

Inspection of Hanbury Primary School

2 Hanbury Road, West Bromwich, West Midlands B70 9NT

Inspection dates: 25 and 26 April 2023

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils at Hanbury Primary School are happy and highly motivated. Leaders have high expectations for all, including pupils with special educational needs and/or disabilities (SEND). They have made positive changes to the curriculum to enable all pupils to succeed further.

As soon as the youngest children start school, they have clear routines and expectations. This means that they know exactly what is expected of them. Older pupils role model these high standards to younger pupils. As a result, pupils demonstrate exemplary behaviour and attitudes to learning.

Pupils speak confidently about how well staff look after them. They understand what bullying is and, if this occurs, they know that staff will help them. Pupils' personal development is a strength of the school. Leaders have provided them with a range of ways so they can keep themselves healthy and safe, both physically and mentally.

Leaders at all levels are committed to providing the pupils with rich experiences and high-quality resources. Cabins in the playground allow pupils needing a quieter environment to still enjoy playing calmly alongside their friends outside. The children enjoy the sensory garden, forest area and a new outdoor play area for younger pupils. These give the pupils opportunities to experience the school's outdoor curriculum.

What does the school do well and what does it need to do better?

Leaders have worked hard to create a high-quality curriculum for all pupils. They have created an ambitious, well-designed and well-sequenced curriculum. Leaders have ensured that the curriculum best meets the needs of the pupils. Curriculum implementation is in the early stages in some subjects, and leaders have not yet judged how effective it is.

Teachers present the curriculum clearly through activities that are well matched to the intended learning outcomes. They use assessment effectively in some subjects to build on pupils' knowledge. However, in a small number of subjects, assessment is not well embedded. As a result, teachers are less sure where the gaps in pupils learning are.

There are high expectations for all pupils. Pupils with SEND are fully included in the learning: prompts provide support when needed. Some pupils have complex needs. They follow an individual curriculum and receive effective support from adults.

Leaders have reviewed the writing curriculum in response to the impact of the pandemic. The new writing curriculum is well sequenced to make sure that pupils learn the key skills and knowledge they need.

Pupils make a prompt start to learning to read as they enter Reception. They are taught to recognise the sounds in words. Pupils have books in school that match these sounds accurately. Training and support for staff have increased their ability to deliver the curriculum. This is particularly evident in the teaching of phonics, where staff benefit from leaders' expertise. Staff are now more skilled at supporting pupils at the early stages of reading. Some less-confident pupils are still developing greater reading fluency. Staff engage the pupils with their clear love of reading and introduce a wide range of inviting stories, for the youngest to oldest pupils to enjoy. Children in the early years benefit from an ambitious curriculum that supports their communication and language skills. Leaders know the children well and provide the support they need to be successful learners. The school's mathematics curriculum allows children to improve their knowledge of numbers and develop their thinking skills.

Pupils have a strong understanding of different religions and tolerance. As one pupil told an inspector, 'We are all different and that is a good thing.' Pupils enjoy attending a wide variety of trips, including residential stays. They have extensive opportunities to develop their talents and interests in clubs such as sewing, gardening, football, film and book clubs. Pupils enjoy a wide range of responsibilities, such as reading ambassadors, junior Police Community Support Officers (PCSOs) and sports leaders. Pupils learn how to stay safe. Leaders engage with PCSOs to support pupils' awareness of e-safety. Pupils learn about democracy by voting for school councillors, prefects and the head boy and head girl.

The pastoral team is a strength of the school, providing extensive support for any pupils with additional needs. The team also works with parents, who appreciate the pastoral support that they receive. Leaders try hard to engage with parents and to encourage them to attend workshops to further support their children's learning. Leaders are aware that some pupils need to attend more regularly. They have introduced a range of measures, which are leading to an improvement in attendance.

School leaders and governors work well in partnership. They have a shared vision for the school. Leaders are aware of the workload pressures on staff and they manage them well. Staff say they feel valued members of the team. They say the school is like a family.

Safeguarding

The arrangements for safeguarding are effective.

All staff and governors receive appropriate and regular training on how to keep pupils safe. This means that staff can identify and report any concerns they may have. School leaders follow up any concerns effectively. They work closely with outside agencies to get the help pupils and families need.

Leaders have rigorous processes and suitable policies in place for recruitment and dealing with any allegations against staff.

Pupils learn how to keep themselves safe in school and at home. This includes the dangers they face online. Pupils are confident that staff will help them sort out problems.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum in some subjects is new and so leaders have not had an opportunity to evaluate its impact. Therefore, they do not know how well pupils are achieving in these subjects. Leaders should ensure that subject leaders are able to monitor these new curriculums and make any necessary changes.
- The use of assessment in a minority of subjects is not yet secure. This means that teachers are unsure of what gaps there are in pupils' learning. Leaders should implement planned assessment procedures in these subjects. Teachers will then be able to identify what pupils already know and what they need to learn next.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	131178
Local authority	Sandwell
Inspection number	10256847
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	480
Appropriate authority	The governing body
Chair of governing body	Jane Hickinbottom
Headteacher	Wendy Lawrence
Website	www.hanburyprimary.school
Date of previous inspection	2 and 3 February 2022, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative providers.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the second routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher and other leaders.
- The lead inspector met with members of the governing board.
- The lead inspector met with a representative from Sandwell Education Authority.
- The inspectors carried out deep dives in early reading, mathematics, English, geography and design and technology. Inspection activities in these subjects included: lesson visits, discussion with staff and pupils, meeting with subject leaders, and work scrutiny. The lead inspector also observed pupils reading.

- Inspectors scrutinised a wide range of documents, including those related to safeguarding arrangements, behaviour and attendance. Inspectors also reviewed the school's evaluation of its own performance, the school's development plans, school policies, curriculum documents, SEND records, published information about pupils' performance and minutes of governing body meetings.
- Inspectors talked to staff about their role in keeping pupils safe. They looked at a variety of documents related to safeguarding.
- Inspectors held informal and formal discussions with pupils and observed lunchtime and break time.
- Inspectors reviewed responses to Ofsted's Parent View, including additional free-text comments. They also took account of responses to Ofsted's online staff and pupil questionnaires.
- Inspectors spoke to parents at the start of the school day.

Inspection team

Donna O'Toole, lead inspector

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Leah Adams

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His Majesty's Inspector

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