

# Hardwicke Parochial Primary School

Inspection report

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<b>Unique Reference Number</b>	115684
<b>Local Authority</b>	Gloucestershire
<b>Inspection number</b>	312028
<b>Inspection date</b>	9 October 2007
<b>Reporting inspector</b>	Eileen Chadwick

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	402
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sarah Nicholson
<b>Headteacher</b>	Martin Bragg
<b>Date of previous school inspection</b>	10 November 2003
<b>School address</b>	Poplar Way Hardwicke Gloucester GL2 4QG
<b>Telephone number</b>	01452 720538
<b>Fax number</b>	01452 720538

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## Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: the progress the pupils make in the Foundation Stage and Key Stage 1, pupils' progress in writing in Key Stages 1 and 2 and the impact of leadership and management and initiatives for raising standards and achievement. Evidence was gathered from lesson observations, discussions with pupils and staff, reviewing the assessment data the school uses to track the progress the pupils make and analysis of pupils' work. Other aspects of the school's work were not investigated in detail but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

This is a large primary school that serves the local parish as well as other parts of Gloucester. Nearly all pupils are of White British heritage. The proportion of pupils with learning difficulties and/or disabilities is below average. The proportion known to be eligible for free school meals is low. Pupils' attainment on entry is broadly at the level expected but there is a wide range. The headteacher took up post in September 2007. The school holds the Basic Skills Quality Mark, Early Years Bristol Standard Quality Award and Healthy Schools' Award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

The school is outstanding. Pupils' academic performance and personal development, including their behaviour, are excellent. The vibrant curriculum also enables pupils to develop their creative, practical and sporting talents to high levels. The talented and greatly committed staff have high expectations and prepare pupils extremely well for learning and adult life. The vast majority of parents justifiably see the school in a very favourable light. As one parent says: 'The whole ethos of the school is fantastic and I cannot praise children's achievements highly enough, both academically and socially'.

Pupils' achievement is exceptional. The superb start made in Reception is thoroughly built upon in Key Stage 1. Standards in Year 2 have risen in the last few years and pupils now enter Year 3 well above average in reading, writing and mathematics. This gives them a strong start to their junior education. By the end of Year 6, standards are exceptionally high in English, mathematics and science. Pupils with learning difficulties and/or disabilities make excellent progress throughout the school. The support they are given is first rate and, by the time they leave the school, very nearly all of them reach at least the expected standards in English, mathematics and science. More capable pupils achieve very well too because of good opportunities for the development of their skills and talents across a broad front.

The sustained and accomplished leadership of the school is central to ensuring that the focus on accelerating pupils' progress is always a priority. The new headteacher has already earned the respect of parents and pupils by the way he is building on the strong foundations laid by previous leaders and continuing to take the school forward. The deputy headteacher provides excellent support and senior leaders work closely together, bringing a wealth of experience to the school. Governors play key parts in challenging and supporting the school. They make very good use of their subject strengths to inform their monitoring work.

The quality of teaching is excellent. Teachers have considerable subject expertise and they manage their pupils very well. They are skilled in planning work and promoting good learning for all pupils. Teachers' skills are up to date and are rigorously monitored by senior and middle managers. These strengths are built upon and areas for improvement lead to professional development. This has produced very consistent teaching and learning, which is invariably good and very often outstanding. The school's arrangements for self-evaluation are thorough and very effective. Teachers and school leaders make very regular and informed checks on pupils' progress. It is to everyone's credit that standards are so high. However, in Key Stages 1 and 2, assessment information is predominantly recorded on paper rather than computer. The school has already identified this as an area for development so staff and leaders can evaluate pupils' progress even more efficiently.

Support from the local church and strong links with the community help to promote the school's family atmosphere and pupils' excellent spiritual, moral, social and cultural development. Pupils' contributions to the school and wider community are excellent. The thriving school council and the sports leaders' initiative are very good vehicles for enabling pupils to contribute to school decision making and for developing their leadership skills. Pupils take great pride in attending the school and with all their work. Their great enthusiasm for school life is reflected in their very good attendance.

The curriculum is wonderful. It is of a high quality in all areas, including the arts, history, science, design and technology and sport. It is innovative and pupils' learning in one subject enhances

another. It provides a firm foundation for pupils to learn basic skills and to experiment and create. Consequently, pupils reach high standards in all their work. The exciting and relevant curriculum is a significant reason why pupils do so well and enjoy school so much. It is enhanced through a very good range of extra activities and visits. Throughout the school the provision for reading is good and checked rigorously, and this is greatly appreciated by parents. Pupils come to love writing and learn to write exceedingly well for a wide range of purposes in many subjects. Setting in Key Stage 2 in English and mathematics enhances teachers' ability to match learning carefully to pupils' needs. This is particularly effective in accelerating the progress of more capable pupils and those who need to take more time to grasp new ideas. From the moment they enter the school, pupils are valued, extremely well cared for, supported and enabled to do their best.

## **Effectiveness of the Foundation Stage**

### **Grade: 1**

Parents recognise the Foundation Stage is a great strength of the school. One expressed the views of many parents in saying, 'I am more than happy with this school. Teachers are happy and welcoming and I have no problems with leaving my child under their care. My daughter has shown a remarkable improvement in learning.' Transition from home to school is very well managed and children readily settle into Reception. The high standards of care and safety help children to feel secure and happy. Children greatly enjoy being in Reception because there is an excellent range of learning activities and a lively and practical curriculum. There is a good balance for children to learn through purposeful play and adult led sessions. Children's speaking, literacy and numeracy skills are strongly promoted. Children make excellent progress across all areas of learning because activities are expertly matched to their learning needs. Very capable children are quickly identified and given more challenging work. By the time children begin Year 1, most have reached the expected levels and some exceed them, including in reading, writing and mathematics. Teaching and assessment systems are of a high quality. Assessments are computer based and are rigorously checked to make sure all children are making the progress of which they are capable. The leadership of the Foundation Stage and teamwork between staff are excellent.

### **What the school should do to improve further**

- Implement a computer-based system for recording pupils' assessments in Key Stages 1 and 2 so teachers and school leaders can evaluate pupils' progress more efficiently.

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## Annex A

## 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?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

### Achievement and standards

How well do learners achieve?	1
The standards <sup>1</sup> 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 extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	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**

10 October 2007

Dear Pupils

Inspection of Hardwicke Parochial Primary School, Gloucester, GL2 4QG

Thank you for making me so welcome when I visited your school. I enjoyed talking to you and our discussions helped me to get to know your school in a short time. It was good to find that your views of your school matched mine.

First, you need to know your school is outstanding and you make excellent progress. Here are some brilliant things about your school:

- You reach high standards in English, mathematics and science.
- You have many wonderful learning opportunities, for example in art, music, history, design and technology and sport.
- Your behaviour is excellent and you are very helpful.
- You take pride in your school and work and are a credit to your school.
- Teachers take superb care of you and really help you with your learning.
- Your new headteacher and other school leaders are working hard to make sure you always have such good opportunities for learning.

This is what we are asking the school to change:

- Help teachers and managers to check your progress more easily by using computers.

I hope you will continue to enjoy school and try hard in all you do so your work gets better and better.

Best wishes

Eileen Chadwick Lead inspector

**Annex B**



10 October 2007

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Eileen Chadwick  
Lead inspector