

# Hodnet Primary School

## Inspection report

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<b>Unique Reference Number</b>	123373
<b>Local Authority</b>	Shropshire
<b>Inspection number</b>	314577
<b>Inspection date</b>	9 December 2008
<b>Reporting inspector</b>	Dorothy Bathgate HMI

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	137
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Derek Orton
<b>Headteacher</b>	Jane Siddons
<b>Date of previous school inspection</b>	11 November 2004
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Shrewsbury Street Hodnet Market Drayton TF9 3NS
<b>Telephone number</b>	01630 685300
<b>Fax number</b>	01630 685163

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<b>Age group</b>	4–11
<b>Inspection date</b>	9 December 2008
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and one Additional Inspector.

## Description of the school

Hodnet Primary School is a smaller than average sized primary school. Pupils enter the school with knowledge, skills and understanding that are broadly in line with expectations. The proportion of pupils eligible for free school meals is below average. Almost all pupils are of White British heritage. The proportion of pupils with learning difficulties and/or disabilities is below average. Hodnet Pre-school shares the school site, but is managed independently by a private provider. The school's Early Years Foundation Stage (EYFS) provision does not include a nursery.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Hodnet Primary is a good school which successfully nurtures a strong family ethos amongst its small community of pupils. It fully exploits the advantages of its small size and minimizes potential disadvantages. The headteacher provides visionary leadership that fosters an ethos where staff are keen to try new ideas and adapt their skills to new ways of working for the benefit of the pupils. Leadership and management are good and there is a strong commitment from all staff and governors to provide children with the best education possible. Parents and pupils are justifiably proud of this good school.

The EYFS provides children with an excellent start to their education. As a result of good teaching, pupils achieve well as they move through Key Stages 1 and 2 and reach above average standards at the end of Year 6. The more able pupils are not always fully challenged by the tasks set for them, but in spite of this, secure assessment and tracking systems clearly demonstrate that all pupils make good progress overall. At the end of Year 6 in 2008, results were above average in English, mathematics and science, with a high proportion of pupils achieving at the higher level. Progress is monitored rigorously and any identified weaknesses are quickly remedied. The curriculum is good and the school has recently introduced a more effective cross-curricular approach. This is beginning to provide pupils with an exciting range of topic-based work which is well balanced and skilfully matched to the pupils' needs and interests.

Pupils' personal development is good. Pupils enjoy school and demonstrate positive attitudes to work and play. Pupils behave well, enjoy taking responsibilities and have a good understanding of how to stay safe. At the time of the inspection all safeguarding procedures were in place. The school has good links with external support agencies. Pupils and parents welcome the high priority given to promoting healthy lifestyles. The school's successful work in this area has been recognised through the Healthy Schools Gold award and the Travel Plan certificate. Through an effective school council, pupils know they are listened to and that their opinions matter. Consequently, they feel valued as individuals. Pupils are developing good literacy, numeracy, and information and communication technology skills and they are well prepared for the next stage in their education and later life. A key strength of the school is the exceptional level of pastoral care, support and guidance that each pupil receives. This is particularly beneficial to pupils with learning difficulties and/or disabilities and other vulnerable pupils. While targets are set in literacy and numeracy, pupils are not sufficiently clear about these, because they are not precise enough to give them specific guidance for improving their work. The above average standards achieved consistently over time, together with the good leadership and the improvements made since the last inspection, show that the school has a good capacity to maintain the high quality of its work and to improve further.

## Effectiveness of the Early Years Foundation Stage

### Grade: 1

Pupils enter the school with knowledge, skills and understanding that are broadly in line with expectations. The effectiveness of the EYFS is outstanding because the excellent teaching, care and curriculum enable children to make rapid progress. As a result, the majority of children meet or exceed the early learning goals at the end of the Reception year. Teaching is outstanding because of staff's excellent knowledge of how young children learn. Children make exceptional progress in their personal, social and emotional development. They are encouraged to become

independent, make choices and take on responsibilities. They quickly learn to take turns, to share and to work together because these experiences are integrated into all their learning experiences. Adults have excellent relationships with children and inspire confidence and success. Regular assessment makes sure all children's individual learning needs are identified and met. The richness and variety of the curriculum in the Reception class provides these young children with constant pleasure, excitement and adventure. The outdoor area provides imaginative and safe areas in which children can play and learn. Leadership and management of the EYFS are outstanding.

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

- Ensure that the most able pupils are always fully challenged by the tasks provided for them.
- Give pupils more precise targets to help them understand exactly how to improve their work.

## **Achievement and standards**

### **Grade: 2**

Achievement and standards are good. Pupils make excellent progress in the EYFS. By the end of Year 2, standards are broadly average overall in reading, writing and mathematics. The school is rightly focusing on improving the number of pupils reaching the higher levels by the end of Year 2 in order to raise standards further. In the most recent Year 6 tests, pupils leaving the school in 2008 attained above average results. This represented good overall progress. Good quality support means that pupils with learning difficulties and/or disabilities make good progress. Pupils from Traveller communities, who have experienced some lack of continuity in their schooling, make particularly good progress.

## **Personal development and well-being**

### **Grade: 2**

Personal development and well-being are good. This is a happy and welcoming school where strong relationships exist at all levels within the school community. Most pupils understand right and wrong, and show courteous and thoughtful behaviour that contributes much to the positive climate of the school. Pupils enjoy lessons and are enthusiastic in their work, as reflected in their regular attendance. They have good regard to safety. A good personal, social and health education programme helps pupils to understand how to keep fit and healthy. Additionally, pupils benefit from a well-planned outside play area, which includes a challenging trim trail. Many pupils contribute willingly to the school community and participate in national charity fund-raising events. Developing skills in teamwork and responsible attitudes, combined with good academic progress, prepare pupils well for future adult and working life.

Pupils' spiritual, moral, social and cultural development is good. Strong links exist with local churches, including the Baptist church, which supports the school well in promoting Christian values through regular, lively assembly visits.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. There are many consistent features of good teaching throughout the school; for example, detailed planning, positive relationships, clear explanations and activities that not only meet pupils' needs but are also interesting and enjoyable. Pupils work effectively

together and share ideas, and this develops their learning and enjoyment in lessons. Where teaching is satisfactory, it does not always challenge the needs of the more able pupils sufficiently. There is a high priority on learning for a purpose and this prepares pupils well for future adult life. Classroom assistants make an important contribution to lessons by providing effective levels of support to those pupils who find learning more difficult and those needing extra support and care. Consequently, these pupils make good progress.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good and the school has recently introduced 'The Creative Learning Journey' to increase opportunities for cross-curricular work and to make learning more fun. The high-quality artwork and displays around school reflect a shared passion for art from both staff and pupils. Visiting artists are used to support 'Arts Week' and school visits frequently incorporate art, craft and design activities. Instrumental music tuition is a strength of the curriculum. Many pupils enjoy the opportunity to learn to play the cello, violin or guitar and to perform regularly in concerts. The curriculum is supported well by extra-curricular activities and clubs, which many pupils attend and enjoy.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good. Parents sincerely value the strong pastoral care given by the school. Pupils support one another effectively, as demonstrated by the use of the 'friendship stop'. As a result, pupils feel safe in school and their emotional well-being benefits from the support given. Pupils are known by all members of staff and are well cared for in this small and friendly school. The good relationships between pupils and members of staff ensure that pupils know that their concerns will be dealt with swiftly. Pupils with learning difficulties and/or disabilities are positively supported by the school and other agencies to learn alongside their peers. Good assessment procedures ensure that pupils' progress is monitored closely and action taken to support pupils who are at risk of falling behind. However, the process of target setting is not adequately refined to ensure that pupils know their individual targets, or what they need to do to improve their work.

## **Leadership and management**

### **Grade: 2**

The headteacher leads the school with a clear vision of the values and aims the school should pursue and a full commitment to meeting all pupils' needs. Consequently, equality of opportunity for pupils is good. Governors and staff share this vision and work hard to ensure that it underpins all of the school's work. The school's arrangements for self-evaluation give it a clear view of how well it is doing and what requires improvement. The school improvement plan has a clear focus on continuing to improve pupils' outcomes. Performance management is successfully linked to improving pupils' academic success. Regular monitoring and evaluation of teaching are effective in raising standards. Good links exist with a wide range of partners, which help to promote community cohesion and support the pupils well. The governance of the school is good, providing good support while appropriately challenging the school's performance. The improvements made since the previous inspection show that the school has good capacity to continue to improve.

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## Annex A

**Inspection judgements**

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</b>	<b>School Overall</b>
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**Overall effectiveness**

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
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?	2
The capacity to make any necessary improvements	2

**Effectiveness of the Early Years Foundation Stage**

<b>How effective is the provision in meeting the needs of children in the EYFS?</b>	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

**Achievement and standards**

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

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<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.



## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	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	2

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

10 December 2008

Dear Pupils

Inspection of Hodnet Primary School, Market Drayton, TF9 3NS

Thank you very much for making me so welcome when I visited your school recently. I thoroughly enjoyed my visit and it was a pleasure to speak to many of you in classes, at break and lunchtimes, as well as in some small groups.

It was good to see you all enjoying your learning. You are taught by good teachers who want you to achieve high standards. You are to be congratulated on the good progress you make and the above average standards you achieve. I enjoyed watching some of the Year 1 and Year 2 pupils solving mathematical problems with the London buses. I was delighted to hear them using good mathematical language when discussing the problems with their friends. I was particularly pleased to hear from the other inspector that the Year 4 and Year 5 pupils were demonstrating good scientific investigation skills in one lesson he observed. Children in the Reception classes were very busy in Santa's workshop! There were so many exciting activities, but my favourite one was the Christmas shopping job. You were making sure that you picked the correct number of Christmas decorations, as noted on your shopping lists, to put into your carriers. Another highlight for me was the lively assembly time you all enjoyed together. Well done to all of you! Those of you who sometimes find learning a bit difficult are extremely well supported by teaching assistants. Your behaviour is good, both in lessons and in the playground. All the staff and governors take good care of you and you are also good at caring for each other. You told me how much you enjoy all the activities in the playground and understand that exercise, as well as fruit and vegetable snacks, are good for your growing bodies.

You told me that you think your school is a good school. I agree with you! However, even good schools can improve some things. Some of you who learn quickly are not always given activities that challenge you enough. Also, many of you are not sure about your targets, or what you need to do to improve your work. Your teachers will be trying out new ideas to make sure that everyone has work which is just right for them, as well as making sure that you know your targets and what you need to do to improve your work.

Your parents are rightly pleased that you attend a good school. Keep up the good work and always remember to do your best. Thank you again for making my visit so enjoyable!

Best wishes for the future

Dorothy Bathgate

Her Majesty's Inspector