

# Hearsall Community Primary School

Kingston Road, Coventry, CV5 6LR

**Inspection dates** 9–10 October 2012

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Teaching is not consistently good. As a result, not enough pupils make good progress and some make less than expected progress.
- Work set for pupils is not always at the right level of challenge. This is especially the case for more-able pupils.
- Reading, writing and mathematics are not sufficiently promoted through other subjects.
- Not all the senior leaders have all of the skills required to improve the work of the school.

### The school has the following strengths

- The headteacher and the governing body have made suitable changes that are leading to better progress for all pupils.
- There is some good and outstanding teaching in the school.
- Pupils' behaviour is good. They are enthusiastic learners and treat each other with respect.
- Attendance is above average.

## Information about this inspection

- The inspectors observed 23 lessons taught by 16 teachers. Seven of these were joint observations with the headteacher.
- Inspectors reviewed pupils' writing, mathematics and topic books. They heard a sample of pupils from each key stage read aloud.
- Meetings were held with staff, pupils, governors and a local authority representative. There were informal discussions with parents and carers during the inspection.
- Inspectors took account of 69 responses to the online questionnaire (Parent View), the views of a small number of parents which were communicated by letter, and 19 staff questionnaires.
- Inspectors scrutinised a range of documentation including the school's own assessment data, improvement plans, safeguarding documentation and minutes of governing body meetings.

## Inspection team

Usha Devi, Lead inspector	Her Majesty's Inspector
Christopher Crouch	Additional Inspector
Catherine Leahy	Additional Inspector

## Full report

### Information about this school

- This is an average-sized primary school.
- The large majority of pupils are of White British heritage. The remainder are from a range of ethnic groups, including Pakistani and African.
- The percentage of disabled pupils and those who have special educational needs, including those supported by school action plus or with a statement of special educational needs, is similar to the national average. The proportion supported by school action is below the national average.
- The proportion of pupils eligible for the pupil premium (additional government funding) is similar to the national average.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.
- The number of pupils who join the school during the school year is high.
- Within the school premises there is a privately run before- and after-school club.
- There have been a number of changes in staffing. The headteacher joined the school in April 2012. The governing body has appointed a new deputy headteacher, who will join the school in January 2013. Almost half of the class teachers who were in post at the time of the last inspection have left.

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

- Ensure that teaching is consistently good or better by:
  - making sure class teachers set work that is at the right level of challenge for all pupils, and especially the more able
  - increasing the time pupils have to work by themselves or with others
  - raising teachers' expectations of the amount of work pupils should produce in lessons
  - sharing best practice in marking so that all pupils receive precise feedback.
- Raise the achievement of pupils in reading, writing and mathematics by:
  - ensuring that pupils' sentences make sense, punctuation is used correctly and that spellings are accurate
  - providing more opportunities for pupils to apply their number skills in problem-solving activities
  - enabling pupils to use a range of strategies in order to find out what unfamiliar words mean.
- Strengthen the quality of leadership and management by ensuring that:
  - all senior leaders develop the skills required to rigorously monitor the quality of teaching and pupils' learning
  - the monitoring of lessons focuses on how well different groups of pupils are learning
  - the governing body robustly holds all senior leaders to account.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Children start the school with the expected levels of skills and knowledge for their age. They enter Year 1 with average levels of attainment. Attainment is average in reading, writing and mathematics by the end of Year 6.
- The progress pupils make in writing is not as strong as it should be. In lessons, teachers do not focus enough on ensuring pupils' sentences make sense, punctuation is used correctly and that spellings are accurate. Pupils have limited opportunities to complete longer pieces of writing.
- Pupils read regularly and enjoy reading. They are taught how to use their knowledge of the sounds that letters make to read difficult words. However, pupils do not always use a range of strategies to find out what unfamiliar words mean.
- Pupils, including those who are disabled and need extra help, those from different ethnic groups and those who join during the school year make uneven progress. This is because of variations in the quality of teaching. Where the quality of teaching is good or better, pupils make good progress.
- More-able pupils should be achieving more. Their activities are frequently too easy. For example, in mathematics they answer straightforward number questions instead of using their knowledge to solve more complex mathematical problems.
- In general, boys across the school make less progress than girls. Teachers are increasingly taking account of the interests of boys and girls when planning activities. Lesson observations confirm that this is helping boys to make better progress than in the past.
- The progress of pupils who are eligible for the pupil premium is not sufficiently rapid to help them make the same progress as their peers. The use of pupil premium funding has recently been reviewed to ensure that it is used to provide more effective support. For instance, pupils now receive additional help in mathematics.

### The quality of teaching

### requires improvement

- Teaching throughout the school requires improvement. Teachers do not always set work that is at the right level for the different abilities of pupils in their class.
- Teachers do not give pupils enough time to work by themselves or with others. This is because they spend too long at the beginning of lessons explaining what pupils need to do. Occasionally, during lessons they stop pupils unnecessarily and repeat information even though pupils are not experiencing difficulties.
- Teachers' expectations of the amount of work pupils should produce varies between lessons. Inspectors saw in pupils' books examples of where pupils only wrote a few simple sentences, when their previous work showed that they were clearly capable of much more.

- Where teaching is less effective, activities for most pupils are undemanding. In some lessons, teachers do not clearly explain what pupils are expected to learn by the end of the lesson. This leaves pupils confused.
- Marking does not always tell pupils what they need to do make their work even better. There is some effective practice. For example, in Year 6 teachers identify mistakes in pupils' work and give them time to correct them. 'I like Red Pen Time because I can see what I have got wrong and I can put it right,' stated one pupil.
- In the Nursery and Reception classes, some of the activities that children can choose for themselves do not give them the opportunity to extend what they already know or to practise new skills.
- There is some good and better teaching in some classes. For instance, teachers in Year 5 effectively encouraged pupils to use information from the internet to debate if the first moon landing in 1969 actually happened. Pupils challenged each other and expressed their differing views with confidence.
- In all lessons, teaching assistants provide individual and groups of pupils with suitable support.

### **The behaviour and safety of pupils** are good

- Pupils behave well in lessons. They listen carefully. When given the opportunity, they take part in group activities with enthusiasm.
- Break times and dinner times are calm. Pupils of all ages and backgrounds play together cooperatively and take good care of each other.
- Most parents and carers who spoke with inspectors and who responded to the Parent View questionnaire stated that behaviour is good.
- Pupils say that bullying is rare. They told inspectors that sometimes pupils tease each other. However, this is dealt with swiftly.
- Staff promote pupils' spiritual, moral, social and cultural development effectively through history and geography projects. For example, during their work on 'The Holocaust', pupils sensitively explored life from the point of view of a Jewish child.
- Pupils told inspectors that they feel safe. They understand the importance of letting an adult know if they feel unsafe. Staff ensure that pupils are taught effectively about matters such as e-safety.
- Attendance is above the national average for primary schools. The school works well with parents and carers to ensure that pupils attend regularly and on time.

### **The leadership and management** requires improvement

- The newly appointed headteacher has a clear plan for the future of the school. She is committed

to making sure that all groups of pupils make better progress. The headteacher, with the support of the governing body and staff, is working hard and with concerted effort to improve the school. For instance, her review of pupils' achievement has led to the introduction of extra guidance for identified pupils, such as those who are who are eligible for the pupil premium and for boys.

- The headteacher has made some important changes to how the work of teachers is monitored. This has included focusing on how well teachers are helping pupils to learn quickly. Following lesson observations, meetings are held with teachers to agree the specific actions they need to take to improve their teaching. Effective training and support is leading to improvements in teaching.
  - Other senior leaders do not yet have sufficient skills to rigorously check the work of the school. For example, when monitoring they do not concentrate enough on what teachers need to do to in the classroom to help pupils make good progress. Moreover, they are not focusing enough on how the progress of different groups of pupils can be quickened.
  - Middle leaders have recently been appointed to take responsibility for managing projects that will improve what the school offers pupils. They have responded to their new roles with enthusiasm. They are already aware of what needs to be improved and how.
  - The governing body has benefited from local authority support. It has helped them to review the way in which they work and gain a better understanding of the school. The local authority is providing appropriate support for the development of middle leaders.
  - The pupils have access to a good range of clubs, such as fencing and Zumba. Pupils have regular opportunities to visit different places in order to support their learning. There are not enough opportunities for pupils to practise their reading, writing and mathematics skills through other subjects.
  - In response to concerns raised by parents and carers, the headteacher is planning to review the school's homework policy. Staff appreciate the work of the 'Friends of Hearsall.' Each year they raise money for school equipment, such as electronic notebooks for pupils.
  - **The governance of the school:**
    - The governing body has an increasingly accurate view of how well the school is doing. While it asks challenging questions of the headteacher, its members do not robustly check the work of other senior leaders in the school. The governing body is keen to ensure that future decisions about teachers' movement up the salary scale are based on the quality of their teaching. The school's systems for ensuring that pupils are kept safe meet current government requirements.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	103644
<b>Local authority</b>	Coventry
<b>Inspection number</b>	402922

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	330
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Phil Cowen
<b>Headteacher</b>	Emma Billington
<b>Date of previous school inspection</b>	13 March 2008
<b>Telephone number</b>	024 7667 4625
<b>Fax number</b>	024 7669 1497
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