



Haselor School

Inspection Report

Unique Reference Number 125759
LEA Warwickshire
Inspection number 281995
Inspection dates 19 September 2005 to 19 September 2005
Reporting inspector Julie Moore RISP

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

Type of school	Primary	School address	Haselor
School category	Foundation		Alcester
Age range of pupils	4 to 11		Warwickshire B49 6LU
Gender of pupils	Mixed	Telephone number	01789 488211
Number on roll	103	Fax number	01789 488211
Appropriate authority	The governing body	Chair of governors	Mr A Parr
Date of previous inspection	2 October 2000	Headteacher	Mrs Sine Wyatt

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

This smaller than average village primary school has five classes. Many pupils travel quite a distance to attend Haselor and a significant number of junior aged pupils have joined the school in recent years. The school's accommodation has been extended very well to meet their needs. Around 13% of pupils have moderate learning difficulties. No pupils take up free school meals. A very small number are from mixed ethnic backgrounds but all pupils speak fluent English. When children join the school, their skills and understanding are mostly above average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Haselor School provides a satisfactory education for its pupils, although the school believes it is good. Lessons are taught well but there are gaps in the school's systems for tracking how well its pupils are doing. The warm and caring ethos enables pupils to thrive. Pupils always try hard to do their best in lessons and at play, and their behaviour is excellent. Most parents are very pleased with the education their children are experiencing. Pupils' progress is satisfactory overall. It is good in reading, satisfactory in writing and unsatisfactory in mathematics. Children in the Foundation Stage have an acceptable curriculum that meets their needs, standards are above average and the children make satisfactory progress. The school has made satisfactory progress since its previous inspection in 2000 and effective teamwork means that the school has the capacity to continue to improve. The school provides satisfactory value for money.

What the school should do to improve further

- boost standards and accelerate progress in mathematics and continue to improve writing standards
- introduce rigorous systems for tracking pupils' progress and attainment with an initial focus on in English and mathematics
- make better use of all assessment information to set challenging targets for pupils.

Achievement and standards

Grade: 3

General point. It must be remembered that cohorts are small and they vary in size. One pupil can make a significant difference to overall results.

In the 2004 tests, Year 2 pupils attained high standards and achieved their targets. Standards in Year 6 were high in English and average in mathematics and science. Appropriate targets were exceeded in English but not in mathematics and a group of boys attained significantly lower than expected. The data indicates that progress was unsatisfactory for many older pupils.

Many children in the Foundation Stage exceed their targets by the end of the Reception Year and they all make satisfactory progress over time.

In 2005, Year 2 pupils made satisfactory progress in reading, writing and mathematics. Standards are satisfactory overall with higher standards in reading.

Year six pupils made satisfactory progress in English and science and unsatisfactory progress in mathematics. Writing standards are improving with good results in the most recent tests in 2005. Standards in reading are good.

In 2005, appropriate Year 6 targets were exceeded in English and not met in mathematics. Improvements in teaching and assessing writing has boosted standards and enhanced achievement in English. Standards in mathematics dipped significantly

for the Year 6 pupils and their progress compared to their attainment when in Year 2 was unsatisfactory. The school has introduced new systems to tackle this weakness and older pupils are now taught with pupils of similar abilities. It is early days but results are promising so far. Year 2 results are lower than the previous year because almost half the group have a special educational need. Children in the Foundation Stage exceed their targets by the end of the Reception Year.

Pupils with learning difficulties are progressing at a satisfactory pace, and their overall achievement is satisfactory, like that of their classmates. A good start has been made to tackle the issue of unsatisfactory progress, but the main barrier lies in the lack of up-to-date and accurate information about how well pupils are achieving over time. Without this, it is difficult for staff to pinpoint when learning slows, and they are missing significant opportunities to boost progress across the board.

Personal development and well-being

Grade: 2

The school rightly feels that it provides well for the personal development of its pupils. Pupils' spiritual, moral, social and cultural development is good because of the strong focus that underpins every aspect of the life of the school. Pupils' strong sense of values always guides their work and play and, as a result, they work hard and their behaviour is excellent. Attendance is very good and pupils are keen to come to school because they are well taught in lessons. Lessons are enjoyed because they are interesting and they hold pupils' interest well. Pupils work well together, sharing their toys and equipment and helping each other. Older pupils support younger pupils at break and lunchtime as well as during the school day. They are well aware of the importance of helping others in the wider world and locally through their charitable fund raising, supporting older people and making decisions about which charities to support following their auction of Harvest goods. Pupils understand the need to be fit and healthy and they can explain in detail why a good diet and plenty of exercise help them to grow strong and well. The school has a key role in the village community and pupils of all ages participate fully, developing their role as future citizens. The school's links with the Land Rover company, promote an industrial awareness which compliments pupil's rural and agricultural backgrounds.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall. The school's analysis is that teaching is good, but whilst this is true in lessons, the gaps in the systems for tracking and assessing how well pupils are progressing over time hold back learning. Staff know their pupils well in this small school and teachers are adept at using effective questions to challenge and extend learning, as in a Year 2 lesson when pupils were using computers to create specific sentences. Pupils are very enthusiastic about their new

individual targets and they are well focused towards achieving them. Learning is enjoyed fully because teachers make sure that lessons hold pupils' interest. Pupils' very good attitudes enable them to learn effectively. Teaching assistants give appropriate support that enables pupils of all capabilities, including those with learning difficulties, to achieve soundly. Much of the marking in books gives pupils clear pointers about what they need to do in order to improve, but there are missed opportunities to improve the presentation of pupils' work. Teaching and learning in the Foundation Stage are satisfactory overall. Classroom routines are effective and relationships are good but there is a need for enhanced interaction with children to promote their concentration on the tasks in hand.

The main weakness across the whole school is the lack of a consistent approach to tracking pupils' progress and achievement. Without this, it is difficult for staff to plan the next stages in learning accurately or to arrive at appropriate targets that challenge and extend pupils across the board.

Curriculum and other activities

Grade: 3

The curriculum caters soundly for all its pupils, including those in mixed age classes, those with learning difficulties and those that are the most able. The Foundation Stage curriculum has improved soundly since the last inspection and it is now appropriate for the age and experience of the youngest pupils in the school. The school judges its curriculum to be good but more needs to be done to boost standards and to enhance progress in writing and mathematics.

The basic curriculum is enriched well by a good range of additional activities, including German, music and sporting activities and visits from poets and musicians. Pupils feel that their out-of-school history visits really 'bring history to life' and work on foreign languages has strengthened pupils' cultural understanding significantly. After-school activities are popular and well attended, enabling pupils to successfully improve their sporting, creative and musical skills. A safe and healthy lifestyle is promoted well through work in science, physical education and personal, social and health education.

Care, guidance and support

Grade: 3

Pupils are safe and secure at Haselor School. Their care, guidance and support are satisfactory. Staff know their pupils well in terms of personal development, but their academic progress is not tracked consistently across the whole school. A new system for tracking progress has been introduced very recently and this is a positive beginning.

Pupils with learning difficulties have sound support and they make satisfactory progress like their classmates. Regular meetings between teachers, support staff, parents, pupils and outside agencies enable pupils' needs to be identified and tackled soundly. New and consistent arrangements to support teaching and learning for older pupils mean that the needs of higher, average and lower attaining pupils are met with greater success. Parents are generally very pleased with the support given to their children.

Health and safety routines and risk assessments are firmly in place, as are child protection procedures, and pupils are well aware of how to keep themselves safe.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The school feels that they are good, but there are significant weaknesses in the school's systems for tracking how well its pupils are doing. Teamwork is good. All staff are committed to ongoing improvement; they are keen and well placed to move forward. The strong family and caring ethos means that pupils always try their best, behave outstandingly well and enjoy all aspects of school life. The majority of parents who completed the questionnaire for the inspection feel that the school listens to their views and those of their children.

The headteacher and her team have rightly identified the urgent need for an improved system to monitor and track pupils' progress and achievement as they move through the school. There are gaps in the current system, and whilst the school's self-evaluation is satisfactory, the omissions limit the information that is available to senior managers and governors as they plan the way forward. Staff with key subject responsibilities also have limited information to plan developments.

Governors have many skills that they bring to their roles. There has been a satisfactory improvement since the last inspection and governors are now involved in drawing up the school's future areas for development and monitoring its progress towards targets. The informality of some systems needs improving so that written records are in place.

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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?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	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?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	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	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	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	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	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?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	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

Haselor School Haselor Alcester Warwickshire B49 6LU

20 September 2005

Dear Pupils

We enjoyed visiting your school recently and we would like to thank you for talking to us and sharing your ideas.

We worked hard during our day with you and we checked out many things. The school is doing a lot of things well and there also some improvements to be made.

Things that the school is doing well:-

you really enjoy coming to school and you all try your best to work hard and to do well

Haselor School is a happy school and your teachers make sure that lessons are interesting

there are many different activities during the school day and afterwards and these give you a lot of good learning experiences

the adults in your school look after you very carefully

you are really enthusiastic about your new learning targets.

Things that the school needs to improve:-

standards are not high enough in writing and mathematics

your teachers have started to work on some new records to give them more information about how well you are doing. These will help you all when you are setting your next targets.

What you need to do:-

help your teachers by continuing to try hard and to always do your best.

Julie Moore

(Lead Inspector)