

Hasbury CofE Primary School

Inspection report

Unique Reference Number	103840
Local Authority	Dudley
Inspection number	355473
Inspection dates	20–21 September 2010
Reporting inspector	David Driscoll

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	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	211
Appropriate authority	The governing body
Chair	Andy Cleary
Headteacher	Pauline Rogers
Date of previous school inspection	20 February 2008
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Introduction

This inspection was carried out by three additional inspectors, who observed 19 lessons taught by 10 different teachers. They held meetings with groups of pupils, staff, and governors. They observed the school's work, and looked at records of pupils' progress and attendance, the school's plans for improvement, records of checks on teaching, documents relating to the safeguarding of pupils, and the responses to 71 questionnaires from parents and carers, and to the pupils' questionnaire.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- The effectiveness of measures to improve attendance
- The support for, and progress made by, the increasing number of pupils who speak English as an additional language
- Whether pupils in Years 1 and 2 are making as much progress as those in Years 3 to 6.

Information about the school

Hasbury CofE Primary is an average sized primary school which has seen significant changes since it was last inspected. While the large majority of pupils come from a White British background, around one in five now comes from the Yemeni community. An above average proportion of pupils are known to be eligible for free school meals. The proportion of pupils with statements of special educational needs and/or disabilities is very high. Most of these pupils are in the Reception class or Years 1 and 2. They attend the special unit for pupils with expressive language difficulties, which is managed by the local authority. Since the school was last inspected it has been awarded Artsmark, Activemark and the Basic Skills Agency Quality Mark, as well as the Food for Health Platinum award.

The school shares its site with Hasbury Pre-School. This is privately managed and is subject to a separate inspection. The school also houses a new unit for pupils with receptive language difficulties, which is managed by the Local Authority. None of the pupils attending this unit are on the roll of Hasbury CofE Primary, and so it is subject to a separate inspection.

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

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Hasbury provides a good education for its pupils. It has shown significant improvement since it was last inspected, under the outstanding leadership of the headteacher, her deputy and the governing body, and is a far different school from the one that was found to be inadequate in 2007. Self-evaluation is accurate, and the results are used very well to address any areas of weakness that are identified. This is particularly strong at a senior management level, although the relatively new team of middle managers are not yet involved in all formal aspects of monitoring and evaluating the work in their subjects. Pupils' achievement is now good, and is continuing to rise; clear evidence of the school's good capacity to maintain the rate of improvement evident in the last two years.

The biggest improvements have been made in the quality of teaching, which is now good. There is some outstanding teaching evident in the school, where teachers use the results of previous assessments to match work accurately to the ability of individual pupils, and teaching assistants provide the prompts that make pupils think for themselves. In these classes pupils make exceptional progress. In other classes, the picture is more variable, either because the work is not as well matched, or because the support provided by teaching assistants is not as effective. Some lower ability pupils receive too much support from their teaching assistants, so become over reliant on their guidance, rather than developing the good levels of independence demonstrated by others.

Other notable areas of improvement have been in the outstanding engagement with parents and carers, and the excellent partnerships formed with other organisations. In particular, the partnership with the local Yemeni community living in Hasbury has facilitated much closer links with parents and carers, and has allowed the school to provide good quality support for pupils who speak English as an additional language so that their progress is equally as good as their peers. Safeguarding is at the heart of the school's work and high quality welfare pervades all that the school does. Every pupil responding to the questionnaire said that they felt safe in school; an opinion with which every parent and carer also agrees. All pupils felt that they had complete confidence in the staff to deal with any problem that may arise. Pupils also have an excellent understanding of when they have to take care, such as when using the internet. Most other outcomes are also good, and pupils leave the school well equipped, both socially and with skills such as problem solving and in the use of information and communication technology (ICT), to meet the challenges of the next stage of their education and later life.

What does the school need to do to improve further?

- Raise the quality of all teaching in the school to that of the very best by ensuring that all teachers use assessment information consistently to set suitably demanding work for all groups of pupils.

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- Develop the skills of teaching assistants to ensure they consistently develop lower ability pupils' independence in learning, in line with the best practice in the school.
- Provide all middle managers with the opportunity to play a full role in the formal monitoring and development of their subjects.

Outcomes for individuals and groups of pupils**2**

There is an improving picture of pupils' progress across the school. Pupils in Years 1 and 2 now make just as good progress as others, and there are no differences in the overall progress of different groups within the school, including those with special educational needs and/or disabilities. The pupils who left Year 6 in 2010 did so with attainment that was average, demonstrating good progress from their below average starting points when they were in Year 3. Those attending the special unit invariably make good progress, so that they are reintegrated into mainstream education by Year 3. Pupils made equally good progress in the lessons observed by inspectors, especially the most able. Pupils particularly enjoyed some of the ways that teachers make learning fun, such as by using the frequent visits of 'Sid the Crow' to Year 3. They demonstrated their good manners and thoughtfulness for others when they rightly criticised the inspector for describing Sid as 'a bit ugly'. 'We don't call people ugly, it's not nice and can upset them'. Pupils were keen to do their best, and worked hard at tackling problems. Behaviour was usually good, and outstanding when the pupils were totally engaged in their learning. However, their attention strayed if they found the work too easy or did not understand the task.

Pupils get on well with one another both in and out of lessons, and are quick to help one another when the need arises. They talk confidently to adults, and are proud of the responsibilities they take on in the school community. Their good moral and social development is evident in the complete absence of exclusions, while racist incidents are extremely rare. Bullying is equally as rare, because the pupils are quick to tell an adult about any unpleasantness, knowing they will quickly take decisive action. Spiritual development is very strong, with even the youngest children showing a great sense of wonder in the natural world around them. Although attendance is average, it too is improving. Last year's figures were adversely affected by several long term absences for illness and the school remaining open during the snow, when many pupils were unable to travel.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The school provides a warm and welcoming environment, where pupils are valued and their self-esteem raised. There is a very clear code of conduct, drawn up with the pupils, that promotes good behaviour and this is backed up by the school's ethos of thinking about others. Attendance is equally well promoted, with a personalised approach provided to each pupil or family in need of support. The curriculum and academic support that pupils receive is usually well matched to their needs, although this is not consistently the case for groups supported by some teaching assistants.

The school has worked hard, and successfully, to provide contexts for learning that pupils find interesting, particularly for boys who were not making as much progress as others in their writing. This was typified by a Year 6 lesson where pupils analysed a short story about Sherlock Holmes to develop their understanding of the features of different genres, before emailing a film director to explain why the story would make a good film. The combination of an exciting detective story, written in demanding language, combined with the use of individual notebook computers ensured that all worked extremely hard and made outstanding progress. Discipline is always good in lessons, and often the teacher has no need to remind any pupil of the need to concentrate. When the need does arise, such as when the work is too easy or hard, the pupils immediately get back to their work. Marking of work is thorough, and pupils assess one another's work to help understand

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how to spot common errors. The resulting assessments provide an accurate basis for teachers to plan the next steps in learning.

Pupils enjoy the many and varied extra clubs and activities that are open to them. Gifted and talented pupils have a good range of opportunities to ensure that they are challenged and that their eyes are opened to new possibilities. There are many trips that enrich the curriculum, and the very good displays around the school are used well by teachers to exemplify good work and to celebrate it. Assemblies, frequently led by a governor, are uplifting experiences that are thoroughly enjoyed by the pupils and add considerably to their spiritual development.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The school's senior leaders, including the governing body, set demanding targets for the school's performance that lead to year on year improvements. Governors are very well focussed on school improvement, playing a strong role in monitoring and using their expertise to take the lead on important aspects, such as ICT. Staff morale is high, as everybody is proud of their part in making the school a better place. Parents and carers have also played their part in moving the school forward. They have rewritten policies, for example, so they are more understandable. Over half the governors are parents of pupils at the school. Many more parents and carers, especially from the Yemeni community, are now involved in the daily life of the school because they have been made to feel welcome, including those who have been the most reluctant. The school has gone further in employing parents to support pupils who speak English as an additional language, which has considerably improved provision for them. The outstanding partnership with the church has also played its part, especially in developing pupils' spiritual awareness and an ethos of loving and caring for all.

Equality is at the heart of the school's work, but guidelines are not always implemented consistently in lessons causing some groups, usually the lower ability pupils, to make slower progress at times. The school's successes in improving provision, including for healthy lifestyles, the arts curriculum and basic skills recognised through awards, have led it to develop partnerships with other schools in need of additional support or guidance. The school is a leader in the field of safeguarding, for example, and has worked tirelessly and successfully to overcome the difficulties caused by having a road running down the middle of the school site. There are clear plans in place to build on the work for community cohesion nationally and locally by improving links with other countries. The

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pupils already exchange visits with two other very different schools elsewhere in the country.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children in the Reception class make good progress in most areas of learning, and, by the time they start Year 1, their attainment is above the level expected for their age in terms of their personal, creative and physical development, as well as their knowledge and understanding of the world. Their writing remains below the level expected, but this still represents good progress as many join with language skills that are low for their ages, especially those who attend the special unit. Progress in number work, especially calculation, is slower than other areas but still satisfactory. Nevertheless, outcomes are improving every year as a result of good leadership and management. Children are accurately assessed, and the results used well to plan activities that build upon children's prior learning.

There is a good balance between activities led by the teacher and those chosen by the children themselves. Children make good progress in activities where the teacher keeps children well focussed, especially in phonics (the sounds that letters make) lessons. This is also true for the groups which are directly supervised by an adult in child initiated sessions, but sometimes a group of children goes unchecked for too long so they lose their focus and the pace of learning slows. Good use is made of the outdoor environment for personal and social development, especially through the 'forest schools' project. However, there are relatively few stimuli for writing and number work outside. The Early Years Foundation Stage manager is already aware of this, and has plans in place to improve the provision. The quality of care offered is very good, with outstanding attention paid to safeguarding. As a result, children feel safe and happy. They settle very quickly

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indeed owing to the excellent partnership with the privately managed pre-school which has ensured a totally integrated approach.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers are extremely satisfied with the quality of education provided for their children. They particularly praised the welcoming nature of the school, the teaching and care provided, and the headteacher. There was no pattern to the very few negative comments received.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hasbury CofE Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 71 completed questionnaires by the end of the on-site inspection. In total, there are 211 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	53	75	18	25	0	0	0	0
The school keeps my child safe	57	80	14	20	0	0	0	0
My school informs me about my child's progress	38	54	33	46	0	0	0	0
My child is making enough progress at this school	40	56	29	41	1	1	0	0
The teaching is good at this school	47	66	22	31	0	0	0	0
The school helps me to support my child's learning	41	58	27	38	1	1	0	0
The school helps my child to have a healthy lifestyle	46	65	20	28	3	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	40	56	26	37	0	0	1	1
The school meets my child's particular needs	38	54	30	42	1	1	0	0
The school deals effectively with unacceptable behaviour	31	44	32	45	4	6	0	0
The school takes account of my suggestions and concerns	30	42	36	51	0	0	0	0
The school is led and managed effectively	51	72	16	23	0	0	0	0
Overall, I am happy with my child's experience at this school	53	75	18	25	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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.



22 September 2010

Dear Pupils

Inspection of Hasbury CofE Primary School, Halesowen, B63 4QD

Many thanks for all the help you gave us when we visited your school. You were a delight to talk to and your parents and carers can be very proud of your good manners and behaviour. You all told us that you feel exceptionally safe and well looked after at school, and we agree. All your teachers take very good care of you and the people who manage the school have done an excellent job at ensuring that you are as safe as possible. Your parents and carers are also very pleased with the education you receive, because the school welcomes their help and works with them so that you get a good education.

You make good progress in your academic work because your teachers make learning fun. When you find the tasks challenging you work really hard at them, and clearly like to get your teeth into solving tricky problems. Some of your lessons are brilliant and you learn very quickly, but sometimes the work can be a bit easy or too hard for you, and you lose interest. So we have asked your teachers to make sure that they always give you work that is just challenging enough for you to get right if you really try your hardest. Some of you who find learning more difficult sometimes get too much help in lessons, so don't do as well as others. So we have asked the school to make sure that you also learn to work by yourselves. All of you can help, by always concentrating as hard as possible on your work.

Your school just keeps getting better and better every year, because the people who lead it know just what needs to be done to improve. We have asked some other managers to do a bit more checking of how well you are doing in subjects other than English and mathematics.

With all best wishes for the future,

Yours sincerely

David Driscoll

Lead inspector

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