

Hanley Swan St Gabriel's with St Mary's CofE Primary School

Inspection report

| | |
|--------------------------------|-----------------|
| Unique Reference Number | 116817 |
| Local Authority | Worcestershire |
| Inspection number | 326455 |
| Inspection date | 24 March 2009 |
| Reporting inspector | Alison Grainger |

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.

| | |
|--|--|
| Type of school | Primary |
| School category | Voluntary controlled |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number on roll | |
| School (total) | 104 |
| 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 |
| Appropriate authority | The governing body |
| Chair | Jane Clive |
| Headteacher | Barbara Wilson |
| Date of previous school inspection | 20 February 2006 |
| Date of previous funded early education inspection | Not previously inspected |
| Date of previous childcare inspection | Not previously inspected |
| School address | Welland Road Hanley Swan WR8 0EQ |
| Telephone number | 01684 310364 |
| Fax number | 01684 310364 |

| | |
|--------------------------|---------------|
| Age group | 4–11 |
| Inspection date | 24 March 2009 |
| Inspection number | 326455 |

© Crown copyright 2009

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two additional inspectors. Inspectors evaluated the overall effectiveness of the school and investigated the following issues:

- the level of challenge for pupils to ensure that they all do as well as they should
- how effectively writing skills are promoted, particularly in Years 1 and 2
- how well the school develops pupils' independence and initiative
- the extent to which all leaders and managers are involved in evaluating the school's provision and driving improvements.

Evidence was gathered from the school's data on pupils' progress; visits to lessons and scrutiny of pupils' work; observation of an assembly; discussions with staff, governors, parents and pupils; and analysis of responses to the parents' questionnaire. Other aspects of the school's work were not investigated in detail but inspectors found no evidence to suggest that the school's own assessments of these areas, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

Almost all pupils in this small primary school are from White British backgrounds. The proportion with learning difficulties and/or disabilities is broadly average. These pupils' needs are mostly moderate and specific learning difficulties, or social, emotional and behavioural problems. Children in the Early Years Foundation Stage are taught in a Reception class. Children whose birthdays are in the autumn term begin school full time in the September of the school year in which they become five. Those with birthdays in the spring and summer terms attend part time in the autumn term, prior to attending full time for the rest of the school year.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school. Almost all parents are pleased with it and say that their children enjoy school a good deal. They particularly value the warm family atmosphere. As one parent commented, 'The school has always felt like a second home and welcomes the wider family.' Parents are right to feel that their children are well looked after and nurtured in school.

Pastoral care is excellent. Arrangements for supporting vulnerable pupils and those with learning difficulties and/or disabilities are good. A high priority is given to health and safety, and procedures for safeguarding pupils are robust. As a result of the high quality of care and support, pupils' personal development and well-being are good. Behaviour is good in lessons and around the school, contributing much to the school being a calm and safe place. Pupils have exceptionally good knowledge of how to stay safe, not only in school but also outside. They are taught, for example, about keeping safe when cycling or using the internet and are very well aware of the importance of risk assessments for activities they are involved in.

Pupils' understanding of the importance of keeping fit and healthy through diet and exercise is good. They also gain a strong awareness of the importance of making sensible lifestyle choices. Pupils of all ages mix well. A parent observed that 'the children all seem to show respect for each other and for teachers'. This is clear, for example, in a display in one of the corridors. There, pupils in Years 1 and 2 have recorded the 'special qualities' of members of their class. It is not surprising that the attendance rate is above average.

Pupils are well prepared for their future lives, not only through the personal attributes they develop but also through their academic progress. From starting points that are generally at the level expected nationally, pupils achieve well. They make good progress to reach standards that are consistently above average at the end of Year 6, and often well above average. Even so, pupils do not move on at the same good rate in all years and all subjects. Progress is satisfactory in Years 1 and 2, including in writing. This is the area in which standards were lowest in the most recent national assessments at the end of Year 2. There is some unevenness in progress in Years 3 to 6, although the gains made overall during this period are good. Variation is evident, for example, in the quality of pupils' written work.

Overall, teaching has a good influence on pupils' progress. Lessons are well organised, conducted at a good pace, and teachers are clear about what they want pupils to learn. However, not all teaching is equally good and this is the main reason why pupils' progress is better on some occasions than others. In particular, the level of challenge for all pupils to do their best is not consistently high. When it is very high, as seen in some outstanding teaching, pupils rise to the challenge and excel.

The good curriculum supports pupils' progress and personal development well, adding much to their good enjoyment of school. The range of after-school activities, including sports, is very wide particularly for a small school. Participation rates are extremely high. Visits, visitors, themed days and weeks enrich day-by-day lessons. Several parents commented on the 'amazing' and 'excellent' range of additional activities available to their children. The school promotes community cohesion well in the way it includes all its pupils. It is strongly involved in the local community and is taking effective action to extend its links nationally and internationally. It promotes pupils' respect of diversity well. Pupils themselves make a good contribution to the school and local community. They diligently undertake responsibilities about the school and contribute much to the organisation of events, such as the harvest festival. They are aware of

the needs of those less fortunate than themselves, are involved with elderly people in the community, and are active in raising funds for charities.

While pupils are independent and show initiative in many ways, they do not take as much responsibility for their learning as they are capable of doing. This is because not enough is done to develop this aspect of their independence through marking and individual targets. There are examples of good feedback that tells pupils what they have done well and what they should do next to improve their work, but this is not consistent. Sometimes advice is provided, such as on how writing for a particular purpose might be made better, but pupils do not have an opportunity soon enough to apply this advice. These shortcomings in the academic guidance reduce the overall grade for care, guidance and support to good even though there are outstanding features to the care and support.

Self-evaluation is accurate. It has maintained the school's strengths and is moving it forward well. The headteacher provides good educational direction and because of this, in particular, the school has a good capacity to improve. Governors know the school's strengths and weaknesses well and teamwork among staff is strong. However, the involvement of teachers in evaluating the school's effectiveness and in driving improvements, such as through leadership of subjects, is only satisfactory.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children settle well in the welcoming and stimulating environment of the Reception class. Attention to children's welfare is strong and the school's good partnership with parents begins at this early stage. Children's personal development is good. Their behaviour is very good. They get on well with each other and with the adults in school. They work particularly well together to solve problems, for example to work out how to get a toy frog to travel along a tunnel into a pool of water. A strong focus on activities in developing children's thinking and problem-solving skills contributes much to their learning and development. Good teaching and a stimulating curriculum result in children making good progress. In most years, standards are a little above average at the end of the Reception Year.

There is a good balance of activities that are adult directed and those that children select for themselves. Effective use is made of the indoor and outdoor areas, including the wider school grounds. Sound arrangements are in place for assessing children's learning. Adults respond to children's needs during activities, for example by adding a more demanding dimension to an activity for those who need it. However, ongoing assessment is not used to the full to ensure that this level of extra challenge is always anticipated and planned in advance. The Reception provision is well led and managed and has developed effectively since the last inspection.

What the school should do to improve further

- Ensure that all pupils are consistently challenged to do their best and make good progress in all years and in all subjects.
- Make sure that all pupils are provided with clear guidance on how they can improve their work and take responsibility for their learning.
- Increase the involvement of all teachers in evaluating the school's effectiveness and in driving improvements.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

| | |
|---|----------------|
| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | School Overall |
|---|----------------|

Overall effectiveness

| | |
|---|-----|
| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 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

| | |
|---|---|
| How effective is the provision in meeting the needs of children in the EYFS? | 2 |
| How well do children in the EYFS achieve? | 2 |
| How good are the overall personal development and well-being of the children in the EYFS? | 2 |
| How effectively are children in the EYFS helped to learn and develop? | 2 |
| How effectively is the welfare of children in the EYFS promoted? | 2 |
| How effectively is provision in the EYFS led and managed? | 2 |

Achievement and standards

| | |
|--|---|
| How well do learners achieve? | 2 |
| The standards ¹ 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 |

¹Grade 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

| | |
|---|---|
| How good are the overall personal development and well-being of the learners? | 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 | 1 |
| 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

| | |
|--|---|
| How effective are teaching and learning in meeting the full range of learners' needs? | 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

| | |
|--|-----|
| How effective are leadership and management in raising achievement and supporting all learners? | 2 |
| 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 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**

25 March 2009

Dear Pupils

Inspection of Hanley Swan St Gabriel's with St Mary's Church of England Primary School, Hanley Swan, WR8 OEQ

Thank you for helping us when we visited your school. You made us feel very welcome. We enjoyed talking with you, watching your lessons and looking at your work. We found out that you go to a good school. You are looked after very well and you make good progress during your time at this school.

Your behaviour is good in lessons and around the school. You get on well with each other and with the adults. We saw that you are caring towards others. It was lovely to see what those of you in Years 1 and 2 have thought about why the people in your class are special. You do a lot to raise funds for charities and look after each other as well.

You know a huge amount about how to stay safe. You also understand why it is important to eat healthily and have lots of exercise. We saw that you enjoy school and this is reflected in your good attendance. You are lucky to have so many clubs, visits and visitors, as well as special weeks and days, to make school interesting.

We have asked the adults to work on these things to make your school even better.

- Ensure that all of you are challenged to do your best all of the time, no matter which year group you are in or which subject you are learning about.
- Give you clear guidance about how to improve your work. This is to help you to take more responsibility for your learning. We are sure that you can take on this responsibility.
- Involve all the teachers more in checking up on how well the school is helping you to learn and in leading improvements.

You can help by always doing your best and by continuing to be pleasant and friendly young people. Thank you once again for your help.

Yours sincerely

Alison Grainger

Lead inspector