

Harvills Hawthorn Primary School

Wolseley Road, Hill Top, West Bromwich, B70 0NG

Inspection dates 16–17 May 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- School leaders and managers are highly effective in their pursuit of excellence. The outstanding findings of the previous inspection report have been consolidated and built on.
- Children get an excellent start to their education in the Early Years Foundation Stage and make outstanding progress, particularly in their communication skills and personal development.
- Pupils who need extra emotional assistance are identified early and given prompt support in the nurture unit. They soon develop enough confidence to join mainstream classes full time.
- Teaching is of a consistently high quality so all pupils benefit from teaching that is at least good and often outstanding as they progress through the school.
- Much teaching is inspirational and is exceptionally successful in enabling pupils to find things out for themselves and makes a very good contribution to their own learning.
- Information about the vast majority of pupils' needs and capabilities is used exceptionally well to ensure all pupils, regardless of ability or background, make the best possible progress.
- Pupils behave exceptionally well in lessons and at break times. Consequently, pupils feel safe in school and this is helping to improve their attendance.
- School leaders regularly check on the quality of teaching and learning. Through rigorous checking procedures, using a wide evidence base, they have established a strong record of improving any teaching that was not good enough.
- Senior leaders hold teachers accountable for the achievement of pupils in their classes using detailed evaluations of progress information for all groups of pupils.
- Governors are well-informed and have a good idea about how well the school is doing.

Information about this inspection

- Inspectors observed 16 lessons and saw all teachers teaching. Eight lessons were observed jointly with the headteacher or the deputy headteacher.
- Inspectors heard pupils read and looked at the work in their books.
- Meetings were held with governors, senior leaders, staff and pupils. An inspector held a meeting with a representative of the local authority.
- Inspectors looked at a wide range of documentation, including the school’s improvement plans and its own judgements on its strengths and weaknesses, and the data it collects on pupils’ progress. Documents detailing the school’s arrangements for safeguarding were reviewed.
- Questionnaire responses from 25 members of staff were analysed.
- The inspection team took account of 12 responses to the online questionnaire (Parent View). They also noted the responses to the school’s own recent questionnaire to parents and carers.

Inspection team

David Speakman, Lead inspector	Additional Inspector
Susan Aldridge	Additional Inspector
Ian Hart	Additional Inspector

Full report

Information about this school

- This two-form entry school is larger than the average-sized primary school.
- There is a 60 place nursery and children attend part time.
- Less than half of pupils come from minority ethnic backgrounds. A small number speak English as an additional language and a significant number of these are at the early stages of learning English.
- The number of pupils known to be eligible for the pupil premium is high. This is additional funding for pupils known to be eligible for free school meals, children in the care of the local authority, and those who have a parent serving in the armed forces.
- The proportion of pupils supported through school action is above average. An average proportion is supported at school action plus or through a statement of special educational needs.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school offers before- and after-school care from 8 am and until 6 pm.
- There is specially resourced provision for pupils with special educational needs in the form of a unit for nurture support. This provides focused support for up to 10 children at any one time. It provides for pupils from this school and operates during school hours. Currently there are eight Key Stage 1 pupils and 12 Key Stage 2 pupils receiving help. The school has recently taken on the responsibility for funding this unit following the withdrawal of funding by the local authority.
- The school is a member of the Wednesbury Learning Community Trust. This is a group of 11 primary and three secondary schools who collaborate in sharing good practice and providing high-quality professional development to each other and to schools in other local authorities.
- The school has recently been awarded National Teaching School status and the headteacher is now a National Leader in Education.

What does the school need to do to improve further?

- Strengthen the evaluation of the progress made by disabled pupils and those who have special educational needs who are not yet ready to access the National Curriculum by using national guidance to set targets and evaluate their progress.

Inspection judgements

The achievement of pupils is outstanding

- Children make excellent progress in the Early Years Foundation Stage, particularly in developing their ability to communicate and in their personal development. Constant interaction means children acquire communication skills quickly and develop self-confidence. Most engage in interesting conversation, talking about their ideas and become involved in lively role play.
- The school has built up a record of outstanding achievement and the progress pupils are currently making in school means that this is set to continue in the future. Current Year 6 pupils have made excellent progress from Year 2 to reach broadly average attainment in English and mathematics. In Year 2, standards in reading and mathematics are very securely average and in writing above. Year 2 pupils produced some well constructed writing about pirates, using excellent descriptive words and similes such as 'a cutlass as sharp as a tiger's tooth'.
- In 2012, standards at the end of Key Stage 2 dipped and achievement for this group was not as good as it is currently, or in past years. About a third of the pupils joined the school during Key Stage 2, some as late as in Years 5 and 6 and many of these joined from overseas and had little or no English. Of those who completed the key stage, the percentages making and exceeding the nationally expected progress were well above the national average.
- Results of the national screening in Year 1 to check pupils' knowledge and understanding of phonics (letters and the sounds they make) were below average in 2012 because of their very low starting points. The school has responded to this and the same pupils, currently nearing the end of Year 2, are working at levels at least in line with that nationally expected for this age and some above.
- Current standards in reading are improving and in Year 6 compare favourably with the national average of 2012. Pupils enjoy reading a wide range of books. Most are fluent readers and have effective strategies to read unfamiliar words, including their knowledge of letters and the sounds they make.
- The learning needs of disabled pupils and those who have special educational needs are met exceptionally well so they make excellent progress. This includes pupils who attend the nurture group. Staff are very effective in building pupils' self-confidence and emotional stability so that when they re-join mainstream classes they are academically and emotionally able to keep up with their friends.
- Pupils who speak English as an additional language quickly acquire enough English to access learning opportunities fully and make excellent progress in line with other groups.
- The progress of pupils eligible for the pupil premium is outstanding and they are catching up with other pupils. In the 2012 national tests at the end of Key Stage 2, they were about three-quarters of a term behind in mathematics but had caught up in English and achieved the same as other pupils.

The quality of teaching is outstanding

- Teaching is of a consistently high quality throughout the school so pupils make excellent progress at all stages. All teachers and other adults working with pupils have high expectations of them. Teachers balance the time they spend introducing learning with the time pupils spend

applying their skills very well, so that across the school pupils have enough time to practise and consolidate new learning.

- Interesting lessons encourage pupils to try hard. Through tasks which are demanding for pupils at all levels of attainment, pupils are motivated to do their very best. Teachers provide a wide range of activities that expertly build on previous learning. They continually assess learning, speeding up the pace when pupils are doing well and going over points that pupils find difficult.
- Teaching of reading is outstanding. Regular reading sessions provide pupils with opportunities to learn strategies to read on their own and to read with understanding. Teachers keep a careful watch on how well pupils are doing and move them onto their next steps when they are ready. Teachers encourage pupils to enjoy reading and to read for pleasure.
- Writing is very effectively taught from the very earliest stages. Teachers' skills in showing what high quality writing looks like and in questioning pupils are excellent. This gives a firm base for teachers to build on with the ideas provided by pupils. Pupils learn very effectively from the excellent examples. Year 1 were taught to recognise rhythms in poetry and write their own poems. Year 2 pupils were expertly guided to write interesting text ready to compile into longer pirate stories.
- Similarly high expectations are evident in the teaching of mathematics. Teachers establish a secure numeracy base on which to build. During the inspection, Year 6 pupils were helped to understand what different terms in algebra mean, to substitute values and solve simple equations. This rapid learning was as a result of expert subject knowledge and an ability on the part of the teacher to explain abstract ideas clearly so pupils quickly understood. This type of activity prepares pupils exceptionally well for the next stages in their education.
- Teaching for disabled pupils, those who have special educational needs and those who receive support in the nurture unit is outstanding and enables them to make excellent progress. Monitoring of progress of the few pupils not yet accessing the National Curriculum is effective but is not based on the appropriate national progression scales to give a totally accurate picture of their attainment and progress. Teachers and teaching assistants provide effective support for pupils by breaking tasks down into smaller achievable steps through one-to-one support or through small-group activities.
- Pupils known to be eligible for pupil-premium funding are taught exceptionally well through focused support in class, in small groups or through one-to-one support.
- Teachers fully include all pupils. Disabled pupils and those who have special educational needs are included in all learning opportunities. Pupils who speak English as an additional language, or who have little or no English are supported very well in gaining enough English to be able to access the curriculum.
- Teachers are skilled in using information on how well pupils are progressing to plan the next steps for learning. This enables pupils to move on rapidly, confidently building on previous learning.
- Marking of pupils' work is helpful and is consistent in giving them good advice for improvement. Pupils' books show that the advice given by teachers in their marking is usually always followed up by pupils.

- Pupils have excellent attitudes to learning and set about their learning tasks with enthusiasm and a determination to do their very best. The school's motto 'I Believe I Can Fly' is evidenced in the way pupils respond to everything the school does for them. Pupils say, 'This is a good place to learn.'
- Pupils take on a great deal of responsibility for their own learning. From a very early age they learn to look for what is good in their work and how they can improve it. They enthusiastically contribute to lessons, answering questions confidently. They take on positions of responsibility willingly and fulfil their roles very well.
- Pupils speak well about behaviour in school and say their learning is rarely disrupted by poor behaviour. They know how to keep themselves safe, having a good understanding of the different types of bullying and know what to do if they ever need help. Pupils say bullying is very rare and any instances are dealt with effectively. Attendance is improving. Most parents who responded to the school's own questionnaire say their children are happy, safe and well looked after, and that behaviour is good.
- A strong feature of the school is the sensitive personal support, which is provided generally and through the nurture group, for pupils whose circumstances make them vulnerable. The school is proud of the high quality care it provides for everyone through pastoral support. This helps pupils to fit easily into school routines and make good personal development. Pupils with identified behaviour problems soon learn to conform to the behaviour expected of them.
- Pupils' spiritual, moral, social and cultural awareness is developed very well. School assemblies are a rich source of this area of pupils' development. Assemblies are used very well to promote the school's values such as honesty, respect and understanding of how others feel, with staff setting good examples. The school's well-established links with the community mean that pupils develop good social awareness. Pupils work well together, respecting others' views and showing courtesy. Pupils know the difference between right and wrong, generally make good choices and accept any consequences of poor ones.

The leadership and management are outstanding

- Exceptional leadership and management have meant that the outstanding effectiveness recognised at the time of the previous inspection has not only been maintained but has been built upon. A relentless drive for high quality provision has enabled the school to be designated as a teaching school and the headteacher as a National Leader of Education. The headteacher, with the expert support of the deputy headteacher and leadership team, sets very high expectations of the staff, making sure only the best quality education is provided.
- Rigorous arrangements for checking teaching have helped maintain outstanding teaching and overcome difficulties created by any teaching that dipped below good. All teaching seen during the inspection was good or outstanding. School leaders visit classrooms regularly, look at teachers' planning and check pupils' work to see that they are making good or better progress. Any areas identified for improvement are noted as priorities for development. Through membership of the Wednesbury Learning Community Trust, staff both receive and provide high quality professional development.
- Pupils have many opportunities in a range of subjects to develop core skills in reading, writing and mathematics. They have very good opportunities to develop their independent learning skills. The school has a strong personal, social and health education programme that, together with excellent curriculum enrichment, makes an outstanding contribution to pupils' personal development, their behaviour and to their spiritual, moral, social and cultural development.

- The inclusion of all pupils, regardless of ability, disability, need or background is exceptionally well led and this results in an outstanding equality of opportunity and no discrimination. There is a strong emphasis on quality classroom practice as the first approach to improving pupils' learning. There is flexibility built in that enables a timely response to any changing needs which can result in curriculum adjustments for the pupils who need it.
- The local authority has an accurate view of the overall effectiveness of the school, having graded it as one requiring minimal intervention. It supports the school well through evaluation visits and written reports.

■ **The governance of the school:**

- The governing body works well with the headteacher in tackling issues identified through regular monitoring and changes in the school's circumstances. For example, governors requested a review of the senior leadership structure to help the school cope with its new status as a teaching school.
- Governors are regular visitors to the school and gain a good knowledge of how well teachers are doing through first-hand experiences and through the headteacher's reports. They understand assessment data clearly and know how well the achievement of pupils compares with other schools.
- They have good levels of relevant expertise and challenge senior leaders on school improvement. They set clear targets in managing the performance of the headteacher and staff, making sure teachers' pay increases are linked to competence.
- They make sure statutory requirements are met, including for safeguarding. They make careful financial decisions, ensuring that funding from the pupil premium is used well in supporting pupils who qualify.

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

Unique reference number	131591
Local authority	Sandwell
Inspection number	411860

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	392
Appropriate authority	The governing body
Chair	Joanne Wood
Headteacher	Harold McNeil
Date of previous school inspection	15 June 2010
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