

Haselor School

Inspection report

Unique Reference Number	125759
Local Authority	Warwickshire
Inspection number	381126
Inspection dates	1–2 December 2011
Reporting inspector	Clive Lewis

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

Type of school	Primary
School category	Foundation
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	72
Appropriate authority	The governing body
Chair	Peter Bebbington
Headteacher	Gill Humphriss
Date of previous school inspection	22 September 2008
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Introduction

This inspection was carried out by two additional inspectors, who observed nine lessons taught by four teachers. They held meetings with groups of pupils, members of the governing body and staff. The inspectors observed the school's work, including a sample of pupils' books, teachers' planning documents, and tracking and assessment data. They analysed responses to questionnaires from 37 parents and carers, 41 pupils and eight staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- To what degree do pupils make consistent progress across the school?
- What are the quality and rigour of the school's tracking and assessment system?
- What impact are subject leaders for English and mathematics having on teaching and learning?

Information about the school

This school is smaller than average. The proportion of pupils from minority ethnic backgrounds is below average and there are no pupils who speak English as an additional language. The proportion of pupils known to be eligible for free school meals is broadly average. The proportion of pupils with special educational needs and/or disabilities is below and there are currently no pupils with a statement of special educational needs. The school has achieved national Healthy Schools status and gained the Green Flag Eco-Schools Award, the Activemark and Bronze International School membership. The headteacher took up her post in June 2011, after working in the school for two years as the assistant headteacher. Most members of the governing body are new to the role.

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?

3

The school's capacity for sustained improvement

3

Main findings

Haselor Primary has been through a difficult period since the last inspection but is now getting back on track and improving due to the leadership of the new headteacher. With the strong support of the governing body and the local authority, she has successfully introduced a number of initiatives designed to arrest previous underachievement and instil a culture of accountability in the staff and pupils. Improvements include monitoring and supporting teaching so that it is now satisfactory or better across the school, improving the accuracy, analysis and use of assessment data, and introducing a more pupil-friendly curriculum. Pupils' progress is beginning to improve as a result of these initiatives. Staff morale and teamwork have improved significantly and all staff are keen to work together to improve provision. The staff have a more realistic view of pupils' progress and leaders now have a more accurate view of the quality of teaching and learning. Although a number of good lessons were observed, teaching is satisfactory overall. Teachers are not regularly using the data on pupils' levels of attainment and progress to plan work appropriate to the wide range of age and ability in each class. In a number of lessons, the pace slowed after a good start, with the result that pupils started to become restless. Staff are responding positively to the support and guidance they are receiving and are successfully incorporating the newly adopted assessment strategies into their lesson plans to support more effective learning.

The recently introduced half-termly 'pupil progress' meetings have done much to improve teachers' understanding of assessment data although these are not yet being used systematically to plan lessons and provide appropriate levelled work for pupils of different abilities or ages within the school's mixed-age classes. Subject leaders are starting to bring about improvements in English and mathematics. Parents are very supportive of the school's work, but a few have expressed concerns about the changes in leadership and staffing and their effect on the progress their children are making. However, one parent, reflecting on this concern, wrote: 'I feel that the school has improved a great deal recently.' Another wrote: 'Haselor is a wonderful school; the teachers are clearly committed to providing a high standard of education and genuinely care about the children.'

Children get off to a good start and make good progress in the Early Years Foundation Stage. This good progress continues in Years 1 and 2. Standards in the latest national tests in 2009 were above the national average at the end of Year 2 but broadly in line with national averages in Year 6. This reflects slower progress in Key Stage 2 which was a result of prolonged instability in teaching in the school.

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Attainment in mathematics was lower than that reached in reading and writing. Observation during the inspection and school data demonstrate clearly that progress is beginning to improve in Key Stage 2.

Pupils have well-developed personal skills. They have a good understanding of how to keep safe. A strong moral code is implicit within the school's ethos. This is reflected in pupils' excellent behaviour and, in turn, has a positive effect on the progress pupils make in lessons. They work hard and conscientiously, without the need for constant adult intervention, both independently and co-operatively. The curriculum is appropriately broad and balanced and pupils receive a satisfactory variety of exciting activities and experiences through visits, residential stays and visitors to school. Pupils particularly enjoy the after-school activities and clubs, including physical activities. Pupils are secure, safe and well looked after. Support for pupils whose circumstances may make them vulnerable is an established part of the school's provision and plays a useful role in fostering their personal development. Although it is too soon to observe the full effect of the initiatives introduced by the headteacher, her enthusiasm and drive, together with the improvements in teaching and learning and in pupils' progress, demonstrate the school's satisfactory capacity to maintain and sustain improvement.

What does the school need to do to improve further?

- Improve the quality and consistency of teaching so that it is good or better throughout the school by:
 - strengthening teachers' understanding and use of data to ensure that activities contain sufficient challenge to motivate pupils of all ages and abilities
 - ensuring pupils' levels of motivation remain high by setting and maintaining a good pace throughout lessons.
- Raise attainment in mathematics by devising strategies to improve pupils' calculation and problem-solving skills.

Outcomes for individuals and groups of pupils

3

Children make good progress in the Early Years Foundation Stage and this good progress continues into Years 1 and 2. After a prolonged period of uneven progress, pupils in Years 3 to 6 are now making at least satisfactory progress through the successful initiatives introduced by the headteacher which include a successful drive to improve the quality of teaching and strengthening the accuracy of assessment and tracking data. Observations during the inspection confirm that attainment in Key Stage 2 is improving rapidly. In one good numeracy lesson, the teacher motivated and inspired her pupils very effectively and maintained a good learning environment throughout the lesson. As a result, pupils of all abilities made good progress. Pupils with special educational needs and/or disabilities make satisfactory progress.

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Observations during lessons, assemblies and around the school confirm that pupils' behaviour is outstanding and a credit to both the pupils and to the school. Pupils' spiritual, moral, social and cultural development is good. Pupils show considerable respect for the feelings and beliefs of others. They have good attitudes to learning and develop considerate relationships with their peers and with adults. They say they feel very safe and understand the need for healthy lifestyles and the need for exercise. They value their school community and participate constructively in school life. Pupils say they enjoy coming to school, and this is shown by the high levels of attendance achieved year on year. Their satisfactory and steadily improving skills in literacy and numeracy, their exemplary attendance, excellent behaviour and good social skills prepare them well for the future world of work.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	1
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	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching has some strong features and a number of good lessons were observed. Nonetheless, teaching is not yet consistently good enough to ensure the rapid progress pupils need to make in order to overcome historic weaknesses and further raise attainment. Where teaching is good, pupils make good progress. This is because of the high level of motivation and the good pace of learning. Good planning also ensures that pupils of differing ages and abilities are all appropriately challenged. In a number of otherwise satisfactory lessons, however, the pace of learning was inconsistent and activities were not always appropriate for the full range of age and ability in each mixed-age class. The school places strong emphasis on

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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promoting positive behaviour and teachers are skilled in doing this through giving consistent messages, using incidental praise and highlighting good responses from pupils. Marking is up to date and encouraging. In most instances it usefully points out what steps pupils should take to improve their work, but this practice is not yet consistent across the school.

The curriculum is satisfactory overall. A good range of enrichment activities and well-attended after-school clubs provide pupils with many opportunities to develop new skills and interests. The school's good and well-organised arrangements for the care, guidance and support of all pupils contribute to their good personal development and well-being and support their learning well. Sensitively targeted support for pupils, whose circumstances mean they may at times be emotionally vulnerable, has contributed significantly to improvements in attitudes, behaviour, confidence and achievement. When needed, a wide range of specialists and support agencies are called upon to support those pupils with special educational needs and/or disabilities, and those whose circumstances make them vulnerable.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The new headteacher has achieved a great deal in a very short time. She has successfully introduced a number of initiatives designed to drive improvement, although some have not had enough time to demonstrate their full effectiveness. Improvements that are already showing positive results include improving teaching so that it is now satisfactory or better across the school and strengthening the accuracy, analysis and use of school assessment data. As a result of new systems teachers are beginning to make better use of the data analysis. Subject leaders for English and mathematics are starting to bring about improvements, although they have not yet had the opportunity to undertake observations of teaching in their subjects. The new governing body has a satisfactory overview of the school's work and future priorities and is beginning to provide a good level of support and challenge. The new headteacher has developed very good relationships with the overwhelming majority of parents and carers in a short time and these, coupled with the school's good partnerships with outside agencies, support pupils' well-being and learning well.

This fully inclusive school places the promotion of equality of opportunity at the heart of all its work. As a result, the school is a happy, harmonious community in which to

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work and learn. There is no evidence of discrimination and any evidence of inequality is tackled quickly and effectively. Safeguarding procedures are fully met and effectively ensure pupils’ safety. The school identifies dangers, fosters a realistic understanding of risk and helps pupils to keep themselves safe. The school promotes community cohesion within its own and the local community very effectively. Pupils’ understanding of those living in contexts which are different from their own is developed well through links with a school in a contrasting urban environment in the United Kingdom and the school has well-developed links with schools in France and Italy, through which pupils have shared presentations of their daily lives.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
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	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Despite variations from year to year due to small year groups, children enter the Early Years Foundation Stage with knowledge and skills that are broadly typical for their age. Children quickly settle into classroom routines, clearly enjoying school and playing happily together and individually. They make good progress. Children are working and playing with older children in Year 1 from the time they enter the school and this eases transition to the Key Stage 1 curriculum. The Early Years Foundation Stage teacher and teaching assistant work together well as a team. They carefully observe and record children’s achievements daily and use this information to plan the next steps in learning. Happy and caring relationships are quickly established. There is a good focus on helping children with their communication skills and ensuring that they develop an ability to work with others in a friendly and purposeful way. As a result, children behave well and are enthusiastic in all that they do.

Staff work hard to achieve a strong partnership with parents and carers. The class teacher regularly has informal meetings with parents to discuss children’s social and

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academic progress. Adults provide a wide range of interesting learning activities, allowing children to work on things that they choose themselves as well as by taking part in more formal group activities with adults. The secure outdoor area is used satisfactorily to encourage children to explore their learning independently although there is a limited range of resources and activities available. Leadership and management of the Early Years Foundation Stage are good. Adults have a good knowledge of the learning, development and welfare requirements of very young children and use national guidance for the Early Years Foundation Stage well to support children’s learning.

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

The vast majority of parents and carers declare themselves happy with their child’s experience. They believe that teaching is good and that their child enjoys being in school, that the school meets their child’s needs, and that it keeps their child safe and encourages healthy lifestyles. A small minority felt that the school does not support their child’s learning well and that their child is not making enough progress. The inspection team looked carefully at this issue and found that although parental concerns were understandable during the prolonged period of disruption in staffing since the last inspection, the school has recovered well from these setbacks and current provision is satisfactory and improving rapidly.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Haselor 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 37 completed questionnaires by the end of the on-site inspection. In total, there are 72 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	31	84	6	16	0	0	0	0
The school keeps my child safe	34	92	2	5	0	0	0	0
The school informs me about my child’s progress	22	59	13	35	1	3	0	0
My child is making enough progress at this school	23	62	9	24	2	5	1	3
The teaching is good at this school	26	70	9	24	0	0	0	0
The school helps me to support my child’s learning	24	65	8	22	1	3	0	0
The school helps my child to have a healthy lifestyle	32	86	5	14	0	0	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)	20	54	13	35	0	0	1	3
The school meets my child’s particular needs	26	70	7	19	2	5	0	0
The school deals effectively with unacceptable behaviour	24	65	12	32	0	0	0	0
The school takes account of my suggestions and concerns	28	76	7	19	0	0	0	0
The school is led and managed effectively	26	70	9	24	0	0	0	0
Overall, I am happy with my child’s experience at this school	28	76	7	19	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and 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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



5 December 2011

Dear Pupils

Inspection of Haselor School, Alcester, B49 6LU

Thank you for welcoming the inspectors to your school and for talking to us about what you do there. Haselor is a satisfactory school. Those who lead your school do so satisfactorily and provide you with good care and guidance. It was good to see that you clearly enjoy school and that you know how important it is to eat healthily and take regular exercise. Your very high levels of attendance demonstrate clearly how much you enjoy being in school. It is to your credit that you behave exceptionally well and get on very well with each other and with all the staff. However, although your standards are clearly improving, I have asked the school to further improve standards by:

- improving teaching so that all your lessons are as exciting and interesting as they can be in order that you all make good progress in every lesson
- ensuring teachers gain a better understanding of the information they have about your progress so that they can plan appropriate work for each of you
- finding ways to help you improve your calculation and problem-solving strategies so that your work in mathematics improves.

You can do your bit to help by continuing to attend the school regularly and working hard to learn your mathematical tables.

Once again thank you for being so welcoming during our visit.

Yours sincerely

Clive Lewis
Lead inspector

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