

Hardwick Primary School

Inspection report

Unique Reference Number	122999
Local Authority	Oxfordshire
Inspection number	380565
Inspection dates	22–23 September 2011
Reporting inspector	Chris Nye HMI

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	199
Appropriate authority	The governing body
Chair	Bernie Wegerhoff
Headteacher	Julie Hawkin
Date of previous school inspection	21–22 September 2010
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors visited 21 lessons and observed seven teachers. They held meetings with representatives of the governing body, the local authority, staff and groups of pupils and met some parents and carers informally. They observed the school's work, undertook case studies and looked at monitoring and assessment data, improvement plans, external reports, self-evaluation documentation, minutes of meetings and school policies. Inspectors also scrutinised questionnaires from all staff, pupils in Years 5 and 6 and 43 from parents and carers.

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

- How successful the school has been in meeting its targets in improving achievement in reading, writing and mathematics.
- The extent to which teaching is identifying and meeting the needs of all pupils, especially the more able.
- The extent to which leaders and managers at all levels are effectively addressing weaknesses and demonstrating a capacity to sustain improvements in the future.

Information about the school

Hardwick Primary School is a slightly below average sized primary school. The majority of pupils are of White British heritage, although the proportion of pupils from minority ethnic groups is larger than average. Recently there has been a significant increase in the number of pupils who speak English as an additional language and currently this is more than double that found nationally. The percentage of pupils with special educational needs and/or disabilities is also much higher than average. The proportion of pupils known to be eligible for free school meals is average. The governing body manages a children's centre on the site, which has recently been the subject of a separate inspection. Children in the Early Years Foundation Stage are taught in one Reception class. At its previous inspection, in September 2010, the school was given a notice to improve. It received a monitoring inspection in May 2011 and was judged, at that time, to have made satisfactory progress.

Recent building work to upgrade Key Stage 1 classrooms had only just been completed at the time of the 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

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

This school has been very successful in reversing a long history of underachievement. It is of great credit to staff, the governing body and the leadership of the school that since the school was given a notice to improve, outcomes for pupils have significantly improved because of effective developments in the quality of provision and leadership. As a result, this is now a good and improving school. Leaders at all levels have a very clear and accurate understanding of its strengths and where and how it needs to improve further. Recent improvements are secure and the school has a good capacity to sustain such improvements in the future. Parents and carers are positive about the school. One commented that 'staff are all very dedicated and caring' and inspectors support this view.

Pupils' achievement is good overall, which represents a considerable improvement since the last inspection. Pupils enter the school with skills and abilities significantly below that expected for their age, but make good progress in the Early Years Foundation Stage. As a result, they enter Key Stage 1 with skills on or below expected levels. Although pupils make good progress in Key Stage 1, relative to their starting points, attainment is still below average in reading, writing and mathematics. In Key Stage 2 progress last year was good in each year group and attainment was broadly average overall. Pupils with special educational needs and/or disabilities make good progress, relative to their starting points, as do those who speak English as an additional language.

Pupils' achievement has improved as a result of significant improvements in the quality of the curriculum and teaching and learning, especially in Key Stage 2. Rigorous assessment systems are helping to ensure that teaching is very well focused on the needs of pupils. Lessons are very well planned and have a brisk pace, ensuring that pupils make good progress. A lack of challenge, especially for the more able pupils, which was identified as a weakness in the last inspection, has almost been eradicated, although in a small minority of lessons their progress is slower. A redesigned curriculum of good quality has been introduced and this is having a very positive impact on pupils' interest in, and enthusiasm for, learning. The development of pupils' skills that will contribute to their future economic well-being is satisfactory overall but opportunities to develop their skills in information and communication

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technology (ICT) are not yet fully embedded. Pupils' spiritual, moral, social and cultural development is good.

The good quality of leadership and management at all levels is successfully driving the improvement in outcomes. The governing body is very well led and has a clear understanding of the school's strengths and weaknesses. Under the determined leadership of the headteacher and deputy headteacher, staff have worked diligently to overcome past weaknesses, and any underperformance is rapidly identified and effectively addressed. The school has successfully met its challenging targets. Although pupils' cultural development is good, the school recognises that it needs to do more to ensure that pupils have a better awareness of the multicultural nature of the United Kingdom.

What does the school need to do to improve further?

- Raise attainment in reading, writing and mathematics in Key Stage 1.
- Improve skills that will contribute to pupils' future economic well-being by:
 - ensuring that opportunities to develop pupils' ICT skills are fully embedded.
- Develop pupils' understanding of different cultures within the United Kingdom.

Outcomes for individuals and groups of pupils

2

Pupils start Key Stage 1 with skills below those found nationally, especially in writing. They enjoy their learning and make good progress because teaching is imaginatively planned and motivates pupils well. For example, in one lesson pupils were writing exciting 'wow words' during a lesson about camping that took place in a tent erected on the school field. However, although progress is good overall and the school is successfully addressing a history of underachievement, attainment in Key Stage 1 in reading, writing and mathematics remains below that expected for their age.

Progress is good throughout Key Stage 2 because much of the teaching is exciting and is motivating pupils to do well. In Year 6, attainment at the end of last year was broadly average in mathematics and slightly above average in English. This exemplifies the good progress that pupils make because when this cohort was in Year 2, attainment was significantly below average. More able pupils are being challenged well and those with special educational needs and/or disabilities, or who speak English as an additional language, make good progress relative to their starting points. This is because the school's policy of supporting all pupils within the classroom with well-trained teaching assistants who work closely with teachers is particularly successful. The school has rightly focused on raising attainment in speaking and listening, and this is also having a positive impact on outcomes for

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pupils.

Pupils’ good behaviour and the way in which they care for each other make a strong contribution to the extent to which they feel safe in school. They are confident that if they have any concerns there is always an adult they can turn to for help. They have a good understanding of how to keep themselves healthy and fit and there are a number of opportunities for them to enjoy and take part in sporting activities. They demonstrate good levels of responsibility and make a good contribution to the local community. The work of the home school community link worker, improved systems and better provision have resulted in a dramatic improvement in attendance, which is now above average. Pupils are developing satisfactory skills which contribute to their future economic well-being, although opportunities for them to use ICT are limited. Pupils’ social, moral, spiritual and cultural development is good overall, although opportunities to extend their understanding of other cultures within the United Kingdom are not sufficiently well embedded.

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	2
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	3
Taking into account:	
Pupils’ attendance ¹	2
The extent of pupils’ spiritual, moral, social and cultural development	2

How effective is the provision?

A significant factor in improving outcomes for pupils has been an improvement in provision. Teaching is good overall, and is consistently effective in Key Stage 2 where, especially in the older year groups, teaching is sometimes outstanding. Almost all teaching is imaginatively planned to meet the learning needs of the wide ranging ability levels of pupils in each class. Teachers’ expectations are high and the pace of learning is brisk so that pupils make good progress. Teaching assistants are

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

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fully involved in lessons and make a significant contribution to pupils’ learning. This is because teaching assistants work well with teachers and all staff have a strong commitment to support pupils in raising standards. In a minority of less effective lessons progress is slower because some pupils are not sufficiently challenged.

A strength is the way in which pupils’ attainment and progress are assessed and tracked and how this is informing teaching and learning. Regular pupil progress meetings are held between class teachers and headteacher to ensure that every pupil is being well supported to meet challenging targets. Pupils have a good understanding of what they need to do to improve because they actively contribute to their own assessment. Marking is very detailed and helpful, although sometimes comments are not sufficiently legible to be easily understood by some pupils.

The school has introduced curriculum plans which are carefully designed and structured to ensure the progressive development of skills in English, mathematics and science. Themes make very good use of a range of visits or visitors and outcomes are celebrated with parents and carers. Cross-curricular work is motivating pupils very well because it is enriched and enhanced, for example, by school drama productions such as *The Tempest* and *The Iron Man*. As a result, pupils’ attitudes towards school and their own learning have improved significantly.

The quality of care, guidance and support is good because systems to ensure pupils’ safety and well-being are effective and rigorously applied. Relationships between adults and pupils are good, encouraging pupils to be confident and caring towards each other. The school environment is welcoming and teachers and support staff have a clear understanding of the needs of pupils, especially those whose circumstances may make them vulnerable.

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?

Under the very effective leadership of the headteacher and deputy headteacher, the school has demonstrated a rapid and impressive improvement in addressing its previously identified weaknesses. They have successfully galvanised staff enthusiasm and collegiality and are driving a well-paced programme of improvement, the outcomes of which are now clearly evident. Leaders at all levels know the school’s strengths and weaknesses well because systems to monitor progress in teaching and learning against challenging and measurable targets and success criteria are

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rigorous. The outcome contributes well towards a whole-school evaluation which is effectively informing action plans.

The governing body is well led and organised, knows the school well and effectively holds the school to account. It has been particularly effective in supporting the way in which the school engages with parents and carers. Partnerships with other schools and the local authority have been very successful in helping the school to drive improvement.

All safeguarding procedures are securely in place and rigorously applied. The school promotes equality of opportunity well and is proactive in tackling discrimination. Improved use of assessment data is resulting in a much more accurate focus on meeting pupils’ individual needs and a consequential improvement in outcomes. Senior leaders recognise that although the school effectively contributes to community cohesion, especially at a local level, more needs to be done to develop pupils’ understanding of the multicultural character of the United Kingdom.

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	2
The effectiveness of the school’s engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children enter the Early Years Foundation Stage with skills, especially in communication, language and literacy and mathematical development, well below that found nationally. They make good progress and enter Year 1 with skills that, although below average, are significantly improved from their point of entry, although attainment in letter and number formation is well below that found nationally. Strengths are in their personal, social and emotional development and in their knowledge and understanding of the world. Relationships between adults and

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children are excellent and there is a strong emphasis on developing good social behaviour, independence and cooperation.

Provision for children in Early Years and Foundation Stage is good with a range of high quality and well-organised resources available, both inside and outside. Detailed planning, which covers all areas of learning, is used well to inform teaching and learning and careful assessment identifies where there are gaps. Relationships with parents and carers are good but leaders recognise that systems to routinely share information about what the children are learning are not securely embedded.

The Early Years Foundation Stage staff are very well trained and work effectively as a team under the clear direction of the phase leader. Transition arrangements between home and school and into Key Stage 1 are effective and action plans identify suitable improvement priorities.

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

Most parents and carers who responded to the inspection questionnaire say that their children enjoy school and have a happy experience there. A very small minority express concerns about behaviour and how the school is managed, but inspection evidence suggested that the school is well managed and that incidents of unacceptable behaviour are dealt with effectively. A few parents and carers also felt that they were not kept sufficiently well informed about their child’s progress. The school takes such concerns seriously, and inspection evidence suggests that the school engages well with parents and carers.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hardwick 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 43 completed questionnaires by the end of the on-site inspection. In total, there are 199 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	31	72	10	23	2	5	0	0
The school keeps my child safe	28	65	13	30	2	5	0	0
The school informs me about my child’s progress	20	47	19	44	1	2	0	0
My child is making enough progress at this school	16	37	22	51	2	5	0	0
The teaching is good at this school	20	47	20	47	2	5	0	0
The school helps me to support my child’s learning	18	42	18	42	4	9	0	0
The school helps my child to have a healthy lifestyle	18	42	19	44	2	5	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)	18	42	18	44	1	2	1	2
The school meets my child’s particular needs	17	40	21	49	2	5	1	2
The school deals effectively with unacceptable behaviour	18	42	17	40	3	7	2	5
The school takes account of my suggestions and concerns	15	35	20	47	3	7	1	2
The school is led and managed effectively	19	44	18	42	2	5	2	5
Overall, I am happy with my child’s experience at this school	19	44	18	42	3	7	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 term 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.



26 September 2011

Dear Pupils

Inspection of Hardwick Primary School, Banbury OX16 1XE

Thank you for making my colleagues and me so welcome when we inspected your school. We were very interested in what you told us, as well as what your parents and carers said in their questionnaires. We really enjoyed visiting your lessons, talking to staff and looking at the work that you have been doing.

These are the things that your school does particularly well.

- All the grown-ups have worked really hard to sort out the weaknesses that the last inspection reported on, and you now go to a good school, which is great!
- You are really well cared for and good teaching is helping you to make much better progress in reading, writing and mathematics, especially in Key Stage 2. Well done!
- We were really impressed with how well you behave in the playground and in lessons. Keep it up!
- The grown-ups in charge of the school do a really good job in leading the school and ensuring that it continues to improve.

Although the school is doing well, there are still things that it can improve even more. I have asked the leaders of the school to focus on three things:

- making sure that more of you in Key Stage 1 reach the expected levels in reading, writing and mathematics
- giving you more opportunities to develop your computer skills
- developing your understanding of other cultures in the United Kingdom.

You can help by continuing to try your hardest in lessons. Good luck with the future.

Yours sincerely

Chris Nye
Her Majesty's Inspector

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