

Hagley Primary School

Inspection report

Unique Reference Number	116678
Local Authority	Worcestershire
Inspection number	290591
Inspection dates	15–16 May 2007
Reporting inspector	Ian Knight

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	589
Appropriate authority	The governing body
Chair	Ruth Keighley
Headteacher	Kevin Bailey
Date of previous school inspection	2 December 2002
School address	Park Road Hagley Stourbridge DY9 0NS
Telephone number	01562 883280
Fax number	01562 886531

Age group	4–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This very large primary school serves the village of Hagley and the surrounding area, which is one of considerable socio-economic advantage. The proportion of pupils known to be eligible for free school meals is very low. Few pupils are identified as having learning difficulties and disabilities. At the time of the previous inspection, the school was a first school catering for pupils up to the age of nine. Since then, it has changed character to be a primary school taking pupils to the age of 11 years. This has involved a considerable expansion of numbers and new building work. It has been awarded Investors in People and Eco School Bronze. Plans are well advanced to gain the Healthy Schools Award. Children's skills and knowledge when they enter Reception are above expectations.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

'A well run and vibrant school in which all pupils can thrive', was a typical parental comment, neatly summing up the inspection team's judgement of this outstanding school. Parents were overwhelmingly positive, saying the school has 'a lovely family atmosphere with very enthusiastic teachers'. They praised the strong links the school maintains with schools in The Gambia and China. These pervade the school's day-to-day life, and give pupils a real insight into life in other countries through their correspondence and the books they make about the differences in the life of children here and abroad. Displays of Bhangra dancing alongside traditional British Maypole dancing and, during the week of the inspection, visits to a local museum to learn about the Victorians first hand, a local church and a Mosque, reinforce pupils' understanding of Britain as a multicultural society. As a result, pupils' cultural awareness is first rate.

Excellent care, guidance and support underpin pupils' outstanding personal development. They grow into rounded, mature young citizens within the school's warm environment. They really enjoy school and behaviour is exemplary. They contribute exceptionally well to the school community through their participation in the school council, 'Eco Warriors' and as 'buddies' helping to maintain orderly movement through the school site.

Good provision in the Reception classes ensures that children make good progress in all the areas of learning. Whilst sessions led by the teacher are well planned and engaging, planning for activities that children choose for themselves, including those outdoors, is not focused enough. Many pupils in the school are very able. The school has ensured that its excellent curriculum reflects their needs, with very challenging work for the most capable pupils. The arts are particularly strong in the school with high standards of singing and musicianship evident in assemblies. Pupils have the opportunity to work with artists in residence each year or to go on residential trips that link with their topic work. Outstanding teaching builds on this secure base, with tasks precisely matched to individuals' needs each lesson. Pupils' progress is closely monitored to quickly identify any potential underachievement. Teaching assistants are deployed flexibly and highly effectively to support any such pupils and bring them back on track. As a result, standards are exceptionally high and all pupils, including those with learning difficulties and disabilities, achieve very well.

The change in status from a first school to a primary school involved the school community growing substantially and it required new buildings and curricula. Throughout this period and since, exceptionally high standards have been maintained, a testimony to the excellent leadership stemming from the governing body, headteacher and senior leaders, and indicative of the school's excellent capacity to improve further. The school is actively developing its middle managers and delegation to them is real and effective. A clear vision of excellence is shared by all in the school, which knows itself extremely well.

What the school should do to improve further

- Improve the planning for those activities in the Foundation Stage that are initiated by children, including the use of the outdoor area.

Achievement and standards

Grade: 1

High expectations throughout the school ensure that pupils reach exceptionally high standards in both Key Stage 1 and Key Stage 2. In Reception, children make good progress in all six areas of learning because focused teaching is good. Children reach standards that are better than those expected for their age as they enter Year 1. School staff plan very effectively so that, although national tests only allow pupils to reach Level 5, which is the highest level expected for primary pupils in Year 6, the most capable are extended beyond this and complete work that continues to challenge them. The school sets aspirational targets that support this level of challenge, and, because it remains high, pupils' achievement is outstanding, and not just in the core subjects of English, mathematics and science; standards in the arts and sport are also very high. The school carefully monitors the progress of all pupils, including those with learning difficulties and disabilities. Very well organised support for such pupils ensures that their achievement is also first rate.

Personal development and well-being

Grade: 1

Children in the Reception Year work and play amicably and older pupils feel valued and secure because of the excellent relationships that exist between adults and pupils. Pupils of all ages hugely enjoy school because they like and respect their teachers. This is clearly reflected in their outstanding attendance and evident eagerness to learn. Pupils' spiritual, moral, social and cultural development is excellent. Cultural development is a particular strength with pupils benefiting from the school's focus on the global dimension. 'I am impressed with the global citizenship theme that runs through the school and is apparent in the day-to-day ethos.' said one parent, speaking for many. Pupils have an exceptionally good understanding of the importance of a healthy lifestyle reflecting the school's 'Healthy Schools' award. They enjoy a wide range of physical activities, including the school's 'Trim Trails', 'skipping workshops' and a 'walking bus'. They also take good account of what they have learned about keeping themselves and others safe, for example, through their active involvement in a Road Safety group. Pupils are very well prepared for the future in both their competence in basic skills and in their capability to work together constructively. This was clearly seen in a Year 6 information and communication technology lesson which involved complex problem solving and working with a budget.

Quality of provision

Teaching and learning

Grade: 1

The principal reason for pupils' excellent achievement is the outstanding quality of teaching in the school. Teaching in Reception is good. Through regular and rigorous assessments, teachers throughout the school know their pupils well. This leads to lessons that are well planned and teaching that precisely matches the challenge of a task to individuals. Questioning is tailored particularly well to meet the needs of individuals. Teachers' expectations are really high and they are rigorous in ensuring all pupils, including those identified as having learning difficulties and disabilities or specific gifts and talents, are challenged beyond their comfort zone and progress rapidly, supported by the brisk pace of lessons. Teaching assistants are deployed

flexibly and are especially effective in supporting those who need a little extra help to boost their confidence and progress.

Curriculum and other activities

Grade: 1

The curriculum provides extremely good challenge enabling all pupils, including those with learning difficulties and disabilities, to have exemplary attitudes to their work and achieve commendable success. In Reception, activities that children choose for themselves, including the outside area, are not planned quite as well to ensure all children build on their previous learning. There is outstanding provision for the arts, especially music, and through the use of artists in residence. Plentiful provision for sport results in considerable success in competitions. Links with The Gambia include reciprocal visits by staff here and from the partner school. These give pupils an exceptionally good understanding of life in other parts of the world. The curriculum is further enhanced by an extensive programme of visits and visitors to the school that enables pupils to develop new skills, adds to their enjoyment and promotes their personal development extremely well.

Care, guidance and support

Grade: 1

The staff know the pupils very well and have a thorough understanding of their pastoral and academic needs through well planned and regular assessments. Pupils' progress is rigorously tracked, and well judged actions are taken to support both those pupils who may be falling behind and those who need greater challenge. Pupils are very aware of their achievements as well as what they need to do to improve their performance. Procedures for safeguarding pupils are very robust. Consequently, parents are justifiably confident that their children are very well looked after at school and pupils say that they feel safe. They are sure that they have an adult to whom they can turn should they have any worries. They take especially good care of each other.

Close liaison with the onsite pre-school supports the effective arrangements that help children settle into the Reception classes and make a confident start to the next stage of education. Excellent links with external agencies, such as health services, help the school promote pupils' welfare and progress very effectively.

Leadership and management

Grade: 1

The clarity of vision of the governing body and senior staff, shared by all in the school, is a major factor in the success enjoyed by pupils. It has led to an unrelenting quest for the highest possible standards as well as ensuring that pupils have the best possible experience in school. Exceptionally good systems are in place to monitor pupils' performance and that of the school as a whole. These are evaluated extremely well and effective action is swiftly taken, helping to maintain and improve standards.

Governors make an outstanding contribution to all aspects of the school. They are proactive in developing aspects of school life, for example, the Young Enterprise scheme. They and senior managers have successfully managed the transition from a first to a primary school, including a large building programme and new appointments, while maintaining exceptionally high

standards across the school. A factor in this success has been the development of shared leadership, with greater delegation. However, this has also been a factor in the fragmentation of the school development plan, which does not fully reflect the school's clear vision and highly effective self-evaluation.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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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?	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

17 May 2007

Dear Pupils

Inspection of Hagley Primary School, Hagley DY9 0NS

Thank you so much for being so polite, welcoming and friendly when we visited your school, and a special thank you goes to those who gave up part of their lunchtime to talk to us about school. I am writing now to tell you what we found out.

Your school does an excellent job of making sure you all do as well as you possibly can, and you do! You told us about all the things you do as well as normal lessons, like the links with schools abroad, especially The Gambia. You are gaining a really good understanding of other people and cultures which will help you as you get older. We enjoyed seeing so many of you working really hard in lessons and enjoying them because the teachers do such a good job. They make sure you find the lessons interesting and that there is lots of challenge so that you have to work hard. You are looked after exceptionally well. You have an excellent understanding of healthy living; we were pleased to see so many of you enjoying healthy lunches and doing so well in sports. The headteacher and other staff are all working really hard to make the school become even better. They do an excellent job of making sure they know how well you and the school are doing.

Even outstanding schools can keep on improving and we have suggested one thing that would make school even better. Reception children do really well when they work with the teacher, but the things they can choose for themselves are not always planned quite as well, so we have asked the school to think about how to do that better.

I wish you all the best in the future.

Yours sincerely

Ian Knight Lead inspector