



Hanbury's Farm Community Primary School

Inspection Report

Unique Reference Number 124165
Local Authority Staffordshire
Inspection number 292911
Inspection dates 30 November –1 December 2006
Reporting inspector Usha Devi

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

Type of school	Primary	School address	Derwent
School category	Community		off Field Farm Road, Belgrave
Age range of pupils	3–11		Tamworth B77 2LD
Gender of pupils	Mixed	Telephone number	01827 475100
Number on roll (school)	146	Fax number	01827 475106
Appropriate authority	The governing body	Chair	Edward Workman
		Headteacher	Peter Hollis
Date of previous school inspection	24 June 2002		

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

Hanbury's Farm Community Primary School is situated in a socially disadvantaged area of Belgrave, near the centre of Tamworth. Most of the pupils are of White British origin. The proportion of pupils eligible for free school meals is high and above the national average. The proportion of pupils who have learning difficulties and disabilities is also 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

The school's overall effectiveness is satisfactory. From a low starting point pupils make good progress in the Foundation Stage as a result of good teaching. By the end of Years 2 and 6, standards are below the national average and pupils' achievement is satisfactory. However, in Years 4 and 5, pupils' progress in writing and numeracy is unsatisfactory. It is also unsatisfactory in reading in Year 4. Pupils' progress accelerates in their final year at school because of good teaching. Results of Year 2 teacher assessments and Year 6 national tests show that standards are steadily rising.

The pupils' personal development and well-being are good. A high priority is given to developing and improving pupils' social skills, and this is reflected in their considerate and respectful behaviour. As one parent says, 'My child has come on in leaps and bounds since September. She has come out of her shell and is no longer shy. Thank you.' The pupils feel safe and are looked after well. Another parent was particularly appreciative of the good quality care shown by the school. She said: 'Hanbury's Farm has been our saviour. I cannot speak highly enough of the school.'

The quality of teaching and learning is satisfactory, although in some year groups the pupils are not challenged well enough and make too little progress. The curriculum is satisfactory. A good range of extra-curricular activities and activity weeks enriches the curriculum and is greatly appreciated by the pupils. There are sound procedures for monitoring the progress of pupils with learning difficulties and disabilities and this aspect of the school's work is led and managed well.

The school's collective leadership and management are satisfactory. The headteacher is a caring and considerate leader who wants to do the best for all pupils. The school has been managed well during a period when pupil numbers have fallen and there have been many changes in staffing. Although assessment information is collected and analysed on a regular basis, the school is aware that this information has not been used to identify and then eliminate underachievement in all classes at a sufficiently speedy rate. Improvement since the last inspection has been satisfactory and the school's capacity to improve is satisfactory.

What the school should do to improve further

- Raise achievement further and increase the rate of pupils' progress in reading, writing and mathematics, particularly in Years 4 and 5.
- Strengthen and improve the quality of teaching, raise expectations of pupils' achievements and increase the level of challenge.
- Use assessment information rigorously to evaluate the progress of pupils in all year groups, and set sharper targets for improvement.

Achievement and standards

Grade: 3

Children enter the school with poor social and academic skills and their attainment is below average. They make good progress in the Foundation Stage and by the time they start Year 1 their attainment is generally average. In the 2006 Year 2 assessments, in reading, writing and mathematics, the great majority of pupils reached the levels expected for their age. In the Year 6 national tests, following a steady three-year upward trend between 2002 and 2005, standards in English and mathematics remained similar to the previous year, when they were below the national average. Standards in science improved, with nearly all pupils reaching the level expected for 11 year olds. The school's assessment data shows that too many pupils in Years 4 and 5 underachieve and their progress is too slow. Pupils with learning difficulties and disabilities make satisfactory progress.

Personal development and well-being

Grade: 2

The pupils are polite and have a positive attitude towards school. One of the Reception children said 'We learn with our teachers.' Attendance is improving and is broadly average. The newly formed school council is looking forward to helping other children in the school and members are enjoying the responsibility of answering the office telephone during lunch times. Pupils understand the importance of leading healthy and active lifestyles. One Year 6 pupil spoke with pride about the healthy school week: 'We made sandwiches, went to visit a gym and I appeared on TV – it was fun!' Pupils' spiritual, moral, social and cultural development is good overall. Pupils work well independently, in pairs and small groups. They treat each other with respect and appreciate the way staff deal with any problems that they may have. Through their charity work, pupils make a positive contribution to the wider community.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching is satisfactory and in some year groups it is good, such as in the Foundation Stage and Year 6. Teachers and support staff create a learning environment where pupils work together and support each other well. Pupils make good progress when they have the opportunity to work in pairs, assess their own work, answer challenging questions and take part in work that is interesting, imaginative and challenging. While all teachers have access to a wide range of assessment data, the use of this information to challenge pupils and match work to their different learning needs is inconsistent. In some year groups, it is unsatisfactory and this restricts pupils' progress. The best examples of teachers' marking are when pupils know exactly

what they need to do to improve further and when they have the opportunity to respond to teachers' feedback.

Curriculum and other activities

Grade: 3

The curriculum is generally broad and balanced and has a number of good features. It is enriched well by visits to places of interest, visitors and extra-curricular activities. The headteacher says: 'The school believes wholeheartedly in providing a range of opportunities and experiences that will provide lasting memories for the pupils.' Enrichment activities have a positive effect on pupils' personal development, their self-esteem and attitude towards learning. The good Foundation Stage curriculum promotes creativity and helps develop children's skills in all areas of learning. Throughout the school, there is satisfactory provision for literacy, numeracy and information and communication technology which is helping pupils develop sound basic skills. Pupils have opportunities to learn about different faiths in religious education and this gives satisfactory support to their personal development. After school clubs are well attended and appreciated by the pupils. The school is in the process of developing the literacy and numeracy curriculum so that it more effectively meets the needs of all learners.

Care, guidance and support

Grade: 3

The breakfast club and fresh toast for all pupils during the morning break have a positive impact on pupils eating healthily. The award winning toy library enhances relationships with parents and the community. Procedures for child protection and risk assessment are secure. The school has implemented the national requirements for safeguarding pupils and has produced a single central record for checking all staff and adults who work with pupils in the school. While pupils' social and emotional welfare is monitored well, their academic progress has not been monitored rigorously enough and this has led to underachievement in some year groups. Due to recent developments, the school is well placed to use its current process for setting targets and monitoring procedures to help all pupils do even better and reach their challenging targets.

Leadership and management

Grade: 3

Guided by the headteacher's thoughtful, open and professional leadership, staff have a common sense of purpose and work well as a team, with determination to improve the school further. The headteacher and acting deputy headteacher form a good partnership and provide sound leadership. Self-evaluation is satisfactory and is based on feedback from monitoring pupils' work, observations of teaching and analysing test results. Although key areas for improvement have been identified accurately, such as raising standards in writing and mathematics, assessment information is not yet used sufficiently rigorously or effectively to track pupils' progress and eliminate

underachievement. Governors have a sound understanding of the school's strengths and areas for development and make a satisfactory contribution to collective leadership and management.

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Inspection judgements

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

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

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.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

Thank you for sharing your work with me and making me feel so welcome in your school. I really enjoyed talking with you about your work and hearing how much you enjoy coming to school. You are polite, well behaved and kind towards each other and all the adults in the school. From what I saw in some of your lessons, I know that you enjoy answering difficult questions, working with a partner and taking part in work that is interesting.

You told me that the school is a place where you have fun; the adults look after you and help you to keep healthy. I agree! Your headteacher, teachers and all the other adults in the school work hard to make sure that you have the chance to take part in interesting clubs and visits places that will help you learn. The school council is looking forward to taking on greater responsibility in the school and asking everyone for their ideas.

I have asked Mr Hollis, the staff and governing body to help you do even better in reading, writing and mathematics, and particularly those of you in Years 4 and 5, and to look more closely at what you are learning, so that you think even harder about your work. The teachers have also been asked to carefully check your test results and work so that they can make sure you learn as well as you can.

I shall take away lots of good memories about your school and really enjoyed the time I spent with you. I wish you all the very best for the future.