

# Hearsall Community Primary School

Kingston Road, Coventry, CV5 6LR

**Inspection dates** 8–9 July 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	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.

- The standards reached by pupils at the end of Year 6 have improved since the previous inspection.
- Teaching is rapidly improving and this has resulted in more consistent progress in all parts of the school.
- The most recent test results and teacher assessments indicate that the proportions of pupils who are making or exceeding expected progress are increasing rapidly and are now in line with national averages.
- Children make good progress in the Early Years Foundation Stage as a result of teachers' accurate assessments of their progress and the stimulating learning environment they provide.
- Teachers use questioning well to probe pupils' understanding and to provide them with appropriate levels of challenge.
- Pupils behave well. They feel safe in school, and are polite and courteous and very keen to learn.
- The headteacher leads the school well and has taken decisive action to improve the quality of teaching; this has had a direct impact on pupils' achievement.
- Governors know the school well and do a good job of holding school leaders to account for the progress of its pupils.

### It is not yet an outstanding school because

- The progress pupils make in mathematics is not yet as rapid as it is in reading and writing because teachers do not give pupils sufficient opportunities to practise the skills and knowledge they have previously acquired.
- Pupils do not always fully understand their targets or what precisely they are being asked to learn.
- Learning sometimes slows because teachers do not always have additional activities ready for pupils when they finish their work. On occasions, this restricts the progress of the most able.
- Teachers do not check that pupils have responded to the marking guidance they are given.

## Information about this inspection

- Inspectors observed 20 lessons, four of which were seen together with senior leaders. In addition, they made other short visits to lessons and other parts of the school in the course of their observations of pupils' spiritual, moral, social and cultural development and behaviour. They also listened to pupils read.
- Inspectors observed senior leaders reporting back to teachers on the quality of their teaching.
- Inspectors spoke informally to parents as they dropped their children off for school. They also considered 89 responses to the online Parent View survey and responses from the school's own survey of parent's views.
- Meetings were held with two groups of pupils, representatives from the local authority, members of the governing body, senior and subject leaders and teaching staff.
- Inspectors observed the work of the school, and looked at pupils' books and at a number of documents, including the school's own data and monitoring of how well pupils are achieving. They also checked planning documents, records of checks on the quality of teaching and records of behaviour, attendance and punctuality, as well as documents relating to safeguarding.

## Inspection team

Simon Blackburn, Lead inspector	Additional Inspector
Lesley Else	Additional Inspector
Gerald Griffin	Additional Inspector

# Full report

## Information about this school

- The school is larger than the average primary school.
- The proportion of pupils eligible for support through the pupil premium is similar to the national average. This additional government funding is designed to help pupils who are known to be eligible for free school meals and those who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion supported at school action plus or through a statement of special educational needs is broadly average.
- The proportion of the pupils who come from minority ethnic backgrounds is above average. The proportion of pupils who speak English as an additional language is below the national average.
- The school did not meet the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics in 2013.
- The school has links with a teaching school, which it uses to provide staff training and to moderate its judgements of pupils' achievement.

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

- Improve achievement in mathematics by ensuring pupils are able to apply their learning to new and unfamiliar problems so that they reinforce their skills in problem solving and their knowledge of shape.
- Improve the quality of teaching and raise achievement further by ensuring that teachers:
  - check that pupils always understand their targets and know what they are being asked to learn during lessons
  - make sure that teachers have additional activities to hand when pupils finish their work so that pupils of all abilities, including the more able, are fully occupied throughout the lesson and can take their learning forward
  - make their marking more effective by consistently checking that the written questions that teachers ask as part of their marking are answered by pupils and that their guidance is acted on in pupils' subsequent work.

## Inspection judgements

### The achievement of pupils

**is good**

- Standards at the end of Year 6 have improved since the previous inspection and early indications from the 2014 tests and teachers' assessments show that the proportions of pupils reaching the expected standard in reading, mathematics, grammar, punctuation and spelling are above average. Standards in writing are in line with the average.
- Children enter the Nursery with skills and knowledge that are below those typically seen at their age. They make good progress in the Nursery and Reception classes as a result of good teaching and the stimulating learning environment that teachers provide and which promotes their learning effectively. Consequently, they are well prepared for the challenges they encounter in Key Stage 1.
- The standards reached by pupils at the end of Year 2 are broadly in line with those seen nationally and, for those pupils completing Year 2 in 2014, this represents good progress. The proportion of pupils reaching the expected standard in the phonics screening check improved in 2014 and is now in line with the national average.
- In 2013, the progress pupils made in mathematics between Years 3 and 6 was inadequate although they made good progress in Year 6 itself. This was because the teaching was not well led and pupils did not have the opportunity to practise key skills, reinforce their knowledge and understanding of shape and develop their confidence in mathematics.
- The headteacher and all staff have worked extremely hard to improve the progress pupils make in all subjects and particularly in mathematics, by ensuring that learning is tailored closely to each pupil's ability and previous learning. As a result, progress rates have increased. The latest test results show that the proportion making expected progress this year is now in line with the national average and a higher proportion of pupils have made more than the expected progress.
- The progress made by pupils in reading and writing across Key Stage 2 is broadly in line with that seen nationally in reading and mathematics and is improving rapidly in writing. Pupils read widely across the school and they use their skills well to 'sound out' and 'blend' letters accurately when reading unfamiliar words.
- There is no difference in the progress of pupils from different minority ethnic groups. These groups, and other pupils who join the school with English as an additional language, make good progress.
- More-able pupils generally make good progress because most teachers check the progress they make through thorough their careful assessments and then direct them towards new work that challenges them. For example, in a lesson about electricity in Year 2, the teacher was careful to give the pupils just enough help to ensure they had to think hard. Their engagement and their progress was enhanced as a result. However, at times, teachers do not have additional activities ready to offer pupils who have finished their other work so that pupils, including some who are more-able, do not always make the rapid progress of which they are capable.
- Disabled pupils and those who have special educational needs also make at least good progress. The school identifies their needs well and then puts supportive plans in place to speed up their learning.

- Pupils who are entitled to support through pupil premium funding make good, and sometimes better, progress as the school has put in place rigorous checks on their development and additional adult support has been provided to ensure they catch up if they fall behind. Gaps of about a term in each of reading, writing and mathematics in 2013 between the attainment of those pupils who are eligible for the pupil premium and other students closed significantly in the course of this academic year.
- The school carries out regular assessments of pupils' physical fitness and this evidence points to an improving picture of pupils' skills and their involvement in sport as the number of sports and after-school clubs that pupils are involved in has increased. The primary school sports funding has been used effectively to improve provision across the school and to employ specialist coaches, who teach alongside the class teachers to develop their confidence in teaching sport.

### **The quality of teaching**

**is good**

- The quality of teaching has improved since the last inspection and particularly in the last year, as a result well-focused staff development. It is now rarely less than good and it is sometimes outstanding.
- In the Nursery and Reception classes, teachers have established very effective routines for learning and behaviour, and make sure that the children know what they should be learning and how they should treat one another. Teachers continually assess the children to pick up on, and correct, misunderstandings and to take opportunities to help the children discover new things.
- Teachers use questioning well to promote pupils' progress and understanding during direct teaching and to challenge their thinking. They generally make good use of targets to plan the work in each lesson and to help pupils check their progress for themselves. Most pupils, consequently, have a good understanding of how well they are doing. Sometimes, however, the various layers of targets are overcomplicated and leave the pupils in some doubt as to the purpose of the lesson and what exactly they are meant to learn.
- Teachers are knowledgeable about their pupils' learning and progress. They use data well to discuss the needs of their pupils with senior staff in pupil progress meetings and arrange support, and this has led to improvements in pupils' progress since the last inspection.
- The match of work to pupils' abilities is generally good in most year groups and teachers use various strategies to challenge individuals and groups of pupils. At times, pupils have to wait too long for the next piece of work because the teacher is helping another group. They do so patiently but the pace of their learning slows as a result.
- The teaching of mathematics has improved considerably since the last inspection as a result of targeted training for teachers. Skills and theory are now taught well and pupils make better progress but there are not enough opportunities for them to reinforce their skills in Years 3 and 5 by applying them to new and interesting mathematical problems.
- Teachers work very effectively with teaching assistants to support disabled pupils and those who have special educational needs. These groups of pupils receive appropriate challenges to ensure they, too, have to think hard; as a result they make good progress.
- All teachers mark pupils work to a consistent format and provide very regular and thorough feedback that helps pupils to improve their work. The school's system whereby in their marking teachers include questions that highlight areas for pupils to consider is not always implemented

consistently by all staff. Some teachers use these questions very effectively to guide pupils about what they have to complete in the next lesson and improve their work. In other classes, however, teachers do not check whether or not pupils have looked at these questions or attempted to answer them.

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

- The behaviour of pupils is good. They enjoy coming to school in this warm, welcoming and friendly environment and have very positive attitudes to learning. Pupils are well equipped on arrival, have smart uniforms and take great pride in their school and their work.
- Pupils are keen to learn and listen attentively in class. They work together very well in groups and pairs, sharing ideas and assessing each other's work. They welcome challenge and are enthusiastic about the work they are given to do. In conversation with inspectors they said that they feel challenged in their work and that their work was fun.
- Around the school, pupils conduct themselves well at all times and are exceptionally polite to staff and visitors. The school arranges specific activities to entertain them at lunchtime, including cheerleading, which pupils relish, and pupils are keen to take responsibility for making sure that non-one is left without playmates.
- Attendance is improving and is now above average as a result of the work that leaders have undertaken to support parents who have problems engaging with the school. The school has worked closely with parents to help support their children's learning at home through the 'Inspire' workshops that take place during the school day so that parents and children can work together.
- The school's work to keep pupils safe and secure is good. Pupils have a good awareness of the different forms of bullying and are taught how to keep themselves safe from these. A small number of pupils spoke to inspectors about instances of bullying they had experienced at the school but most pupils who spoke to inspectors confirmed that bullying was rare and that the school dealt with it well.
- Parents responding to Parent View, those taking part in the school's own survey of parental opinion, and the views of parents who inspectors spoke to as they dropped their children off at school, indicate that families feel their children are safe at the school.

### **The leadership and management** are good

- School leaders, supported by the governing body, have taken decisive and effective action to improve the quality of teaching and raise the achievement of pupils since the previous inspection.
- The headteacher provides strong and inspiring leadership that ensures a sense of 'togetherness' and shared purpose across the whole school community. She is determined to ensure that every pupil fulfils his or her potential and has the highest possible aspirations for their achievement.
- The systems in place to check on the quality of teaching are consistently implemented by senior and subject leaders. As a result, teachers feel supported in their development and know exactly what they need to do to improve their practice. The training that teachers receive to enhance their teaching has had a markedly beneficial impact on the effectiveness of teachers' practice. Staff questionnaires completed during the inspection revealed that almost all members of staff

were happy about all aspects of the school.

- Subject leaders have a very clear understanding of responsibilities for driving improvements in pupils' progress and they lead training for other staff that ensures that teaching improves. The headteacher sets challenging improvement priorities for subject leaders and provides effective support and coaching.
- The processes used to improve the performance of teachers are rigorous. Teachers are given targets for the progress and attainment of their pupils as well as targets to improve their teaching. These are based on leaders' accurate checks on teaching quality, including observations of lessons and reviews of pupils' work. Teachers' pay is directly linked to the quality of their teaching and the headteacher and governors have taken robust actions to eliminate weaker teaching.
- The Early Years Foundation stage is well led and managed. Induction arrangements ensure that children can make a rapid start to their learning and their accurate assessments and good teaching ensure that staff are well aware of the progress each child is making. The environment is stimulating and provides a wealth of learning opportunities for all groups of children.
- The school knows its areas for development well. Improvement plans are well constructed and focus sharply on how improvement in teaching and learning will raise achievement. They include specific milestones and timescales so that the leaders and governors can tell how successfully these plans are being implemented.
- The range of subjects offered by the school is planned carefully to extend the pupils' experience of the world beyond their immediate neighbourhood and city while using all the resources available locally to provide rich learning experiences. It provides good opportunities for pupils to apply their literacy and numeracy skills and promotes their spiritual, moral, social and cultural development well.
- Links with other schools, including a teaching school, have ensured that teachers have been able to participate in high quality training and gain access to support. These have made a significant contribution to improvements in teaching.
- Pupil premium funding has been well spent. The provision of a learning mentor has led to improved attendance and better behaviour. The employment of additional adults to support small group teaching has allowed the school to meet the needs of individual pupils more fully and gaps in attainment have closed as a result.
- The local authority provides effective support and challenge to both senior leaders and governors. Work with subject leaders has improved their ability to hold teachers to account for progress in their subjects and training for governors has ensured that they are better able to understand pupil progress data and to ask challenging questions of senior leaders.
- **The governance of the school:**
  - Governors have a good awareness of the strengths and weaknesses of the school because they understand the school's performance data and visit the school often to speak to teachers and subject leaders about the effectiveness of actions being taken. They are aware of, and have supported, the robust actions taken to improve the quality of teaching and they know how teachers' pay is linked to their performance. Governors are well trained and have a range of expertise which they use to good effect, including in managing the school budget. They ensure the school finances are used well, including the effective use of the pupil premium funding. Governors take very seriously their responsibility to keep the school community safe and they ensure that all safeguarding requirements are met.

## 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>	442536

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>	376
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Stella Bailey
<b>Headteacher</b>	Emma Billington
<b>Date of previous school inspection</b>	9 October 2012
<b>Telephone number</b>	024 76674625
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