



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

Inspection Report

Unique Reference Number 116817
LEA Worcestershire
Inspection number 279910
Inspection dates 20 February 2006 to 20 February 2006
Reporting inspector Diane Wilkinson AI

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

Type of school	Primary	School address	Welland Road
School category	Voluntary controlled		Hanley Swan
Age range of pupils	4 to 11		Worcestershire WR8 0EQ
Gender of pupils	Mixed	Telephone number	01684 310364
Number on roll	101	Fax number	01684 310364
Appropriate authority	The governing body	Chair of governors	Mrs Sally Hargreaves
Date of previous inspection	18 September 2000	Headteacher	Mrs Anna Streater

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Hanley Swan is a small, rural primary school. Three of the four classes comprise of pupils from two year groups. Pupils come from a wide area and a range of backgrounds. The number of pupils with learning difficulties and disabilities is above average. All pupils are White British and most speak English as a first language. It is a designated Worcestershire Forest School and also holds awards for community links, health, curriculum enhancement, and achievement in sport and physical education.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school that provides good value for money. Its leaders and managers know it well and also judge it to be good. A thorough and effective analysis of how well it is doing ensures weaker areas are quickly identified and effective strategies put in place to address them.

The school has made satisfactory overall improvement since the last inspection but has improved rapidly in the last 18 months, partly as a result of staffing changes. In particular, children in the infant class have started to make better progress and standards in writing are rising, although in both these areas more remains to be done.

There are strengths in all areas of the school's work, with some outstanding features. A key to the school's success is the quality of cooperation and teamwork amongst all sections of the school community. The school is exceptionally good at involving parents and pupils in all aspects of its work.

Leadership and management are good and there is a shared commitment to continuous improvement. This helps to ensure that the teaching, curriculum and level of care and guidance are good, resulting in pupils' good progress in their personal and academic development. The provision for children in the Foundation Stage and the progress they make are good.

The wealth of extra curricular activities and very strong links with the local community also enhance pupils' attitudes and progress. Pupils' commitment to learning and their growing sense of independence and responsibility, together with the outstanding teaching in the oldest class, contribute to the very high standards pupils achieve by the time they leave. The school is well placed to improve further.

What the school should do to improve further

- Continue to build on the effective strategies put in place to further improve achievement in the infant class and in writing across the school.

Achievement and standards

Grade: 2

Pupils reach high standards by the time they leave at the end of Year 6. Standards in the younger age groups are above average overall. Throughout the school, the pupils achieve well. The number of pupils in each year group is small. Standards on entry to school vary considerably from year to year, and over the past few years have ranged from well below to broadly average. In some years, there is an exceptionally high proportion with learning difficulties and disabilities.

As pupils move through the school, they make good progress overall, although progress is better in Key Stage 2 than in Key Stage 1. The consistently high quality teaching in Years 5 and 6 means that they make very good progress in these year groups and recent results in the Year 6 national tests in English, mathematics and science have

been exceptionally high. Pupils with specific learning difficulties and disabilities are well supported and make the same good progress as their peers.

An effective analysis of last year's English test results showed that pupils did not achieve as well in writing as in reading. Strategies to address this, introduced last September, are having a very positive effect, and across the school pupils are now doing better in writing.

Personal development and well-being

Grade: 2

The pupils' good personal development means that they enjoy school, attend regularly, behave well and work hard. It helps to bring about their good achievement.

Relationships are good and older pupils are protective towards the younger ones. Children in the Reception class make good progress in their personal development and, in particular, are very good at sharing and taking turns.

Pupils' make good progress in their spiritual, moral, social and cultural development as a result of a range of effective activities to promote this area. Despite some of the younger pupils finding it difficult to conform, most pupils have a good awareness of how to behave and interact in a range of situations, and they grow in independence through participation in activities such as the school council. The school's links with Hungary make a positive contribution to pupils' knowledge of different cultures.

Pupils develop a good awareness of how to secure their own health and safety, including through a wealth of opportunities to take part in sporting events. Their involvement in community events both in the village and beyond is exceptionally good and, consequently, they are developing a very good understanding of social responsibility. Their good progress in developing basic skills, together with their positive attitudes, forms a good basis for their future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good overall, with outstanding teaching in the oldest pupils' class.

Carefully planned lessons ensure that the needs of pupils of different ages and abilities are met and teachers' clear explanations help pupils to grasp new things quickly. Lessons are interesting and challenging so pupils behave well and are enthusiastic about their work. Teaching assistants are well deployed, giving good support to groups or individual pupils, including those with learning difficulties and disabilities. In the past, test results in writing have not been as high as in reading, but teachers are now providing a greater range of opportunities for pupils to practise their writing skills.

Many activities are planned for pupils to find out things for themselves and they are also expected to explain or justify their answers. These positive aspects of learning,

together with effective marking of pupils' work, mean pupils develop a good understanding of what they have learnt and what they need to do to improve further.

In the oldest class, activities are highly challenging and teachers have very high expectations of what pupils can achieve, so learning is very good. The very effective monitoring and assessment of pupils' work and exceptionally good marking also contribute to the very good progress these pupils make.

Curriculum and other activities

Grade: 2

The curriculum is broad and rich with some very good features. This, together with the good accommodation and learning resources, enhances pupils' progress. Careful planning ensures that the age and ability range in each class is well catered for. Current developments are helping to provide greater opportunities to develop writing skills in different subjects.

There is a strong emphasis on equipping pupils with life skills through an effective personal and social education programme, which includes 'circle time' and 'class council' discussions. Health education is taught through imaginative topics on healthy eating and lifestyles. The school's involvement in the Worcestershire Forest Schools' programme makes an exceptionally good contribution to pupils' personal and academic development.

The range and number of extra curricular activities, including an array of sports, are excellent and help to make learning exciting and challenging.

These are very popular with pupils and make an exceptionally good contribution to the progress they make.

Care, guidance and support

Grade: 2

This aspect of the school's work is good, complying well with all legal requirements to protect the pupils and keep them safe and secure. One parent summed up the views of many that, 'There is a lovely friendly atmosphere where you feel the staff really care about our children'.

Effective induction procedures and support for the Reception children ensure a very positive start to their school lives. Pupils say that they feel safe in school and that, in the rare instances of bullying, the school acts very promptly to address these. Pupils are valued as individuals and are very well known to staff, ensuring effective support is given to those with learning difficulties and disabilities.

There are good systems for providing support and guidance for pupils' personal and academic development. Targets set to help pupils improve have been effective in encouraging the progress of older pupils and are being extended to include targets for pupils in the infant class.

Leadership and management

Grade: 2

Leadership and management are good. An exceptionally good feature is the quality of teamwork seen at all levels, which means that all staff are working towards a common goal.

The school consults both pupils and their parents very well, with the quality of the learning environment in the school being enhanced considerably in response to their suggestions. The school's liaison with the community is also an outstanding feature which greatly enhances pupils' learning opportunities.

Effective systems and procedures are in place to check on how well the school is doing and to address areas of relative weakness, although until recently subject coordinators played a lesser part in monitoring the school's work. The headteacher sets a very clear direction for where the school needs to go and staff and governors give very good support in helping to put in place both the effective strategies and the resources necessary to help bring about improvement. There is a good focus on the need to maintain and improve standards, which is currently having a positive effect on the progress that the younger pupils make and in the pupils' progress in writing across the school.

Governors are very well informed and give good support. They take their responsibilities very seriously, responding effectively both to the specific needs of the school and wider issues, such as the importance of ensuring that the school meets the requirements of the 'Every Child Matters' agenda.

The school's finances are managed very well, ensuring that pupils are provided with a stimulating and well resourced learning environment. There is a good capacity for the school to further improve.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

We enjoyed coming to your school and seeing the work you do. We especially want to thank the school council members who gave up their time to speak to us. You and your parents think your school is good and we agree with you.

What we liked most about your school

- The teachers and governors work very well together to help make your school a good one.
- They are very good at asking you and your parents how you would like the school to improve, and in working with you to bring this about.
- You enjoy school, behave well and work hard.
- The activities you do in class are good and the opportunities you have to take part in clubs and events out of school are excellent and help you to do well, especially in sport. In particular, we think the 'Forest School' is very good.
- Teachers and classroom assistants give you good help in your work so you make good progress.
- The teachers and classroom assistants take good care of you and help you to look after yourselves and to get on well with each other.

Teachers and governors have been working hard to help you do as well in writing as you do in reading and to help the infant children make good progress. We have asked them to continue to help you so that you can do your very best in these areas.