularly for older boys. A group of Year 4 and 5 boys, for example, talked enthusiastically about the 'Diary of a Wimpy Kid' books they were reading. Pupils read well from familiar texts, but occasionally lack the skills to quickly read unfamiliar words.

Standards in writing are lower than in reading, particularly for boys. The gap between boys and girls is still wider than that found nationally but is decreasing. Many boys struggle to write neatly and do not have reliable strategies to spell correctly. Writing has improved since regular targets were introduced in September 2011 and some pupils with moderate learning difficulties or previously low attainment have made exceptionally good progress over this period.

A very small number of parents and carers commented that more-able children were not challenged enough. The inspection confirmed that on occasions the more-able pupils accomplished the work they were given without having to try very hard. When given tasks that interest and challenge them, pupils respond with enthusiasm and results are good. For example, Year 2 pupils produced good quality writing after discussing at length the objects found in a suitcase in the classroom and speculating

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about how useful they would be in the Antarctic. The content of their writing reflected the support they had been given to express their ideas fully before writing anything down.

Children in the Reception class make good progress from below expected starting points for their age on entry to slightly above average by the end of the year. Their starting points are particularly low in writing, and this is the area in which they make the most rapid progress. Children with speech, language and communication difficulties make good progress because they are consistently well supported to join in all activities and improve their communication skills.

### **Quality of teaching**

Teachers plan well to provide a good balance between all the subjects of the National Curriculum. Pupils say they like their lessons and learn a lot from them and parents and carers believe that their children are taught well at the school. The inspection found that teaching is satisfactory because it has led to satisfactory achievement over time, but that it is improving. All the teaching seen was at least satisfactory, with some good teaching in both key stages.

Teachers use resources such as electronic whiteboards well to engage pupils' interest and to make explanations clear. In the better lessons teachers also enhance learning by encouraging pupils to discuss questions in pairs or groups. More-able pupils are often given more difficult tasks, but even so expectations of what they can achieve are not always high enough and they have limited opportunities for extended research and investigation. Occasionally teachers overlook opportunities to adjust the level of challenge in the light of pupils' responses because of an over-emphasis on all pupils completing the set task.

Relationships are excellent and pupils are strongly encouraged to value themselves and each other. Their spiritual, moral, social and cultural development is enhanced by assembly themes which are followed up in class, generating discussion and reflection. Some good examples were seen of pupils' prayers about personal and social issues on display in classrooms.

Increased rigour in assessments and target setting has accelerated progress in writing over the past term for many pupils, particularly those with moderate learning difficulties. Pieces of writing are marked in detail and specific pointers for improvement are used as benchmarks for further marking. Pupils' literacy, mathematics and information and communications technology skills are sometimes used to good effect in other subjects, but opportunities are sometimes missed to extend these skills fully across the curriculum.

Teaching is good in the Early Years Foundation Stage. Daily routines are well established so that children learn continuously and independently through enjoyable play. Staff interact with children purposefully as they play to support their learning. For example, children were encouraged to discuss the designs of the buildings they

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were making and to explain how they mixed two colours to make a new one while painting. Staff provide regular instruction to the children to develop their basic skills in English and mathematics and children are strongly motivated to use these while they play. For example a child chose to use a stopwatch to measure the speed of children on scooters and write down his results, acting out the use of writing and mathematical skills in real life. Good records are kept of the children's progress and planning is constantly adjusted to ensure good learning.

### **Behaviour and safety of pupils**

Behaviour is good in lessons and around the school. Pupils are polite, friendly and helpful. The pupils spoken to said that there is no bullying and that staff act quickly in the event of any unruly behaviour. They appreciate the high expectations set by all teachers and the fairness of the approach. As one Year 6 pupil put it, 'the new headteacher is much stricter but whatever you need, she will help you'. Pupils also said that they feel safe in school and that the school helps them to learn how to keep safe in their daily lives.

A few parents and carers expressed concerns about behaviour in classrooms and in the playground and dining hall, but nearly all of the comments received referred to behaviour over the past year or more and said that it had improved markedly under the new headteacher. One respondent summed up the general view by saying: 'I would like to commend the new systems in place that nip any poor behaviour in the bud before it escalates'. Consistently high expectations for behaviour in all classes have helped to improve learning.

Pupils like coming to school, as shown by their above-average attendance. They are punctual and have good attitudes to their work. Support for pupils with behavioural, emotional and social needs is good. They receive whatever help they need to ensure that they are included to the greatest possible extent in lessons without disrupting learning for other pupils.

### **Leadership and management**

The governing body has a realistic view of the school because the new headteacher has provided it with an accurate and detailed evaluation of pupils' progress. It challenges the headteacher where necessary and supports her implementation of the school improvement plan. Requirements for safeguarding children are fully met and the school challenges discrimination and ensures equality of opportunity for all pupils.

The headteacher has improved the quality of teaching by relating teachers' performance in the classroom more closely to the progress pupils make each year. Teachers welcome this new challenge because they feel well supported. The headteacher is also steadily improving the effectiveness of delegation to other senior staff by giving them increased autonomy and support. The full impact of this is yet to be felt across the school but is already evident in the Early Years Foundation Stage

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where newly enabled leadership contributes significantly to current good progress.

The school provides a satisfactory curriculum that meets pupils' needs but does not yet challenge more-able pupils enough and has not fully overcome a reluctance to write on the part of some boys. Pupils' spiritual, moral, social and cultural development is promoted well through assemblies and lessons. Children have a good understanding of Christian values and of other faiths. They know, for example, that Jews, Muslims and Christians worship the same God. Pupils say they enjoy learning about different cultures and in particular that they learn a lot through the school's link in Tanzania. The pupils attending the before- and after-school clubs say they enjoy their activities and feel safe and well cared for.

The school rightly identified behaviour and writing as the main initial priorities and has taken decisive action to improve them. The marked improvements in behaviour and writing seen over one term, the strong team spirit and clear view of future improvement planning reflect the school's satisfactory capacity for sustained improvement.



## 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



27 January 2012

Dear Pupils

**Inspection of Hartlebury CofE Primary School, Kidderminster, DY11 7TD**

Thank you for making me feel so welcome in your school. I enjoyed my visit. I found that your school gives you a satisfactory education and is getting better. These are some of the things I learned about your school.

- All the teachers expect you to behave well and you understand why good behaviour is important. You feel safe in school and your attendance is above average.
- You say you like your lessons and learn a lot from them.
- Children in the Reception class learn quickly and do well.
- Your headteacher has done a lot to improve the school in a short time and has good support from your parents and carers, the staff and the governing body.
- Your teachers have begun to improve your reading and writing skills so that you can all reach the levels you are capable of.
- Some of you, especially some boys, do not learn to write quickly and neatly enough and to spell correctly.
- Sometimes the top groups don't have hard enough work.

These are the things we have asked your teachers to do to make your school even better.

- Help you to do even better in English and mathematics, especially in your writing and spelling.
- Find ways of making writing more interesting for those boys who don't like doing it.
- Give harder work to the top groups more often.

You can help by always working as hard as you can, telling teachers what you are interested in and saying when things are too easy or too difficult.

Yours sincerely

Peter Kerr  
Lead inspector

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