

# Hagley Primary School

## Inspection report

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<b>Unique Reference Number</b>	116678
<b>Local Authority</b>	Worcestershire
<b>Inspection number</b>	338865
<b>Inspection dates</b>	11–12 November 2009
<b>Reporting inspector</b>	Bob Drew

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	547
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mark Abrams
<b>Headteacher</b>	Kevin Bailey
<b>Date of previous school inspection</b>	5 May 2007
<b>School address</b>	Park Road Hagley Stourbridge
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## Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 24 lessons and held meetings with governors, staff and pupils. They observed the school's work, scrutinised key policies, the school's self-evaluation document and improvement plans and analysed the parental questionnaires.

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

- recent changes in standards and achievement and whether current progress is good or satisfactory
- the balance between good and outstanding teaching in the school
- whether provision for pupils' personal development is exemplary.

## Information about the school

Hagley Primary School is very much bigger than average. It serves Hagley village and its surrounding area. The great majority of pupils are white British, although small numbers come from a range of ethnic minority backgrounds. Very few pupils speak English as an additional language and none is at an early stage of learning the language. The proportions of pupils with special educational needs and/or disabilities and those eligible for free school meals is well below average. The school holds International School status and the Green Flag 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?**

**2**

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

**2**

## Main findings

This is a good school. Some aspects of its work are outstanding, such as the international links it has developed and the behaviour of pupils. It cares for pupils exceptionally well, which is one of the reasons for its extremely good support from parents. Standards and progress are above average, but with scope for improvement. The school is aware of this, showing openness and honesty in its accurate self-evaluation and effectiveness in correcting weaknesses and building on strengths. The strong leadership and management of the headteacher, together with the effective governing body, results in good capacity for further improvement. However, middle leaders do not yet have sufficient time to build up an accurate picture of standards in their subjects.

Attainment at the end of Key Stage 2 is above average in English, mathematics and science. Standards have dropped from being exceptionally high in the past, in Key Stage 2, but the most recent results show some recovery, especially in English and mathematics. Current standards in the quality of work of Year 6 pupils and the consistently good progress that they are making in lessons indicate that this improvement is sustainable. Pupils achieve well through the school. They progress well in the Early Years Foundation Stage and in Key Stage 1 and sustain satisfactory progress in Key Stage 2. Pupils with special educational needs and/or disabilities make good progress and the performance of other groups does not differ consistently from the school's norm.

The school is highly successful in promoting pupils' personal development. Its approach to care, guidance and support is so well organised and consistently implemented that the impact on pupils is excellent. Staff are first-rate role models. They also ensure that pupils are extremely safe. Behaviour is outstanding and pupils have an excellent awareness of spiritual, moral, social and cultural values. They have impressive commitment to healthy living and are extremely good at contributing to school life and that of the wider community. They enjoy school immensely and this is demonstrated in pupils' well above average attendance.

Teaching is good and occasionally outstanding. Lessons are always carefully planned and have good relationships. The very best lessons keep pupils involved in practical activities for long periods and rarely let the pace drop. They are fully challenging for all abilities and give pupils considerable scope to speak or show what they have achieved. Teaching assistants are integral to proceedings at every point. Where lessons are good, but not outstanding, there is too much direction or instruction from staff, some passivity by teaching assistants and limited variety of challenge for the range of ability in the class. Pupils are keen to improve and understand some of the skills and knowledge they

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need to acquire, but are unclear about the overall level of their performance.

The many strengths in the curriculum include Mandarin and French and extra-curricular sport and music. Numerous visits enhance provision very well. The outstanding links with schools in Gambia and China influence many areas of day-to-day learning as well as providing the focus for special events and pupils' excellent cultural development. Information and communication technology (ICT) has a growing but less well developed role.

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

- Establish at least good achievement in all key stages by:
  - ensuring that many more lessons have outstanding teaching, showing the lively pace, extended practical involvement of pupils and good challenge seen in the best practice
  - giving older pupils more awareness of their current standards and more responsibility for helping themselves move up to the next level
  - providing subjects and phase leaders with regular opportunities to monitor and support colleagues rigorously, acquiring an agreed picture of the standards and teaching quality in their areas and efficient ways of sharing successful strategies.

## Outcomes for individuals and groups of pupils

**2**

Good progress in lessons is typical, reflecting the prevailing quality of teaching. Pupils very much enjoy school and lessons because learning is a positive experience and relationships very constructive. Current Year 6 lessons demonstrate above average standards in English, mathematics and science. The quality of work is higher than in previous years and confirms that areas of relative underperformance in previous tests - such as investigations in science and aspects of writing - have been correctly identified and are being addressed to positive effect. Standards have not yet resumed the exceptionally high levels of some years ago, but glimpses of this are seen in those lessons that are judged outstanding. There are currently too few of these to ensure rapid improvement across all areas of attainment.

Achievement overall is good. Pupils are exceeding expectations by a wider margin when they leave Year 6 than when they entered Reception classes. The achievement between tests in Years 2 and 6 has been satisfactory in recent years and the school is rightly seeking to increase added-value here. The various pupil groups show no consistent patterns of performance, so that the progress of those with special educational needs and disabilities matches that of their peers.

Most outcomes relating to pupils' personal development are excellent. The school has been consistently good at helping pupils feel safe, valued and highly responsible members of society. For example, although they are lively, they are unfailingly polite. Pupils are extremely good at pursuing healthy lifestyles. They make an excellent

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contribution to school life and that of the wider community, for example, in the school council and the playground buddy system, the choir and musicians performing for regional audiences. Major projects where pupils and parents have raised the funds to build and support a school contribute to pupils' good preparation for secondary school and to their outstanding spiritual, moral, social and cultural development.

*These are the grades for pupils' outcomes*

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

### How effective is the provision?

Teaching helps pupils make good progress and contributes significantly to their personal development. This stems in large part from the good relationships that teachers establish. They are highly successful at demonstrating how to respect and listen to each other. Expectations for learning and behaviour are always clear. In the minority of outstanding lessons seen and to some extent in good ones, the quality of questioning by staff is excellent. Tasks challenge all ability groups. The variety of activities and the swift transition from one to another are admirable and keep pupils consistently involved and keen to do well. There are opportunities in these lessons for pupils to contribute at some length. There are many lessons which begin to come close to this quality but lack one of

<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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the key features, such as the consistently good pace, the sustained challenge to all abilities or the extended, active tasks.

Curricular strengths include the significant time given to modern languages. In-depth links with other parts of the world provide resources and teaching strategies which motivate pupils well. Having a native Mandarin speaker deliver lessons gives even greater reality to the process. There is some high-quality ICT provision, but its extent has been limited so far because of a shortage of resource.

The school's care, guidance and support are excellent. Systems for promoting good attendance, behaviour and security are implemented with impressive consistency, matched only by a deep personal commitment from all staff. Parents and pupils cannot speak too highly of the well-organised and devoted attention the school gives. The impact is evident in the high quality of pupils' responses to the questionnaires. It is also obvious when pupils talk to inspectors that the school is a great source of enjoyment, security and pride.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The school's staff, parents and governing body are committed and ambitious for the school. This reflects well on the sustained good leadership of the headteacher. He has built up a good structure of senior leaders and middle managers so that team work is strong and ambition embedded. He has successfully communicated his hopes for the school and has driven improvement effectively. Senior staff are monitoring whole-school teaching well and setting general expectations for improvement. There has been less impact from subject and phase leaders because their opportunity to observe colleagues has been limited. The involvement of governors includes a prominent role in leading projects with parents and the wider community, such as in the move to gain the Green Flag Award. One reason why parental support is now extremely high is the success of the headteacher and governors in keeping parents well informed and listening to their views. Parents find the school extremely approachable. The partnership is highly productive so that parents are strongly engaged with their children's learning and the school's work.

The safeguarding policy is thorough and secure. The school has a good track record of receiving and supporting pupils with fairness and upholding equality of opportunity. It has pre-empted any significant instances of discrimination by operating effective policies

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which are fully respected across the school. It has been promoting the global dimension to community cohesion for many years and offers exemplary provision for pupils, their parents and many other schools and institutions. Pupils' understanding of other religious, ethnic and social groups in the local area and the United Kingdom is good.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</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>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children enter the Early Years Foundation classes with skills and abilities that are a little above those typically found. They progress well and at the end of the Reception year their attainment in all areas is above the levels expected for their age. Progress in personal, social and emotional development is particularly good. Children enjoy their learning and are well motivated. They make good relationships with others and with adults. Their behaviour is excellent.

Staff have created a learning environment that is welcoming, stimulating and supportive. They have a good knowledge of the Early Years Foundation Stage curriculum and of each individual child. Observations are made to ensure that staff build on children's prior learning. While children move between indoor and outdoor facilities, their scope for independent choice of activities is limited. Outdoor provision is also hindered by a shortage of space, that the school has plans to remedy.

Leadership is good. Teamwork is strong and there is frequent discussion between teachers and teaching assistants about the children's needs. There is less opportunity for staff to observe each other teaching and share best practice. Links with parents are very good. The staff are welcoming and provide high-quality information to parents,



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such as the 'Learning Journey' booklet.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Parents are extremely supportive of the school. The high proportion that returned the questionnaire is very significant. Parents give well over 90 per cent approval on all 13 questions. They are particularly pleased with the enjoyment their children find in school, the quality of teaching and the progress their children make. A tiny minority feels that more could be done to prepare pupils for the next stage of education, but inspectors judge that the school does this well.

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

Ofsted invited all the registered parents and carers of pupils registered at Hagley 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 162 completed questionnaires by the end of the on-site inspection. In total, there are 547 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	123	76	37	23	1	1	1	1
The school keeps my child safe	100	62	55	34	4	2	0	0
The school informs me about my child's progress	73	45	81	50	3	2	0	0
My child is making enough progress at this school	83	51	75	46	1	1	0	0
The teaching is good at this school	104	64	54	33	1	1	0	0
The school helps me to support my child's learning	90	56	64	40	2	1	0	0
The school helps my child to have a healthy lifestyle	107	66	53	33	0	0	1	1
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)	99	61	54	33	5	3	0	0
The school meets my child's particular needs	83	51	73	45	4	2	0	0
The school deals effectively with unacceptable behaviour	81	50	65	40	8	5	1	1
The school takes account of my suggestions and concerns	69	43	76	47	6	4	2	1
The school is led and managed effectively	104	64	50	31	2	1	2	1
Overall, I am happy with my child's experience at this school	107	66	51	31	3	2	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.**



19 November 2009

Dear Pupils

Inspection of Hagley Primary School, Hagley, DYN ONS

Thank you for the warm welcome you gave us when we visited you recently. We enjoyed our visit because there were so many positive things about the school. It offers you a good education overall. Some aspects are excellent. We were especially pleased with:

- your outstanding behaviour, mature attitudes and respect for people from different places and backgrounds
- the good leadership given by the headteacher and his staff
- the large number of lessons with good teaching and learning
- the above-average standards you are reaching and your good progress
- the fact that you feel so safe in school, your commitment to living healthily and to serving the school and the community
- the excellent care and support the school gives you
- the school's excellent links with parents.

If the school is to improve even further it needs to:

- make sure that progress is at least good through all of the key stages. At present, it is satisfactory at Key Stage 2. It should do this by helping teachers provide more lessons with a really lively pace, exciting activities and challenging work at whatever level that you are working.
- provide subject leaders and teachers in charge of year groups with more time to watch each other teach and agree on the good ideas they could share
- help the older pupils among you have a clearer picture of the levels you are at and what you can do to move to the next one up.

Best wishes for the rest of your time at Hagley Primary School.

Yours sincerely

Bob Drew

Lead Inspector

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