

# Hagley Primary School

Park Road, Hagley, Stourbridge, DY9 0NS

**Inspection dates** 11–12 December 2014

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

## Summary of key findings for parents and pupils

### This is a good school.

- The strong leadership of the headteacher is based on a clear vision for school improvement that is shared by staff.
- The quality of teaching has improved. This ensures that pupils make good progress in reading, writing and mathematics, and reach high standards by the end of Year 6.
- Relationships between staff and pupils are particularly good. Pupils have highly positive attitudes and thoroughly enjoy learning.
- Pupils behave exceptionally well, both in lessons and when they are playing together. They are consistently polite and thoughtful.
- The members of the newly formed leadership team are already starting to use their skills to improve the school's effectiveness.
- Subject and phase leaders are keen to improve their skills and make a difference to the quality of pupils' learning.
- The governing body accurately evaluates the school's effectiveness and knows what needs to be done to improve it. Governors give leaders good support but also challenge them about the school's performance.
- The school cares exceptionally well for pupils and this has a positive impact on their spiritual, moral, social and cultural development. Consequently pupils care very well for each other and feel very safe.
- Children settle quickly and make good progress in the Early Years Foundation Stage thanks to well-taught, enjoyable activities.

### It is not yet an outstanding school because

- The tasks set in lessons do not always enable all groups of pupils, including the most and least able, to make outstanding progress.
- Teachers do not always check carefully in lessons to make sure pupils are making rapid progress.
- Pupils' progress in mathematics in Key Stage 1 is not as good as in reading and writing.
- The skills of some leaders are not yet fully developed, so they are not all making a full contribution to improving the school.

## Information about this inspection

- The inspectors visited 22 lessons taught by 21 different teachers, and held meetings with governors, staff, groups of pupils and a representative of the local authority. Four lessons were jointly observed with senior staff, two with the headteacher and two with the assistant headteacher.
- The inspectors observed the school's work and looked at planning documents, monitoring records, data on pupils' progress and attainment, and pupils' work.
- The inspectors took account of the 112 responses to Parent View (the online questionnaire), together with the 40 responses to the staff questionnaire.

## Inspection team

David Shears, Lead inspector	Additional Inspector
Hilary Green	Additional Inspector
Robert Bourdon-Pierre	Additional Inspector
Rowena Green	Additional Inspector

## Full report

### Information about this school

- The school is much larger than the average-sized primary school.
- The proportion of pupils supported by the pupil premium (additional government funding to support pupils who are known to be eligible for free school meals or looked after by the local authority) is well below average at just over eight per cent.
- The proportion of disabled pupils and those who have special educational needs is well below average at just over eight per cent.
- Most pupils are White British. The proportions of pupils from minority ethnic groups and who speak English as an additional language are broadly average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- Children in the Early Years Foundation Stage attend on a full-time basis.
- The current headteacher has been in post since January 2014. There has been a significant change of staff at all levels since the last inspection.

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

- Improve the quality of teaching by ensuring that:
  - lesson activities challenge all groups of pupils, including the most and least able, to make the best possible progress
  - teachers check carefully in lessons that pupils are making rapid progress, and adjust the difficulty of activities accordingly
  - mathematics in Key Stage 1 is taught as effectively as other subjects.
- Extend and consolidate the skills of new leaders so that they can make a full contribution to improving teaching and achievement.

## Inspection judgements

### The leadership and management are good

- The strong vision of the headteacher for school improvement has been shared and embraced by staff. Consequently they show a 'can-do' attitude. Pupils also demonstrate this through their positive attitudes to learning.
- Senior leaders regularly and carefully check the quality of teaching, and use the results to identify and provide any training as required. This information is also used to make decisions about teachers' pay. Pupils' progress is monitored effectively through watching lessons, looking at their work and talking to them.
- The new staff on the senior leadership team are already making a positive impact on school improvement. The phase and subject leaders have embraced their new responsibilities, including the monitoring of pupils' progress. They say that they feel empowered by senior leaders to make a difference to the school. Their skills are developing but not yet fully effective.
- The new curriculum has been established well and communicated to parents on the school's website. Pupils' spiritual, moral, social and cultural development is promoted well and this supports their preparation for life in modern Britain.
- The national primary school sports premium is being used well to facilitate a wider range of opportunities to participate in competitions, including cricket, football, athletics, tag rugby and swimming. This is having a positive impact on pupils' health and well-being.
- The school is committed to ensuring that all pupils achieve equally well, and checks to ensure that there is no discrimination. The extra pupil premium funding ensures that disadvantaged pupils receive well-chosen support in reading, phonics (the sounds letters make) and mathematics. The school carefully checks the impact this is having on pupils' progress.
- Relationships with parents are very positive, with the vast majority who responded to Parent View saying that they would recommend the school to other parents. A very small minority would like more information about their child's progress. The school has recognised this and is already working to make improvements.
- The local authority has provided effective support during the changes in staffing and leadership, including supporting the process of staff recruitment and working with the headteacher in evaluating the effectiveness of the school.
- **The governance of the school:**
  - The governing body has a clear understanding of the school's strengths and areas for development, and an accurate view of its overall effectiveness. It has developed well and now provides effective support and challenge, with good procedures to check that areas for improvement are being addressed well.
  - Governors check that safeguarding arrangements are effective and meet statutory requirements, and that decisions about teachers' pay are based on evidence of their effectiveness in the classroom. They have a good understanding of the quality of teaching and information about pupils' progress and attainment, and how they compare to schools nationally.

### The behaviour and safety of pupils are outstanding

#### Behaviour

- The behaviour of pupils is outstanding. Pupils behave exceptionally well in classes and enjoy learning. The 'learning ambassadors' in each class speak eloquently and enthusiastically about what they have been learning. Sometimes pupils develop ideas, together with the teacher, about how they can be successful in their learning. Consequently they are keen to achieve well. Pupils work very well together in lessons so that learning becomes a shared and enjoyable experience.

- Pupils are very positive about behaviour in the school. They say it is good in the playground and around the school, and that any issues are always dealt with well by staff. The school's records of behavioural incidents confirm pupils' views that these are uncommon. The very large majority of parents and staff agree that pupils behave well.
- The school uses clear procedures for checking attendance. Consequently it is securely above the national average and the proportion of pupils who are persistently absent is low.

### Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils say that there is very little bullying in the school and that any problems are effectively dealt with. Consequently they feel very safe. Inspectors noted that pupils were very considerate of each other when moving around the school; for example, standing aside to let others pass. Nearly all parents and all staff agree that pupils are kept safe in school.
- Pupils have a very well-developed understanding of potential risks, including bullying on the internet. Their understanding of keeping safe is supported well through assemblies and personal, social and health education (PSHE) lessons.
- The school's risk assessments are comprehensive. They identify potential hazards and the necessary actions are taken to minimise any risks.

### The quality of teaching is good

- Pupils make good progress in reading, writing and mathematics because teaching is effective. Teachers plan interesting and engaging activities so pupils are keen to work hard.
- Teaching assistants work well with teachers to provide good support to pupils. Their help and guidance for small groups and individuals are very effective in helping pupils to develop their understanding. This means, in particular, that disabled pupils and those who have special educational needs make good progress.
- Teachers show high expectations of pupils' behaviour. Relationships between staff and pupils are very strong, so pupils feel safe and are keen to participate in lessons.
- Marking is always completed with comments about what pupils have done well and what they could do to improve their work. Teachers check regularly that pupils respond to these comments, to ensure that their understanding has improved.
- Pupils have regular opportunities to evaluate their own work, and teachers use this well to help those who are finding work difficult.
- Teachers usually make good use of information on what pupils already know and can do to ensure that work is set at the right level of difficulty. They do not always plan extension work to further challenge the most able pupils, so occasionally they are not fully challenged in lessons.
- Teachers do not always check in lessons that all groups of pupils are making rapid progress. As a result, they do not always intervene quickly with extra support or further challenge when pupils are not making as much progress as they could be.
- The teaching of mathematics in Key Stage 1 is not quite as effective as in other subjects. The school has already identified this, and is taking appropriate action to improve it.

**The achievement of pupils is good**

- Pupils make good progress overall in reading, writing and mathematics, starting in the Early Years Foundation Stage. This means that by the end of Key Stages 1 and 2, overall standards are significantly above national averages.
- Pupils make good progress in phonics. The proportion of pupils achieving the expected standard in the Year 1 phonics check is consistently above the national average.
- The most able pupils are making good progress because they typically receive work that builds on their previous learning. For example, in a lesson where pupils were learning to find information from pie charts, the most able pupils in the group moved on to create their own.
- Disabled pupils and those who have special educational needs also make good progress. Teaching assistants, who work closely with them to ensure that they have understood their work, give them effective support. For example, pupils were being given good support in writing by being encouraged to use their phonic skills to build up the words first.
- Disadvantaged pupils make similarly good progress. At the end of Year 6 in 2014, the attainment of these pupils was one term behind other pupils in the school in writing and mathematics but one term ahead in reading. They were at least in line with other pupils nationally in writing and mathematics and ahead by two terms in reading. Their progress was above in reading and mathematics and in line in writing. While there are still some gaps in attainment for pupils currently in the school, particularly in Key Stage 1, by the time pupils complete Key Stage 2 these gaps are closing.
- The large majority of pupils from ethnic minority backgrounds and those who speak English as an additional language make good progress, whatever their starting points.

**The early years provision is good**

- Children make a positive start to school. Effective relationships are quickly established with parents and this helps children settle well so that they begin to make good progress in all areas of learning.
- Teaching is good. Children enjoy their learning because teachers plan interesting and enjoyable activities that engage them. They quickly adapt to the school's ethos, which contributes to their outstanding behaviour. Relationships are very secure and children feel very safe.
- Adults regularly assess pupils' work and their records include not only what children are able to do but also the next steps in learning. This helps the teacher when planning future lessons.
- The leader of the Early Years Foundation Stage works well with the other teachers in the setting to ensure that good practice is shared. They meet regularly to plan activities and to check assessments together. They have a helpful and detailed action plan to support further improvements.
- By the end of the Early Years Foundation Stage, pupils' attainment is above that normally expected, and they are well prepared for the next stage in their education when they join Year 1.

## 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>	116678
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	448489

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	633
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mark Abrams
<b>Headteacher</b>	Vanessa Payne
<b>Date of previous school inspection</b>	11–12 November 2009
<b>Telephone number</b>	01562 883280
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