

# Hargate Primary School

## Inspection report

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<b>Unique Reference Number</b>	103905
<b>Local Authority</b>	Sandwell
<b>Inspection number</b>	336187
<b>Inspection dates</b>	26–27 November 2009
<b>Reporting inspector</b>	Peter Kerr

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	245
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev Bill Miller
<b>Headteacher</b>	Michele Mellor
<b>Date of previous school inspection</b>	0 May 2007
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited nine lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at school policies and pupils' books, along with 100 questionnaires returned from parents.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- pupils' achievements and progress in each class, particularly in mathematics
- provision for hearing impaired pupils, those new to English and other pupils with special educational needs and/or disabilities
- the consistency in the quality of teaching across the school
- the impact of curricular innovation.

## Information about the school

Hargate Primary School serves an area in which an above average proportion of pupils are entitled to free school meals. They come from a wide range of ethnic groups and a very small but increasing number of pupils are at an early stage of learning English as an additional language. □ The proportion of children with special educational needs and/or disabilities is above average. The school has an enhanced resource centre for up to 12 profoundly deaf pupils. The school has recently gained the national Healthy School award.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Hargate primary is an improving school that currently provides an adequate quality of education and satisfactory value for money. Pupils make satisfactory progress over their time in the school. Though attainment is broadly average by the end of Year 6 it is lower in mathematics. Progress is uneven from class to class in Year 2 to Year 6, and is sometimes too slow in mathematics.

Pupils are enthusiastic about school. Their good behaviour and relationships help lessons to run smoothly and enjoyably. Teaching is generally at least satisfactory, but is not consistently good enough to ensure accelerated progress, especially in mathematics. Opportunities are sometimes missed to get pupils learning in small groups or independently, to improve their skills. Teachers work hard to plug gaps in the pupils' mathematical knowledge and skills but do not fully extend their learning. The curriculum offers a suitable range of learning opportunities within and beyond lessons, including sport and music, and pupils benefit from and enjoy the residential visits. Reading and writing are developed adequately throughout the curriculum, but there are too few opportunities for pupils to celebrate and explore mathematics beyond numeracy lessons. The school offers good support for pupils and their families. All pupils, especially those with impaired hearing, are fully included and have equal opportunities to succeed. Pupils with special educational needs and/or disabilities and those for whom English is an additional language are appropriately supported. Procedures within school for protecting pupils and monitoring their behaviour are effective. Pupils use their English targets well to help them improve but are not so aware of their mathematics targets.

Staff and governors appreciate the clear sense of direction and shared responsibility for success introduced by the headteacher. Good information on the pupils' progress is now used effectively to judge the impact of provision and set appropriate priorities for further improvement. Senior staff are beginning to play a role in this process but are not yet fully effective in implementing improvements. Governors are also beginning to take a more active part in setting the improvement agenda. The strong team spirit, improvements already made and clear plan of action to remedy remaining weaknesses, demonstrates a satisfactory capacity for sustained improvement.

## What does the school need to do to improve further?

- Raise standards in mathematics by:
  - increasing the level of challenge in lessons throughout the school
  - making better use of targets to accelerate progress

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- providing more opportunities for pupils to use and explore mathematics across the curriculum.
  - Accelerate pupils' progress throughout the school by
  - increasing the proportion of lessons that are good or better
  - extending opportunities for pupils to learn independently and collaboratively
  - using lesson reviews more effectively to identify challenging next steps in learning.
  - Strengthen and extend the role of senior leaders in initiating and driving specific school improvements.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

The quality of learning observed in lessons during the inspection was satisfactory overall. It was good in English, where the whole-school focus on reading and writing was seen to good effect. Pupils work with enjoyment and generally with concentration. In mathematics, pupils' gaps in their knowledge and skills mean that teachers have to go back over past work during lessons, and this slows the learning. In most lessons, pupils' learning is closely directed by teachers towards specified outcomes. This limits the opportunities for pupils to extend their own learning. Pupils with special educational needs and/or disabilities do better in English lessons than in mathematics because of a sharper focus on English targets. The achievement of all pupils, including those of different abilities and different backgrounds, is satisfactory. Standards are improving at both key stages.

Behaviour in the playground is generally good, though a small minority of pupils say they do not feel safe because of boisterous behaviour by some pupils. No poor behaviour was seen during the inspection, though incidents were noted in the behaviour log. The pupils enjoy exercise and know what foods to eat to keep them healthy. Relationships are very good within and across all ages and ethnic groups and boys and girls get on well together. Pupils take on increasingly responsible roles in the school and local community, such as preparing and leading assemblies, helping decide what playground equipment to purchase and improving local recycling and litter clearance arrangements. The school does what it can to promote good attendance, but the figures are depressed by some families taking extended holidays in term-time.

*These are the grades for pupils' outcomes*

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

### How effective is the provision?

Teachers plan their lessons thoroughly and bring enthusiasm to their delivery. Introductions to lessons often include a range of activities that engage the pupils successfully, such as paired discussions. When these sessions are brief and well-focused, they enliven lessons and stimulate good progress, but some are too lengthy. Activities are based on careful tracking of the pupils' progress and lower attaining pupils have good support to complete the set tasks. However, pupils are not challenged consistently enough to extend their thinking, especially in mathematics, for example by exploring patterns in numbers or shapes and finding general rules. Teachers usually review how well tasks have been completed at the end of lessons, but this time is not used well to consider what the next steps might be, or to challenge pupils of all abilities to develop their skills further. Teaching assistants make a good contribution in lessons by supporting pupils with special educational needs and/or disabilities and those who speak English as an additional language.

The curriculum offers good enrichment opportunities for pupils in sport, music and Spanish. Cross-curricular links are beginning to be established, especially the development of writing in different subjects. Not enough has been done, however, to ensure that pupils develop and use mathematical insights and skills across the curriculum, for example by exploring mathematics in art or music. The recent curricular innovation - the 'Mantle of the Expert' - is beginning to provide good opportunities for pupils to solve problems collaboratively

Provision for pupils with hearing impairments in the enhanced resource centre is good. Pupils receive good regular specialist support on-site to meet their individual needs and

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are fully included in lessons and other activities. Procedures within school for protecting pupils and monitoring their behaviour are effective in practice, although there are a few shortcomings in documentation. Those pupils from Asian backgrounds who speak English as an additional language have good home language support from staff and other adults and children. The accident book lists incidents of poor behaviour in the playground but does not record what actions are taken. The school recognises that procedures are not tight enough in this area.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher has done much to improve the ethos of the school since her appointment shortly after the last inspection, particularly in establishing a vibrant team spirit and sense of shared responsibility for pupils' progress. She also took decisive and effective action to identify and remedy the weaknesses in teaching that were leading to underachievement in some year groups. Staff and governors now share an enthusiastic commitment to school improvement and have a realistic view of the school's strengths and weaknesses. Most members of the management team are relatively inexperienced in their roles, however, so are not yet fully effective. They are confident that they can succeed and are already making a positive contribution to the monitoring and evaluation of teaching.

The governors fulfil all their statutory duties, including the current requirements for safeguarding. Arrangements for the safe recruitment of staff are particularly thorough. Together with senior leaders they ensure that all groups of pupils have access to the curriculum without fear of discrimination. Governors give good support to the headteacher and are beginning to use the information they now have on the school's performance to help them develop their role as a critical friend. In some areas of the school's work, the governors are aware that policies do not fully reflect practice because the systems for reviewing and collating policies are not yet robust enough. The school is developing its role in the local community, for example by developing links with leaders of non-Christian religious groups in the area. The implementation of community cohesion at a wider level is in the early stages of development. Parents are very supportive of the school and are increasingly involved in discussions on school improvement.

*These are the grades for leadership and management*

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<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children settle quickly into the nursery routines to become confident learners, and they make satisfactory progress across the six areas of learning. A particular strength in the provision is the free-flow movement between nursery and reception so that the children have a wide range of activities to choose from. The staff observe and interact with them in some of the activities and also provide good input to group and class sessions. Some activities lack focus, however, and opportunities are missed to develop some areas of learning, such as mathematical development. The outside area is used well on occasions but is not as regularly available as it could be. The extension of child-initiated play into Year 1 is improving the children's confidence and progress, by giving them time to continue learning according to their developmental needs until they are ready to start the National Curriculum. The leadership and management of the setting are satisfactory. The staff work effectively as a team to plan provision and review the children's progress. Some staff are relatively inexperienced in this phase, but they are learning quickly how to best provide for effective child-initiated learning.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account: Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3



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## **Views of parents and carers**

Parents are overwhelmingly supportive of the school. A few parents thought that the school does not deal effectively with poor behaviour. The inspection team found that there is sometimes rough behaviour on the playground and that it is not always clear what has been done about it. However, behaviour is good in lessons and overall. The headteacher has agreed to make sure that better records are kept of how such incidents are dealt with.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hargate Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 100 completed questionnaires by the end of the on-site inspection. In total, there are 245 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	54	56	39	41	2	2	0	0
The school keeps my child safe	53	55	43	45	0	0	0	0
The school informs me about my child's progress	42	44	52	54	2	2	0	0
My child is making enough progress at this school	39	41	54	56	3	3	0	0
The teaching is good at this school	38	40	54	56	3	3	0	0
The school helps me to support my child's learning	34	35	59	61	2	2	0	0
The school helps my child to have a healthy lifestyle	41	43	53	55	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	33	34	59	61	0	0	0	0
The school meets my child's particular needs	36	38	56	58	3	3	0	0
The school deals effectively with unacceptable behaviour	37	39	44	46	5	5	1	1
The school takes account of my suggestions and concerns	34	35	59	61	0	0	0	0
The school is led and managed effectively	40	42	48	50	0	0	0	0
Overall, I am happy with my child's experience at this school	46	48	48	50	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



30 November 2009

Dear Pupils

Inspection of Hargate Primary School, West Bromwich, B71 1PG

Thank you for making my colleagues and I so welcome in your school. We enjoyed our visit, especially seeing you all working and playing so well together. Yours is an improving school that is giving you a satisfactory education at the moment. Here are some of the good things we found:

- you all get on very well with each other and behave well in lessons
- you do your best to keep healthy and safe
- you are good at taking on responsibilities around the school
- you know what you need to do to improve in reading and writing
- you use your reading and writing skills to help you in other subjects
- your parents and carers like what the school does for you
- you enjoy sport and music activities.

We have asked your school to do a few things to make your school even better, and you can help. These are to:

- make sure you do as well in mathematics as in English
- do more mathematics in your project work
- make sure you know what your mathematics targets are
- make you work harder in lessons so that you all do as well as you can
- give you more opportunities to work together on interesting investigations
- get more teachers to think of things that could make the school better.

Yours sincerely

Peter Kerr

Lead inspector

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