

Breedon-on-the-Hill St Hardulph's Church of England Primary School

Inspection report

Unique reference number	120119
Local authority	Leicestershire
Inspection number	379957
Inspection dates	5–6 March 2012
Lead inspector	Michael Miller

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	4–10
Gender of pupils	Mixed
Number of pupils on the school roll	61
Appropriate authority	The governing body
Chair	Nicki Robson
Headteacher	Caroline Wenham & Keith John (Co-headteachers)
Date of previous school inspection	6 March 2007
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Introduction

Inspection team

Michael Miller

Additional inspector

This inspection was carried out with two days' notice. During the inspection, nine lessons were observed over four hours. In addition, a further two and a half hours were taken in hearing pupils from Years 2 and 5 read, and in attending two assemblies and a workshop performance by the older pupils. The inspector attended a session of the school's breakfast club and spoke with the staff running this facility. The three main class teachers, and their teaching assistants, were all seen working with the pupils. One teacher, involved in a job-share, was not scheduled for work at the school at the time of the inspection. Lesson observations were held jointly with each of the co-headteachers. Discussions were held with the co-headteachers, the class teachers, a group of teaching assistants, office staff and representatives of the governing body. Many informal opportunities were taken to talk with the pupils. The inspector took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's life and work, and looked at a wide range of school documents including: development plans; policies; self-evaluation reports; monitoring files; safeguarding and curriculum materials; and information for parents and carers. Minutes of governing body meetings were examined, including the co-headteachers' reports to the governing body and other reviews of the school's performance. During the inspection, the inspector spoke with a number of parents and carers, and analysed the 35 responses to the parents and carers' questionnaires.

Information about the school

This is a smaller-than-average-sized school. It serves its local village and surrounding parishes in North-West Leicestershire and Derbyshire. A co-headship partnership was entered into for one year from September 2011. The co-headteachers have joint responsibility for the school's day-to-day leadership and management. Pupils transfer to secondary school at the end of Year 5. Most pupils are of White British heritage. Very few come from other ethnic heritage groups. The proportion who speak English as an additional language is below average. The proportion of girls is currently above average but, with such a small roll, this can vary from year to year. The proportion of pupils known to be eligible for free school meals is below average. The proportion of disabled pupils and those with special educational needs is above average, but average for those with a statement of special educational needs. Pupils' individual needs include behaviour, emotional and social difficulties, speech, language and communication needs, and physical disability. The school holds the Healthy Schools award, an Activemark and an International School award.

A privately run pre-school playgroup, the Breedon Play and Learn Group, operates from a room at the school. This setting is reported separately by Ofsted.

Inspection judgements

Overall effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school. Its motto is 'Going for Gold' and, in order to accelerate improvement to become outstanding, leaders focus teachers well on improving pupils' writing skills. This priority is being tackled through the development of more creative approaches to the curriculum, and the provision of additional opportunities for writing across all subjects. Teachers' planning is now including extra opportunities for discussions to promote pupils' critical thinking. As a small school, staff appreciate the mutual benefits of its effective partnerships with other schools. To strengthen its potential to become outstanding, the school is working to build on these to share both expertise and good practice.
- Good achievement is secured because pupils make good progress year by year, gaining overall standards above those expected by the end of Year 5. The school has a good track record of enabling pupils to gain considerably above expected standards in reading, and usually above those expected in mathematics. Pupils' progress in writing is good, but not quite as strong.
- Good behaviour and pupils' attitudes to learning are supported well through the school's ethos and the shared expectations of all staff. Pupils are enabled to feel safe, because the school places a suitably high priority on their care and welfare. Attendance is high because pupils simply enjoy school.
- Lesson planning is good, and underpins consistently good teaching which takes into account the day-to-day needs and achievements of individual pupils. The teaching of phonics (learning sounds and letters) is systematic, and contributes significantly to pupils' reading and comprehension skills, which opens doors across all subjects for the pupils.
- Leadership through teamwork is a strength, and includes teaching, non-teaching staff and the governing body. Staff exhibit good professional expertise. The co-headteachers have excellent individual, complementary skills. They lead teaching and manage the school's performance well.

What does the school need to do to improve further?

- Enhance pupils' achievement, and improve their skills in writing throughout the school, by:
 - creating additional opportunities for the development of pupils' critical thinking skills, and discussion opportunities about their writing

- increasing opportunities for pupils to enhance their imaginative writing skills through their extended work across the curriculum
 - ensuring the completion of the introduction of the school's creative skills-based curriculum, in order to challenge and inspire pupils even further.
- Strengthen leadership and management by:
- building on the good education partnerships already established with other schools in its area
 - working alongside partners to develop additional creative and innovative strategies to support the pupils' learning
 - promoting mutual partnership support, guidance and professional development through the sharing of existing good practice and expertise.

Main report

Achievement of pupils

Attainment on entry to the Reception class is typically at age-related expectations. All parents and carers responding to the questionnaire agree their children make good progress as they move from Class 1 (Reception and Year 1) through to Class 3 (Years 4 and 5). Inspection findings endorse their views. Attainment is above average by Year 2, and continues to be above expectations, particularly in reading and mathematics. The majority of pupils are around two and, sometimes, three terms in advance of their peers at this stage in Year 5. For most pupils, attainment in reading is above average by the end of Key Stage 1, and often higher still by Year 5.

With such small numbers on roll, the performance of individual pupils can affect the overall performance of the different year groups. Given their individual starting points some pupils make excellent progress. These pupils include those of both genders and those who are disabled or have special educational needs. This stems from the individualised support pupils receive, irrespective of ability. Individual education plans identify specific factors to aid pupils' achievement. These include particular techniques and strategies to help the pupils make progress, and ideas to help teaching assistants when supporting them. This term, a very small number of pupils who speak English as an additional language have joined the school. While it is too early to assess their progress, they have settled in well, and pupils are enjoying learning each other's languages. This reflects the pupils' good social development and is a positive expression of the way the school promotes their natural curiosity and openness to people from other heritages and backgrounds.

At least good progress for all is confirmed by the accurate tracking and evaluation of pupils' development, learning and attainment. In their questionnaire, the very large majority of Key Stage 2 pupils agree that they learn well in lessons. This is because the school helps them to do as well as they can to develop their skills in literacy and numeracy. Right from the start in Reception there is a positive focus on the development of children's communication, phonics, reading and writing skills. This focus helps secure the good start they make in the Early Years Foundation Stage.

The focus on daily phonics and the systematic development of letter-formation skills

in Class 1 enable pupils to make good progress in their work on letters and sounds. The teaching of phonics at the same time each day across all three classes aids good progress because pupils can be taught in ability rather than year groups. In a Class 2 lesson, Year 2 and 3 pupils had good fun, and achieved well, in categorising words containing the different 'i' sounds such as 'igloo' and 'childish'. When hearing pupils read, the impact of such approaches was clear. The pupils were able to break down new or unfamiliar words into their different sounds and blend them together successfully. The willingness of pupils of all abilities to persevere with the unfamiliar, and their subsequent sense of achievement, reflects well their spiritual development.

Progress in the more technical aspects of writing is usually good, including aspects of punctuation, grammar and spelling. Pupils take a pride in their work and presentation is consistently good for each age group. The more creative aspects of writing have proved a relative weakness compared with pupils' progress in other aspects of literacy or numeracy. The school has already begun work on resolving this by extending and developing effectively additional opportunities as stimuli for pupils' writing. Two Class 3 (Year 4 and 5) lessons seen provided excellent opportunity to develop pupils' ideas for future written work. These lessons involved an exciting cross-curriculum workshop on recycling. Pupils worked throughout the day towards a performance for the rest of the school. The experience enabled them to develop both their drama and improvisation skills and provided the opportunity to work on scripts. The facts and figures they learnt enhanced their numeracy work on handling data. The concepts of 'Reduce, Recycle and Re-use' aided well not only their skills in scientific enquiry, but also raised their social and moral awareness regarding environmental matters.

Quality of teaching

Almost all the parents and carers responding to the questionnaire agree with the inspection findings that their children are taught well. Discussions with families show they appreciate the approachability of the staff. One parental comment summed this up by writing: 'Lovely little school. All staff are very friendly and always have time for us if we need to discuss our children. Our children are happy to come to school and like all the teachers.' The good teaching is underpinned by good planning, and the cooperative work which has resulted in a good curriculum. Planning files are effective working documents, which help teachers adapt what is taught to meet the pupils' day-by-day learning needs. Teachers' evaluation of their own work has recognised the need to develop further their approaches to the teaching of writing. There is good expertise in the teaching of reading and mathematics, and this they are able to share with other schools in their partnership. In return, they are building links to help develop further their own expertise in creative writing.

The school is a local authority lead school for assessment and teachers have significant expertise in this area. Teachers are good at asking focused questions of the pupils. Occasionally, there are missed opportunities, for example, when teachers give pupils a little too much information or review learning on behalf of the pupils during lessons and scope for independent learning is lost. Overall, the good questioning not only aids the effectiveness of teachers' daily assessments, but also the development of pupils' critical and thinking skills as they explain and express their ideas. Teaching assistants provide good support, including through the regular

recording of their observations of the pupils. Helpful professional training has enabled support staff to undertake a study of pupils' writing in Year 1; the findings are proving particularly helpful to the school.

The promotion of pupils' spiritual, moral, social and cultural development is threaded throughout the curriculum. Pupils contribute well to a display for this in the school hall. Assemblies prove to be effective personal, social, health and citizenship lessons. Important values are shared well and help prepare pupils well for the future. This applies from the encouragement of the pupils to believe in themselves, to the consideration of the things they sometimes have to give up to support others.

Behaviour and safety of pupils

Pupils enjoy school. Through their questionnaires, most parents, carers, staff and pupils consider behaviour at the school to be consistently good. They also agree that the school is a safe place. Their views are supported by the school's records, and the high attendance levels. Discussions with pupils show they have a good understanding of the different types of potential bullying, and do not consider these a problem. Pupils think of the school as an extended family and appreciate there is, occasionally, some thoughtless behaviour. This rarely goes beyond a simple 'first warning' from a teacher. Records show that lessons are disrupted very rarely, even though there are a few pupils who find it difficult to manage their own behaviour consistently well throughout a school day. Pupils' social sense and understanding help them appreciate why a few of their peers act as they do. Pupils take their responsibilities seriously. This helps them to know and understand well how to keep themselves and each other safe. The head boy and girl play an important role in daily school life, not only watching over others during playtimes, but also helping teachers award house points and give out certificates during celebration assemblies.

Leadership and management

All parents and carers returning their questionnaire agree the arrangements for safeguarding their children are effective. The thoroughness of safeguarding was confirmed during the inspection and statutory requirements are met. Most parents and carers show an appreciation of the school's good curriculum, which promotes well the pupils' spiritual, moral, social and cultural development. The curriculum is enhanced further through the varied educational trips, visits, the extensive extra-curricular opportunities and the well run breakfast club. Such activities always ensure a supportive, educational focus and enhance pupils' spiritual, moral, social and cultural development.

Good leadership and management are characterised by the effective teamwork which exists between staff, senior leaders and the governing body. The school's ethos and firm commitment to ensuring equality of opportunity for its pupils are a positive influence in guiding leaders in their accurate self-evaluation of school performance. Leaders, including the governing body, analyse carefully the performance of all groups and individuals to ensure all have equal opportunity to make at least good progress. There is no discrimination in this school. The formal and informal monitoring of teaching and learning is extensive, and includes peer observations by all class teachers. This good practice helps secure the pupils' good achievement

through consistently good day-to-day teaching from Reception to Year 5. The willingness of staff to be accountable to each other is an important strength. This underpins the school's approach to extending the partnerships with other schools in its local cluster. Staff appreciate that no individual has all the answers. They are willing to share their expertise and prove open to benefit from that of others. The commitment of staff contributes much to sustaining good teaching and to the school's good track record in enabling pupils to achieve well and make at least good progress. These factors and its well-focused development planning show the school's good capacity for continued 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).

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.



7 March 2012

Dear Pupils

Inspection of Breedon-on-the-Hill St Hardulph's Church of England Primary School, Derby, DE73 8AN

Your school is a good school. I would like to thank you for the warm welcome you all gave to me during my visit. I saw how much you enjoy school, and appreciated the respect you show each other. I was able to recognise the ways by which your teachers are working to make what you learn even more creative and interesting.

These are some of the things I found are best about you and your school.

- You progress well from the start in Class 1, and you make equally good progress as you move into Classes 2 and 3.
- Your skills in reading are very good, and you achieve well in mathematics.
- The co-headteachers, other teachers and governors lead your school well.
- Your school works well with other schools in your area, to help you learn.
- Almost everyone behaves well all the time and you all know how to keep each other safe.
- Your attendance is excellent because you enjoy coming to school.
- Teachers give you a lot of help with your spiritual, moral, social and cultural development.
- Your time at school helps to prepare you well for your future lives.

Your teachers have already started to introduce some extra things to help all of you make even better progress in your English work, so you do as well in writing as you do in reading and mathematics. I have asked them to continue with this work by giving you more opportunities to think about, talk about and use your writing skills in all your subjects. The activities you all so enjoyed during the inspection on the recycling project are good examples of starting points for such writing work. Your school is also looking to work even more closely with the other schools in your local area. I have asked your co-headteachers and your school governors to develop and strengthen these links in order to help you learn and achieve even more at school.

Your school motto is 'Going for Gold'. In this Olympic year, please continue to do so.

Yours sincerely

Michael Miller
Lead inspector

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