

Hanley Swan St Gabriel's with St Mary's CofE Primary School

Welland Road, Hanley Swan, WR8 0EQ

Inspection dates 22–23 January 2014

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

Summary of key findings for parents and pupils

This is a good school.

- All groups of pupils make good progress in English and outstanding progress in mathematics. Pupils in Reception make outstanding progress.
- Most teaching is good and some is outstanding.
- Pupils are given effective help when they are struggling or at risk of falling behind, so all do well.
- Pupils learn to read quickly and well, and they develop a love of reading.
- Teachers ensure that pupils deepen their understanding through the use of effective questioning and through good opportunities for pupils to think about and discuss their work.
- The school provides a wide range of opportunities to develop pupils' understanding of the world and to put their learning in context.
- Pupils have highly positive attitudes to learning which strongly support their progress.
- Behaviour in lessons and around school is outstanding. Parents commented on the family atmosphere of the school. Pupils feel safe in school.
- The headteacher and governors know the strengths and weaknesses of the school well, and make sure any problems are tackled decisively. Good teaching and achievement have been maintained since the previous inspection.
- Provision for pupils' spiritual, moral, social and cultural development is outstanding.

It is not yet an outstanding school because

- Progress in English is not consistent. In particular, the correction of spelling, punctuation and grammar is not strong enough.
- Pupils are not always clear what they need to do to reach the next level in their work.
- Subject leaders do not monitor teaching and learning in sufficient detail.

Information about this inspection

- The inspector visited parts of nine lessons and looked at work in pupils' books. She listened to children read, visited an assembly and observed playtime and lunchtime activities
- Meetings were held with the headteacher, four members of the governing body, key staff and with pupils. A telephone call was made to a representative of the local authority.
- Documents looked at included the school's self-evaluation summary, information on pupils' progress, and documents relating to safeguarding, school management and the curriculum.
- Parents' views were taken into account through the 50 responses to the Ofsted online survey (Parent View), through the school's own recent survey and through meeting parents before school.
- Eighteen staff completed a questionnaire for the inspector.

Inspection team

Mary Le Breuilly, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is much smaller than the average-sized primary school.
- Almost all pupils are of White British heritage.
- A lower-than-average number of pupils is known to be eligible for the pupil premium. This is additional funding provided by the government to support pupils known to be eligible for free school meals, children in local authority care and those with a parent in the armed forces.
- The proportion of disabled pupils and those who have special educational needs who are supported at school action is low. The proportion of such pupils supported at school action plus or with a statement of special educational needs is above average.
- The numbers of pupils joining and leaving the school outside normal times is similar to the average primary school.
- The government's current floor standards are met. These are minimum expectations set out for pupils' attainment and progress in reading, writing and mathematics.
- A new headteacher was appointed to the school at the start of the current academic year.

What does the school need to do to improve further?

- Improve the quality of teaching and accelerate pupils' progress by:
 - systematically correcting spelling, punctuation and grammar in all subjects
 - making sure that pupils know what they have to do to reach the next level in their work.
- Provide time for subject leaders to monitor and evaluate the strengths and weaknesses of their subjects more robustly and to use the information they gain to lead improvements.

Inspection judgements

The achievement of pupils is good

The small numbers of children entering Reception each year leads to considerable variation in their skills and abilities from year to year. They make outstanding progress in Reception and, by the start of Year 1 their standards are always at least average and sometimes above.

- By the end of Key Stage 1, pupils have continued to progress well, so reach standards that are usually above average.
- Progress in mathematics in Key Stage 2 is outstanding, with many pupils making better progress than is seen in most primary schools. Progress in English good: it is not as consistently high as in mathematics but it is always as good as that seen in the average primary school and sometimes better. Attainment overall is usually above average at the end of the key stage.
- The achievement of disabled pupils and those who have special educational needs is good because the school provides additional support that helps them to keep up with their peers.
- Differences in the standards reached by pupils for whom the pupil premium provides additional support vary from year to year because of the small numbers of pupils. There are too few such pupils in each year group to make meaningful comparisons between their standards and those of others. Whatever the ability of these pupils when they start school, the progress they make in mathematics and English is at least as high as the rest of their classmates and sometimes better.
- More-able pupils made outstanding progress in mathematics last year, with several pupils in Year 6 reaching the very-high Level 6 in national tests. In English, they made good progress.

The quality of teaching is good

- Most teaching is good and some is outstanding, particularly in mathematics. As a result, progress across many subjects is good and in mathematics it is outstanding. Observation of lessons during the inspection confirms this, as does work in pupils' books.
- Teaching in the Early Years Foundation Stage is outstanding and the school is often used as a model of good early years practice for other schools in the local authority. Staff provide children with a wide range of activities, and prepare them well for the more formal teaching of Year 1. Children show a pride in their work and are keen to show it to visitors.
- The teaching of phonics (letters and sounds) is good and, as a result, almost all pupils can read and write independently and with reasonable accuracy by the time they finish Year 2. The school has recently purchased a commercial scheme to support the teaching of reading and writing which has had a positive impact on pupils' progress in learning to read. Pupils of all ages are successfully encouraged to read widely.
- In many mathematics lessons pupils make rapid progress where they are involved in problem-solving activities that provide them with opportunities to discuss mathematical ideas and principles. As a result, they understand both how to carry out calculations and other mathematical operations, and why they are done in a particular way.
- Teachers have high expectations of their pupils. They plan lessons that will stretch and challenge pupils of all abilities. Pupils respond extremely well to the challenges that teachers set, and are keen to do their best.

- Teachers listen carefully to pupils and ask questions that make pupils think and deepen their understanding. Pupils have many opportunities in lessons to work things out for themselves and to discuss their ideas with their classmates. This helps them learn quickly.
- Pupils eagerness to learn was reinforced where lessons were adapted to follow their interests or to take account of how well they have understood the lesson. For example, in a geography lesson about Greece, some pupils expressed an interest in finding out how far Athens was from London. Rather than telling them, the teacher provided them with maps and rulers and encouraged them to find out for themselves. Pupils felt a real sense of achievement when they had worked out the answer.
- There are good opportunities for pupils to develop their writing and communication skills through different subjects, so they are able to practice literacy skills in a range of contexts.
- Teachers provide good feedback to pupils through marking and pupils appreciate the quality of the comments and say they are helpful. However, the correction of spelling, punctuation and grammar is not consistent, including the correction of important vocabulary in subjects such as science.
- While pupils are clear what is expected in them for individual lessons they do not always know what their overall targets for improvement are or what is expected of them at different levels. They told the inspector this would be helpful to them.
- There is good use of additional support to help pupils who are at risk of falling behind in their learning. Homework is regularly set and pupils are confident that they can ask for help when they need it. This all helps in maintaining progress for all.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding. Pupils' extremely positive attitudes to school are demonstrated by their high levels of attendance.
- Pupils of all ages show real eagerness for learning and are keen to do their best. They listen attentively in lessons, discuss ideas and carry out practical activities with enthusiasm, and work extremely effectively together in pairs and groups. All this contributes very strongly to their good achievement.
- Teachers and teaching assistants manage behaviour consistently well and, as a result, low level disruption in lessons is rare.
- Pupils show courtesy and respect to each other and to the adults in the school. They are friendly and helpful, opening doors, helping to carry things and greeting people cheerfully and politely.
- Pupils, particularly older pupils, take great pride in the opportunities they are given to take responsibility in a range of ways, from caring for animals to helping younger children read. In the mixed-age classes, older pupils are paired with younger pupils and this gives additional opportunities for pupils to help each other and adds to the family atmosphere in the school.
- The school's work to keep pupils safe and secure is outstanding. The school provides a wide range of opportunities for pupils to learn how to stay safe. Lessons, visitors and assemblies are

used to teach them about internet safety, road safety including cycling, and other aspects such as fire safety and water safety.

- Pupils and parents report that bullying is rare. Pupils are aware of differences between bullying and isolated incidents and they know about different forms of bullying such as racism and cyber-bullying.
- Provision for spiritual, moral and cultural understanding is outstanding. The school provides a huge range of opportunities for pupils to learn about the wider world, including twinning with a school in Tanzania, a range of trips and after-school clubs and a large number of visiting speakers. Parents and pupils spoke very positively about the new 'Values Education' that has been introduced this year and felt that it provided pupils with good opportunities to reflect on moral issues.

The leadership and management are good

- Leadership and management are good. The new headteacher has carried out a rigorous audit of the school and is very aware of its strengths and of the areas needing development. Planning for improvement is closely linked to aspects that are not yet outstanding.
- Subject leaders are dedicated, keen to help move the school forward and increasingly involved in decisions about the school. However, their monitoring is not sufficiently robust to provide detail that will help the school pinpoint weaknesses.
- Teachers work hard to provide a curriculum that is interesting and engaging and at the same time rigorous enough to ensure that pupils make progress in a range of subjects.
- Parents are very positive about the school. They say their children are happy and feel safe there, and that they are making good progress. They feel that staff in the school listen to any concerns they raise and respond quickly where this is needed.
- The local authority rightly has confidence in the school and its leadership and has consequently not provided significant levels of support beyond the basic visits. Some of the good practice in the school is used to support other schools from the local authority.
- School leaders track the progress of individuals with care and use this information to make sure pupils at risk of falling behind are given additional help. There is a strong commitment to equality of opportunity.
- Teachers rightly say that the school is providing training and experiences that are helping them to improve their teaching. They are proud of the school and its achievements and work well as a team.
- Funding for the pupil premium has been used for one-to-one and small group support for pupils, and to buy books and equipment to support the teaching of mathematics and reading. Its impact is carefully monitored and eligible pupils are making good and sometimes outstanding progress.
- The school has used money for funding sports to provide some specialist teaching and to fund additional sporting activities after school. Pupils spoke with enthusiasm about the after-school sports clubs which are having a positive impact on their health and wellbeing.

■ The school's arrangements for safeguarding pupils meet statutory requirements

■ **The governance of the school:**

- Governors understand the strengths and weaknesses of the school. They are dedicated and committed to making the school outstanding. They keep a close watch on finances and on safeguarding matters.
- They have a good grasp of data relating to pupils' achievements and use the headteacher's reports to ask questions about progress.
- Governors have good links with parents and with the local community.
- They have a clear view of the quality of teaching and have put in place a system to manage teachers' performance that tackles any weaknesses and rewards good teachers.

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	116817
Local authority	Worcestershire
Inspection number	431537

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	106
Appropriate authority	The governing body
Chair	Jane Clive
Headteacher	Adrian Pratley
Date of previous school inspection	24 March 2009
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