

# Haselor School

## Inspection report

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<b>Unique Reference Number</b>	125759
<b>Local Authority</b>	Warwickshire
<b>Inspection number</b>	328398
<b>Inspection date</b>	22 September 2008
<b>Reporting inspector</b>	Mike Capper

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>	Foundation
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	98
Government funded early education provision for children aged 3 to the end of the EYFS	13
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	P M Bedlington
<b>Headteacher</b>	Gill Norton
<b>Date of previous school inspection</b>	19 September 2005
<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>	Haselor Alcester B49 6LU
<b>Telephone number</b>	01789 488211
<b>Fax number</b>	01789488961

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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This small rural primary school takes pupils from the small village of Haselor but most come from further afield. The number of pupils eligible for free school meals is below average. The proportion identified as having learning difficulties and/or disabilities is slightly above average. Nearly all pupils are from White British backgrounds. There is one Reception class in the Early Years Foundation Stage (EYFS).

An external provider has just started to provide after-school childcare known as the 'Denim Club'.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This satisfactory school is moving in the right direction under the clear direction of the headteacher who was appointed in September 2007. There is a shared and accurate understanding amongst staff and governors that pupils should be making faster progress in some subjects. Satisfactory teaching means that pupils' achievement is satisfactory. The best teaching is in the Reception class, where children reach above average standards by the end of the year. Pupils then make satisfactory progress in the rest of the school and standards are maintained at above average levels overall up to the end of Year 6. Pupils do best in reading and mathematics but progress, whilst satisfactory, is slower in writing and science where more able pupils are not always challenged well enough. This slows the rate at which their skills improve. The school is developing links between subjects so that pupils can practise writing skills more regularly, but these opportunities are not yet extensive enough to increase progress.

Parents are rightly pleased with the way that members of staff look after pupils. One parent summed up their views: 'Haselor is a caring and safe environment.' Teachers have good relationships with pupils and they are supported well by teaching assistants. Adults have high expectations of behaviour but do not give pupils enough opportunities to take responsibility for their own learning. For example, the use of marking and the setting of targets to help pupils understand how to improve is not firmly established across the school.

Pupils' personal development and well-being is good. Pupils behave well and enjoy school. They especially like the way that adults enrich the satisfactory curriculum by providing interesting activities outside lessons. As one pupil commented, 'We do lots of fun things in and out of lessons.' Projects such as 'The Café Vert' where pupils ran their own business give them a good understanding of the world of commerce and finance. Activities such as these, as well as the school and eco councils help pupils to make a good contribution to the community. Strong links with a school in Birmingham contribute well to community cohesion by giving the pupils a good understanding of the world beyond Haselor.

Leadership and management are satisfactory. The headteacher is doing the right things to tackle the school's weaknesses. Recent initiatives such as a focus on raising standards in mathematics are having a positive effect, especially on test results at the end of Year 6, demonstrating that the school has a satisfactory capacity to improve. There are satisfactory systems for checking how well things are going. The school has a wealth of data to track pupils' progress so that leaders at all levels can evaluate school effectiveness more accurately. The headteacher has rightly identified that this information is not yet used sharply enough by leaders at all levels so that any dips in progress can be identified and dealt with as soon as they arise.

Parents make a significant contribution to the school's work by supporting their children's learning at home, especially in reading, and by raising funds to improve resources and accommodation. Most parents are happy with the work of the school, although a small minority would like more information about the rationale behind recent changes. Inspectors found that recent improvements in communication such as the introduction of a weekly newsletter mean that the school provides the amount of information found typically in most schools. Nevertheless, the headteacher has rightly identified this as an area that should be improved further to strengthen the generally good home/school partnership.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Good provision for the Reception class enables children to achieve well and develop good independence. Good teamwork and rigorous assessment arrangements support children effectively helping them to gain confidence and to learn school routines quickly. Members of staff have high expectations of children's achievement. Consequently, whilst the majority start school working at the levels expected for their age, children's standards rise to above average levels by the start of Year 1. Children do especially well in developing literacy skills because there are very good opportunities for them to discuss their work and to learn how to read and write. Children's personal development is good. They work together happily and enjoy joining in rhymes, although occasionally they start to fidget when other children are speaking to the class. Members of staff are good at promoting the children's welfare and frequently discuss with them any potential risks in activities. They care for the children well, and develop good links with parents. Good induction arrangements mean that children quickly get used to school life. One new parent spoke for others by saying, 'My child has only been at the school three weeks but has settled in well and is really enjoying school.' Leadership and management of the EYFS are good. Leaders have clear plans to improve provision further. For example, they plan to provide more teacher led activities outdoors to make the curriculum even more boy friendly.

### What the school should do to improve further

- Ensure that teaching always provides enough challenge for more able pupils, especially in writing and science.
- Make better use of marking and target setting to help pupils understand how to improve their work.
- Give pupils more opportunities to practise their writing skills by using them in different subjects.
- Make sharper use of assessment information to check pupils' rate of progress and to tackle swiftly any dips in progress.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Achievement and standards

### Grade: 3

Pupils' achievement is satisfactory, and standards are above average by the end of Year 6. Pupils make satisfactory progress in Years 1 to 6, although not all meet the challenging targets that they have been set. In English, pupils do less well in writing than in reading. Pupils make faster progress in reading than in writing because pupils get many opportunities to practise their skills at home and at school. This good practice is less evident in writing where opportunities to write in different subjects are not yet firmly established across the school. A focus on mathematics in the past year has helped to raise rates of progress, with older pupils benefiting from extra support over that time. However, throughout the school, science work is not always challenging enough, especially for the most able, and this means that not all pupils do as well as they should.

In Years 1 to 6, pupils with learning difficulties make the same progress as others in most lessons, although they make good progress in developing reading skills when being given extra support outside lessons.

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

### **Grade: 2**

Pupils are proud of their school and behave well in class and when playing outside. Good relationships ensure that most pupils enjoy school and are confident about talking to their teachers or other adults if they have any worries. Their excellent attendance shows that they are keen to learn, although occasionally they become inattentive when tasks are insufficiently challenging.

Pupils' spiritual, moral, social and cultural development is good. Throughout the school, pupils are friendly and thoughtful and they show good concern for the needs of others by raising funds for charities. They take responsibility well outside lessons ensuring that they make a good contribution to the community. For example, the school council is pleased that they have improved the uniform and playtime resources and the eco council is keen to recycle paper and food waste. These activities, along with pupils' generally good basic skills, prepare them well for the next stage of their education and later life.

Pupils develop healthy lifestyles by eating fruit and taking frequent exercise. They are especially keen about their physical education lessons on 'Fun Fit Friday'. School meals are healthy but not all pupils bring healthy packed lunches to school. Pupils have a good understanding of how to stay safe. For example, they work closely with the police force learning how to 'keep safe on the streets'.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching, which is satisfactory overall, has positive features in all classes. Good relationships between members of staff and the pupils contribute well to the pupils' enjoyment of school. Teachers give clear explanations at the start of lessons and use teaching assistants well to assess learning and work with small groups. Nevertheless, teachers do not consistently pitch work at the right level for all pupils, especially for the more able in writing and science. When this happens, pupils' learning slows. In addition, teachers' marking does not always show pupils how they can improve. Children learn more quickly in the Reception class because adults provide engaging tasks appropriate to their interest and levels of ability.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum enables pupils to make steady progress in developing basic skills. Senior leaders are working hard to improve the curriculum. Initiatives such as the recent introduction of a topic based approach that focuses on developing global awareness and linking subjects together is already being well received by pupils. Leaders are aware that there are still not enough opportunities for pupils to write in different subjects and that this has a negative impact on the speed at which writing skills can improve.

A good range of visits and visitors enhances pupils' enjoyment of learning. Good use is made of outside providers to extend the range of sports provided and to provide an after-school club. The good provision for personal, social and health education enables pupils to develop a good understanding of how to stay safe and well. There are good opportunities for older pupils to learn French and German.

## **Care, guidance and support**

### **Grade: 3**

The school supports pupils' personal needs well ensuring that they are happy and confident. One parent spoke for many by saying, 'Haselor School is a very caring and friendly school.' Procedures for safeguarding pupils are firmly in place and are effective. The school works closely with external agencies and parents to help support vulnerable pupils. Consequently, pupils feel safe at school and report that members of staff deal with any concerns they have to their satisfaction.

There are satisfactory procedures for assessing pupils' progress. However, inconsistencies in the way teachers set targets and mark work limit their effectiveness in helping pupils understand how to improve. Pupils with learning difficulties are identified swiftly, and clear targets are set in their individual education plans.

## **Leadership and management**

### **Grade: 3**

The headteacher has brought fresh ideas to the school and she is moving the school forward. There is an accurate, clear awareness that, despite recent improvements, progress in Years 1 to 6 still needs to be faster. There are satisfactory systems for finding out how well the school is doing. The monitoring of teaching by the headteacher is thorough and gives a clear picture of what is going well and what needs improving. The use of performance data to check pupils' progress, although satisfactory, is less well established. Until recently, the school had too little information about how well pupils were doing from term to term. This newly gathered information is not yet used rigorously enough to identify where progress is too slow so that any potential underachievement can be tackled quickly.

The headteacher has done a lot to extend links with external agencies and other schools. A link with a school in Birmingham contributes especially well to developing community cohesion and is a well-considered and helpful addition to school provision.

Governance is satisfactory. Governors play a good part in managing finances and are doing the right things to strengthen their role in holding the school to account.

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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?	3
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	3

### 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?	3
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	3

<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	1
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>	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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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

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

23rd September 2008

Dear Children

Inspection of Haselor School, Alcester, B49 6LU

Thank you for being so welcoming and for showing us your work. You were polite and friendly and we enjoyed talking to you. At the moment, your school is providing a satisfactory education. This means that we found some good things in the school but also some things that need improving.

- Some of the things we found out about your school
- Good teaching helps you to learn quickly in the Reception Year. You settle quickly and try hard in lessons.
- Satisfactory teaching means that you are making steady progress in Years 1 to 6. At the moment, you make slightly slower progress in writing and science than in reading and mathematics.
- Most of you enjoy school and behave well. You make a good contribution to the community. We were particularly impressed by the way that pupils worked together to organise and run their own business last year.
- You are taught all the subjects you should be and you are able to take part in lots of fun activities out of lessons.
- All adults in school are kind and caring and they look after you well. They are beginning to set you targets to help you understand how to improve your work although this could still be extended further.
- Your headteacher, teachers and governors are working hard to improve the school and know what they still need to do.
- What we have asked your school to do now:
  - Make sure that those of you who find learning easy are always given work that challenges you, especially in writing and science.
  - Use marking and target setting to help you take more responsibility for your own learning so that you know what you need to do to improve.
  - Give you more opportunities to write in subjects other than literacy.
  - Make sharper use of information about how well you are learning to check that you are all doing well enough from term to term.

We thoroughly enjoyed watching you learn. We wish you all well for the future. We hope you continue to help your teachers by working hard and being sensible in all lessons.

Yours sincerely Mike Capper Lead Inspector