

# Hardwicke Parochial Primary School

Poplar Way, Hardwicke, Gloucester, GL2 4QG

**Inspection dates** 17–18 April 2013

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school

- Pupils make good progress and achieve well from their different starting points.
- Teaching is good and at times outstanding. In most lessons the pace of learning is fast and the work is demanding. As a result pupils make good progress.
- The stimulating range of subjects and topics also enhances pupils' literacy and numeracy skills across different subject areas.
- Pupils' behaviour and their attitudes to work are good.
- Pupils say they feel safe in school and that bullying is rare and that any incidents are dealt with effectively.
- The strong leadership team, including governance, has effectively brought about improvement in teaching and achievement.
- Children in the Early Years Foundation Stage make a good start to their education.
- The school makes good use of its grounds to support learning and pupils' spiritual, moral, social and cultural development.

### It is not yet an outstanding school because

- In some lessons, pupils have too few opportunities to work on their own or think for themselves.
- Teachers' marking does not always tell pupils clearly how well they are doing, how to improve their work or what the next steps in learning are.

## Information about this inspection

- Inspectors observed 23 lessons taught by 14 teachers, of which four were joint observations with the headteacher. In addition, inspectors made several short visits to lessons and observed small groups of pupils being taught by teaching assistants.
- Inspectors heard pupils read from both Year 2 and Year 6 and also held meetings with two groups of pupils. They also used lunch and break times to talk to pupils around the school.
- Inspectors spoke to members of the governing body including the Chair of the Governing Body, members of the school management team and a representative of the local authority. These meetings included discussions about the analysis of performance information, records of the monitoring of the quality of teaching and the tracking of pupils' progress, as well as documents relating to safeguarding children.
- Inspectors met with parents and carers at the start of the school day.
- Inspectors took account of the responses of 52 parents and carers to the online Parent View questionnaire during the inspection and also letters addressed to the inspection team, as well as the school's recent parent survey.

## Inspection team

Sarah Jones , Lead inspector

Additional inspector

Cliff Mainey

Additional inspector

Mary Usher-Clark

Additional inspector

## Full report

### Information about this school

- Hardwicke Parochial Primary School is larger than the average sized primary school.
- Most pupils are of White British heritage.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above the national average and the proportion supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils known to be eligible for the pupil premium, which is additional government funding for specific groups including those known to be eligible for free school meals, is below average.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school is an enhanced Healthy School and is very proud to be at the top of the football league in the area.

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

- Improve the quality of teaching so that more of it is outstanding, by making sure that:
  - marking always tells pupils how well they are doing and has brief, clearly stated advice on how to improve and what the next steps in learning are
  - pupils have enough opportunities to work on their own and to think for themselves.

## Inspection judgements

### The achievement of pupils

is good

- Pupils make good progress from typically expected starting points. Progress is good because teaching is good and pupils enjoy learning and meeting new, challenging work. However, occasionally progress slows if the work is too easy.
- Learning in lessons is usually good, but occasionally pupils do not work by themselves well enough when teachers provide too much support.
- Lower-attaining pupils make good progress. Sensitive, well-organised support from teachers usually enables these pupils to gain confidence in their own ability and promotes their learning well. Good pastoral care and a high level of support in lessons for disabled pupils and those who have special educational needs mean the progress of these pupils is in line with their peers.
- Pupils known to be eligible for the pupil premium made good progress in writing and mathematics in 2012. Progress since the start of term has been good in reading, writing and mathematics, as a result of targeted support that includes one-to-one and smallgroup work. The success of this support means the gap between pupils in English and mathematics has been closed, as the attainment of pupils known to be eligible for free school meals is similar to that of other pupils.
- Pupils read well. They use phonic (linking sounds to letters) approaches effectively and like the fact that this helps them read more difficult words. They use their reading well to support their research work, as seen in the homework topic on Brazil.
- Pupils' writing is good, and the work displayed in classrooms and corridors is of a good quality. A focus on improving boys' writing was evident in an activity to write a letter of complaint.
- Pupils have good mathematical skills, and girls have benefited from single-sex mathematics classes to raise their standards, which have risen as a result of the intervention. Children in Reception classes make good progress, particularly in developing good literacy skills. They are quick to settle into the welcoming safe environment, and make good progress over time.

### The quality of teaching

is good

- Teaching over time is good, with some outstanding teaching in Reception, Years 2 and 6.
- Teachers have good subject knowledge and expertise, which they use effectively to provide a wide range of activities that promote pupils' skills well in literacy and numeracy.
- In the great majority of lessons, teachers use what they know about pupils' progress well to see that work is matched to all pupils' abilities. For example, in a Year 6 literacy lesson, the teacher provided a range of imaginative opportunities for pupils to develop their understanding of literacy which significantly enhanced their creative writing.
- Teachers plan a wide range of interesting and demanding activities that motivate pupils to become involved in their learning and to achieve well. What pupils learn is supported by a variety of visits and visitors and good quality resources, including the 'forest school' area within the school grounds. There are effective links between different subjects, for example the Kenyan topic in Reception captured children's interest.
- Relationships are warm, friendly and supportive. Teachers encourage pupils to work with each other and to discuss their ideas. This helps pupils learn to tolerate and accept each other's opinions and promotes their moral, social and cultural development effectively.
- At times, pupils are directed too strongly, so do not learn to work by themselves. In these instances they seek further support either from the teacher or each other before trying to do the work independently.
- Teaching assistants make a valuable contribution to learning by supporting pupils both in

lessons and in small groups where pupils have been withdrawn from classes for particular help.

- While there are examples of good marking, which usually give good information about how well pupils are progressing, nevertheless, there are inconsistencies. Sometimes pupils do not know how well they are making progress, how to improve and what the next steps in learning are.
- Teachers regularly check the progress made by pupils with special educational needs and adjust their work so that they make good progress. For example, providing clear instructions and careful questioning in an English lesson led to pupils making good progress in writing their complaint letters.
- Teachers frequently display and celebrate pupils' work in classrooms and this has a positive impact on pupils' learning because they are encouraged to produce the very best work they can do.

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

**are good**

- The school has a welcoming atmosphere, where all pupils are made to feel valued and safe.
- Teachers set a good example of how to respect each other and this contributes to good relationships between pupils. They respect and celebrate each other's achievements and success, as was evident in an assembly.
- Pupils are enthusiastic about learning and work hard. Their behaviour is usually good and sometimes outstanding.
- When pupils are playing outside, or moving around the school, their behaviour is good and they are polite, friendly and helpful to one another and to adults. They are considerate and have a strong moral code and know that discrimination of any kind is not tolerated.
- Behaviour is managed consistently well by all staff, including lunchtime supervisors. Evidence from school records indicates that incidents of poor behaviour are few.
- Pupils interviewed agreed that they enjoy school, they find the lessons interesting and teachers help them with their learning.
- Pupils feel safe in the school. They have a clear understanding of the different types of bullying and say there is very little bullying and incidents are dealt with quickly.
- Pupils have a good understanding of risk and the importance of personal and internet safety.
- Attendance is above average. Efforts to reduce any persistent absence have been effective and this has improved to be in line with all pupils nationally.

### **The leadership and management**

**are good**

- The school's senior leaders and governors have an accurate view of the strengths of the school and the priorities for development. Issues from the previous inspection have been addressed and an effective tracking system is now in place and well used by teachers when planning work and setting targets. As a result, accurate information supports pupils' progress and next steps can be planned.
- Good professional development and rigorous targets for improvement have meant that staff know what they need to work on in order for more teaching to become outstanding.
- School leaders and the governing body know how well pupils are doing by checking work thoroughly and making sure that teachers are meeting their targets for improvement. These are closely matched to the school's priorities as well as teachers' training needs.
- The local authority offers good quality support as part of the school's programme of professional development to improve teaching, recently supporting both literacy and

numeracy.

- Subjects and topics offer a wide range of activities in response to pupils' needs and interests. Good behaviour and an understanding of others' values and beliefs promote pupils' spiritual, moral, social and cultural development well. This is further enhanced by the 'spiritual garden' that the pupils are very proud of.
- Parents and carers are pleased with the school. They say staff are very approachable, supportive and work effectively to make certain that all pupils have equality of education. However there is a concern about the road access to the school, especially at the start of the day. The headteacher and governing body are trying very hard to resolve this issue while making sure child safety is at the forefront.
- The school is well placed to continue its improvement.
- **The governance of the school:**
  - The governing body asks searching questions of the senior staff about the effectiveness of the school, the community it serves, and the needs and progress of pupils in relation to similar schools. The governing body is very clear on the targets for the school and how these can be met. It has a good understanding of the quality of teaching and the achievement of pupils. It understands how targets are set for teachers, the use of Teachers Standards and their impact on salary progression, as well as what the school does to tackle any underperformance. The governors carefully monitor the school's finances, including the use of the pupil premium and check on the impact it is having on pupils' progress. The governing body makes sure safeguarding procedures are robust. It checks that all requirements are fully met, and that the processes for appointing staff are secure. Governors also make sure they keep up to date with their training to improve their effectiveness in holding leaders to account.

## 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>	115684
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	412421

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>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	415
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Neil Hollis
<b>Headteacher</b>	Martin Bragg
<b>Date of previous school inspection</b>	9 October 2007
<b>Telephone number</b>	01452 720538
<b>Fax number</b>	01452 720538
<b>Email address</b>	admin@hardwicke.gloucs.sch.uk



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