

Inspection of a good school: Hanbury C of E First School

School Road, Hanbury, Bromsgrove, Worcestershire B60 4BS

Inspection dates:

21 February 2024

Outcome

Hanbury C of E First School continues to be a good school.

What is it like to attend this school?

Pupils are happy and safe at Hanbury C of E First School. Pupils enjoy the experiences of learning in a rural setting. They appreciate the spectacular views of the fields surrounding their school. They are proud to be members of their school community.

The school has high expectations for what pupils can achieve. Most pupils learn the curriculum very well. This includes pupils with special educational needs and/or disabilities (SEND). Lessons are appropriately adapted to support pupils within lessons. This means most pupils with SEND learn effectively alongside their peers in class.

All pupils exemplify their core Christian values of friendship, respect, kindness, trust, forgiveness and endurance. Unkind behaviour is very rare. Concerns are followed up quickly. Pupils show great care for each other.

All pupils across school play respectfully together during breaktime. Older pupils are role models for younger pupils. Positive relationships and friendships are very important here. Pupils are quick to spot others using the friendship bench. This is where pupils go if they want someone to play with. Some pupils are given additional responsibilities, such as play leaders.

Pupils experience a wide range of activities from the very start. The school carefully plans these activities to support pupils' wider development. For example, children in Reception are taught how to ride a bike. Pupils know the importance of healthy eating and exercise.

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

The school has rightly focused on revising and implementing a new curriculum. This includes a sharp focus on developing subject leadership. As a result, most of the curriculum is well planned and effective. Staff lead most subjects well. They have a secure understanding of how well their pupils are learning. Some curriculum areas follow a topic approach to learning. These topics clearly set out the knowledge pupils will learn in each

of the national curriculum subject areas. There is a logical order to learning. All of this supports pupils to build their knowledge well. However, a small minority of curriculum areas are new. This means that leaders do not yet know the impact of these particular subject areas on pupils' learning.

In lessons, staff demonstrate secure subject knowledge. Information is presented clearly. Staff regularly check pupils' understanding. Lessons are then carefully adapted to make sure that pupils are learning the curriculum well. This includes children in the early years. Any gaps in learning are quickly picked up and addressed. This supports learning well. Systems for identifying pupils with SEND are secure and timely. The needs of pupils with SEND are well supported in lessons and most pupils are ready for their next stages of learning.

The school ensures that learning to read is a top priority. Children in Reception are taught to read from the very start. Adults make careful checks on how well pupils are learning. They quickly spot any pupils who are not keeping up with the school's reading programme and give them timely support. All pupils read often and widely. A love of reading and books permeates the school community. For example, an outdoor library has been set up at the school gates for families and visitors to enjoy. In addition, leaders plan monthly 'reasons to read', such as topics on children's mental health. Pupils read books outside during playtime. Consequently, all pupils learn to read fluently and accurately over time.

Behaviour across the whole school is exemplary. Staff have high expectations of pupils' behaviour. Pupils rise to these expectations and always show courteous behaviour. Pupils are attentive in lessons and are eager to learn. Children in the early years know their routines exceptionally well. Relationships between staff and pupils are positive and respectful. Pupils who may need additional help with their behaviour are supported effectively.

Pupils have a secure knowledge of different communities, faiths and religions. They are highly welcoming and caring of others. Pupils understand the importance of fundamental British values. They enjoy being active participants in school life, such as being members of the eco council and the 'Hanbury funky bible gang'. All of this means pupils are well prepared for life in modern Britain.

Governors know the school well and fulfil their statutory duties. They provide appropriate challenge and support to school leaders. Staff are supportive of the improved changes to the school. They particularly appreciate the consideration given to the well-being of all members of the school community.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some curriculum areas have only recently been implemented. This means that leaders do not yet know the impact of the new curriculum areas on pupils' learning. Leaders should continue their plans to embed the new curriculum and ensure that it has the desired impact on pupils' knowledge.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in October 2014.

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' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	116816
Local authority	Worcestershire
Inspection number	10322746
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 9
Gender of pupils	Mixed
Number of pupils on the school roll	145
Appropriate authority	The governing body
Chair of governing body	Milton Bowers
Headteacher	Aaron McDonagh
Website	www.hanbury.eschools.co.uk
Date of previous inspection	9 January 2019, under section 8 of the Education Act 2005

Information about this school

- Since the last inspection, a new headteacher took up post in September 2021. A new chair of governors was also appointed.
- Hanbury C of E First School is part of the Diocese of Worcestershire. A Statutory inspection of Anglican and Methodist Schools inspection took place on 15 March 2022.
- The school has a before- and after-school provision on site. It is run by the school.
- Leaders do not currently make use of alternative provision.

Information about this inspection

Inspections are a point-in-time judgement about the quality of a school's education provision.

- ☑ This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- ☒ The inspectors met with the headteacher, deputy headteacher, members of the governing board, subject leaders, teachers and pupils. They also talked informally with parents and carers. The chair of governors was not present during the inspection.
- ☒ The lead inspector spoke with a local authority representative.
- ☒ Inspectors carried out deep dives in early reading, English and history. For each deep dive, inspectors discussed the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- ☒ Inspectors looked at a sample of pupils' EHC plans.
- ☒ The lead inspector observed pupils reading to a familiar adult.
- ☒ Inspectors spoke to groups of pupils formally and informally about their learning and experiences at school.
- ☒ Inspectors observed informal times to evaluate safeguarding and pupils' behaviour.
- ☒ To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- ☒ Inspectors considered responses to the online questionnaire, Ofsted Parent View. This included free-text comments. Inspectors also looked at responses to Ofsted's online survey for staff.
- ☒ Inspectors looked at a range of documentation provided by the school. This included the school's self-evaluation, school policies, curriculum documents and SEND records.

Inspection team

Anna Vrahimi, lead inspector

His Majesty's Inspector

Liz Vautier-Thomas

Ofsted Inspector

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