

Haselor School

Haselor, Alcester, B49 6LU

Inspection dates

7–8 November 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
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.

- Achievement in reading, writing and mathematics is good throughout this school because pupils are taught well.
- Children get off to a good start in the Early Years Foundation Stage because they receive good quality individual support that helps them to succeed.
- Teaching is always at least good and is sometimes outstanding. Teachers and other adults are particularly good at helping pupils who are at risk of falling behind to get back on track.
- Staff have successfully created a very positive climate for learning where pupils are valued as individuals.
- Pupils behave well and feel very safe. They are immensely proud of their school.
- Older pupils look after and care about younger pupils particularly well.
- Attendance is high because pupils love coming to school.
- Leadership and management, including governance, are good. Senior leaders work together well as a team in raising the quality of teaching and learning.
- The key to the success of this school lies in the strong leadership of the headteacher.
- The school works well with its parents and carers. They feel involved in their children's learning.

It is not yet an outstanding school because

- Not enough pupils reach higher levels in mathematics in Key Stage 1. Teachers do not always give pupils enough opportunities to practise their numeracy skills in different subjects, or show pupils how to improve when they mark their work in mathematics.
- Standards in writing are not as high as in other aspects of English. Teachers do not always expect enough of pupils and boys, in particular, find it difficult to write for a sustained period of time.

Information about this inspection

- The inspector observed eight lessons, two of which were observed jointly with the headteacher.
- Meetings were held with pupils, the Chair of the Governing Body, a representative from the local authority and staff, including senior and subject leaders.
- The inspector took account of 42 responses to the online questionnaire (Parent View) and also spoke informally to parents and carers.
- The inspector observed the work of the school. She looked at a range of documentation, including the school's learning improvement plan, data on pupils' progress and attainment, and how the school sets targets for teachers to improve their work. She also looked at safeguarding and child protection procedures.

Inspection team

Kath Campbell, Lead inspector

Additional Inspector

Full report

Information about this school

- Haselor is smaller than the average-sized primary school.
- Most pupils are White British.
- No pupils speak English as an additional language.
- A below-average proportion of pupils are supported by the pupil premium, which in this school provides additional funding for pupils known to be eligible for free school meals.
- An above-average proportion of pupils are supported at school action, but a below-average proportion are supported at school action plus or with a statement of special educational needs.
- The school provides care for pupils before and after school.
- There have been several changes of staff in the Reception and Year 1 class since the previous inspection.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Make sure more pupils reach higher levels in mathematics in Key Stage 1 by:
 - providing more opportunities for younger pupils to practise their numeracy skills in different subjects
 - using marking more effectively to let pupils know how they can improve their work.
- Raise achievement in writing throughout the school by:
 - finding more ways to increase boys' enthusiasm for writing
 - providing varied and motivating opportunities for all pupils to write at length and for practical and relevant purposes
 - making sure all teachers demand consistently high standards of work from pupils.

Inspection judgements

The achievement of pupils is good

- Children start in the Reception class with skills that are broadly at the levels expected for their age. They make good progress in the Early Years Foundation Stage and are well prepared for the move into Year 1.
- Pupils make good progress throughout the rest of the school. In 2013, attainment at the end of Year 2 was above average in reading, writing and mathematics because these pupils were taught well. Attainment at the end of Year 6 rose to well above average through high-quality teaching. Some individual pupils made outstanding progress in mathematics.
- Attainment in Key Stage 1 has not always been high enough in the past. Sometimes teachers did not expect enough, particularly of their most-able pupils. Staffing disruption also slowed the progress made by some younger pupils.
- Raising achievement, particularly in Key Stage 1, has been the school's key focus. Reading has been given a much higher profile and new reading materials introduced, together with carefully chosen one-to-one support for pupils. A new scheme of work that developed both reading and writing skills proved effective because pupils enjoyed the activities on offer. Most importantly, the impact of new initiatives on pupils' learning was monitored more closely than in the past, and this resulted not only in raising pupils' attainment but also improving their attitudes to learning. The school successfully reversed the downward trend in Key Stage 1 because more pupils reached the levels of which they were capable. Younger pupils' current work shows that attainment is continuing to rise.
- In Key Stage 2, attainment has also risen, with more pupils achieving higher levels in reading and mathematics. Within an overall positive picture, the progress of some older boys has lagged behind that of girls in writing. The literacy leader currently works with teachers to raise expectations of what pupils, especially boys, can achieve. However, this has not yet had a marked impact on boys' motivation or overcome their reluctance to write at length.
- Although attainment in mathematics in Key Stage 1 rose in 2013, not enough pupils reached higher levels. Greater emphasis on developing calculation and problem-solving skills right from the start now has a good impact on attainment. However, despite making good progress, some younger more-able pupils are still making up the lost ground caused by staffing disruption.
- In mathematics in Key Stage 2, pupils of all abilities achieve well and some pupils in Year 6 acquire very mature mathematical reasoning skills. Pupils are well prepared for the next stage of their education.
- The school is particularly effective at narrowing the gap between its least able pupils and the rest. Disabled pupils and those who have special educational needs achieve well because the work set for them and support are tailored to their individual needs.
- No pupils have been eligible for pupil premium funding in the past two years so there are no data to show whether the school is successfully closing the gap between their attainment and that of other pupils. In this academic year, the school is in receipt of funding for three pupils and their attainment is above that seen nationally for this group.

The quality of teaching is good

- Better teaching is at the heart of this school's success. Teaching is much improved since the previous inspection, and parents value greatly its quality. All the teaching seen during the inspection was at least good, with some judged outstanding.
- Children in the Early Years Foundation Stage do well because learning is fun. Staff develop language skills particularly well. Children make swift progress because of the good quality individual care and support they receive.
- Teachers present lessons in a lively and interesting way. In the best examples, teachers and other adults move learning along at a very rapid pace through high quality individual input. In a lesson for pupils in Years 2 and 3 on fractions, there was exactly the right level of challenge for pupils of all abilities. The teacher skilfully monitored the progress of pupils and moved them on to the next steps in their learning when they were ready. Relationships between adults and pupils were exceptionally strong. As a result, pupils succeeded because they were interested in their work and highly motivated to do their best.
- Reading is taught well. Younger pupils quickly gain a secure knowledge of phonics (using letters and sounds). They are confident to work out unfamiliar words without help. Older pupils develop mature attitudes towards reading and gain enjoyment from a wide range of books, ranging from poetry to research material on Roman gladiators.
- Highly skilled adults who support teachers in the classroom make sure that disabled pupils and those who have special educational needs receive exactly the right level of help they need to succeed, while at the same time making sure they develop the skills needed to work independently.
- Although most teachers show that they have high expectations, there are occasions when they do not move the most-able pupils on to harder work quickly enough, particularly in mathematics in Key Stage 1. This is reflected in pupils' past and present work. Too often, pupils who found work easy only moved on to harder work when they had completed easier tasks.
- Pupils' work is generally marked carefully. The quality of marking is better in English than mathematics. However, it does not always give pupils clear enough guidance on how to improve their work or the next steps in learning, particularly in mathematics.

The behaviour and safety of pupils are good

- Haselor is a friendly school and pupils know they are part of a very caring community.
- Most pupils have positive attitudes towards learning and behave well. This contributes to their good personal development. They show the ability to work and play together well.
- Pupils are confident but polite in conversation with staff or visiting adults. They are immensely proud of their school and keen to talk about their work. In discussion, they say that they enjoy all their work. They hold their headteacher, teachers and other adults in high regard.
- Children in the Early Years Foundation Stage quickly develop good social skills. Adults recognise the importance of developing this aspect of children's learning right from the start. On several occasions during the inspection older pupils were observed helping the new Reception children to settle into school life.

- Adults manage pupils' behaviour consistently well. In discussion parents, pupils and staff confirm that pupils typically behave well in lessons and around school.
- Occasions such as celebration assemblies show the school at its best and make an excellent contribution towards pupils' personal development. Pupils show genuine appreciation of each other's successes and value sharing time together as a community.
- Pupils say that any very rare incidents of bullying are dealt with swiftly and effectively. Pupils show a good understanding of how to stay safe, including when using the internet or computers. They know they will be listened to if they have any concerns.
- It is not difficult to see why attendance is very high in all classes. Adults and pupils get along well together and like each other and school is a fun place.
- Occasionally some pupils, particularly older boys, are slow to settle to their work, especially in writing. They are not sufficiently well motivated to give of their best.

The leadership and management are good

- The key to the school's good leadership and management lies in the fact that the headteacher has been particularly successful in raising pupils' performance in a short period of time, despite having to manage staffing difficulties. Staff, parents and governors express their appreciation of her role in moving the school forward at a good pace.
- Senior leaders monitor pupils' progress with far greater precision than in the past and hold staff accountable for the standards achieved. Success is measured by how much pupils' attainment has risen. They know their school well and have an honest, reflective view of its strengths and weaknesses. All staff are strongly committed to seeking improvement. Subject leaders and other adults say they are supported well and, as a result, provide good leadership for their subjects.
- The checks carried out by senior leaders on the quality of teaching and learning are thorough and are used effectively to improve the performance of adults working in the school. This has contributed to greater consistency in the quality of teaching since the previous inspection.
- Pupils' workbooks celebrate the rich and diverse range of topics and subjects taught. Creative arts and multicultural links, such as designing Rangoli patterns, feature strongly. The use of visits and visitors further enhances pupils' learning. There are many good examples of literacy skills being developed well in different subjects, for example when pupils in Year 6 wrote speeches for Julius Caesar in their history work. By contrast, numeracy skills are not used enough in different subjects.
- Sport is an important part of school life. Sports funding is used wisely to provide specialist teaching throughout the school. It is already having a positive impact on pupils' gymnastic skills.
- Strong links with parents and partner institutions are very important to this school. Its collaboration with, for example, Tudor Grange Academy provides access to facilities and expertise not otherwise available to a school of this size.
- The local authority reviews the work of the school at regular intervals and provides training opportunities for staff and governors when requested. The recently appointed learning

improvement officer is establishing strong links with the school.

■ **The governance of the school:**

- The Chair of the Governing Body has a secure grasp of what needs to be done. Governors make sure that they keep up to date with training requirements on important matters such as safeguarding and child protection, and make sure safeguarding procedures meet current government requirements. They have a good balance of expertise, and their analysis of performance data is of high quality. The governing body keeps a careful check on pupil premium funding to make sure it is being used wisely. This year it has provided additional activities tailored to meet the needs of individual pupils. Governors use effective systems to check the quality of teaching and make sure any underperformance is tackled rigorously.

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	125759
Local authority	Warwickshire
Inspection number	427013

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	79
Appropriate authority	The governing body
Chair	Tim Foster
Headteacher	Gill Humphriss
Date of previous school inspection	1–2 December 2011
Telephone number	01789 488211
Fax number	01789 488961
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