

# Hanbury's Farm Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	124165
<b>Local Authority</b>	Staffordshire
<b>Inspection number</b>	340505
<b>Inspection dates</b>	7–8 July 2010
<b>Reporting inspector</b>	Derek Aitken

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>	170
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Edward Workman
<b>Headteacher</b>	Peter Hollis
<b>Date of previous school inspection</b>	30 November 2006
<b>School address</b>	Derwent, off Field Farm Road Belgrave Tamworth
<b>Telephone number</b>	01827 475100
<b>Fax number</b>	01827 475106
<b>Email address</b>	office@hanburysfarm.staffs.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. Eight teachers were observed, teaching 15 lessons. Meetings were held with governors, staff and groups of pupils, and informal discussions were held with parents and carers on the playground. The inspectors observed the school's work and looked at documents, including policies and procedures relating to the safeguarding of pupils, self-evaluation records and assessment data. The inspectors analysed 70 questionnaires from parents and carers, 80 from pupils and four from staff.

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

- pupils' attainment and progress in writing
- the progress of pupils whose circumstances may make them vulnerable
- how well assessment is used to accelerate pupils' progress
- the effectiveness of the actions taken by leaders to raise standards
- the effectiveness of provision in the Early Years Foundation Stage in promoting children's literacy and numeracy skills.

## Information about the school

Hanbury's Farm is smaller than most primary schools. The proportion of pupils with special educational needs and/or disabilities is average but this varies from year to year. Most of these pupils have moderate learning difficulties. The vast majority of pupils are of White British heritage. The percentage of pupils known to be eligible for free school meals is well above average. Early Years Foundation Stage children are taught in two part-week Nursery classes and one Reception class. The majority of children join Nursery from Hanbury's Farm Pre-school, an on-site setting for children up to three years of age. The Pre-school is privately managed and subject to a separate inspection. In September 2008, the school joined a local authority Improving Schools Programme (ISP) to raise standards. The school operates a breakfast club for 25 pupils.

**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

Hanbury's Farm has made good improvement since its last inspection. The Improving Schools Programme (ISP) has been very effective in raising the staff's expectations for pupils' performance and in sharpening the rigour of the school's systems for monitoring and evaluating its work. Senior leaders have worked with determination and skill to embed secure systems to raise standards, improve the quality of teaching and learning, and to develop provision. These strengths, combined with enthusiastic teamwork, provide the school with a good platform for further improvement.

Good teaching and an imaginative and well organised curriculum in Reception ensure that children get off to a good start in the Early Years Foundation Stage. Standards in literacy and numeracy have risen in the last two years. As a result, children's skills are now broadly in line with national expectations by the time they join Year 1, although some weaknesses remain in boys' writing. Standards in Key Stage 2 have improved substantially in the last three years and are now average in all year groups, apart from the present Year 6 where they are, by way of exception, above average. While pupils make good progress, especially in reading and mathematics, progress is a little slower in writing. This is because pupils do not have enough good opportunities to reinforce and extend their competence in writing in other subjects.

The curriculum supports pupils' moral development well. Pupils quickly learn to take responsibility for their actions and relate well to each other and the staff. Physical activities feature prominently in school life and contribute well to pupils' enjoyment of school. However, the school's plans for promoting community cohesion beyond the local area are still at the developmental stage and this is reflected in some limitations in pupils' cultural horizons. Most teaching is good but, as a result of some inconsistencies, it varies between satisfactory and outstanding. The school's firm commitment to pupils whose circumstances may make them vulnerable, such as pupils with special educational needs and/or disabilities is reflected in the good progress these pupils make. The school has recently improved its systems for promoting attendance, but this has not had time to impact on the above average rate of unauthorised absence and some pupils are lax about getting to school on time.

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

- Raise standards overall and accelerate pupils' progress in writing by:
- ensuring a brisk pace to all teaching so that all pupils are fully challenged to extend their learning
  - ensuring that teachers work through the right amount of examples of new

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concepts before pupils apply them in their independent work

- providing regular opportunities in other subjects for pupils to reinforce and extend their writing skills.
- Accelerate the implementation of the school's plans to make stronger links with schools of a different cultural or ethnic profile locally and nationally in order to enhance pupils' cultural awareness.
- Improve punctuality and raise attendance so that the local authority's target of 95% is consistently met by July 2011 by doing more to persuade pupils of the need to arrive promptly for the start of the school day and to dissuade parents and carers from taking their children on holiday in term-time.

**Outcomes for individuals and groups of pupils****2**

Lesson observations and work in pupils' books confirm a picture of good progress over time. Minor variations in the progress of different groups, including pupils who have free school meals, reduce as pupils move through the school, acquire greater maturity and reap the benefit of outstanding teaching in Years 5 and 6. Standards in most year groups are average, which represents good achievement from pupils' starting points which, until recently, have been below average. For example, pupils in Years 4 and 5 have a good understanding of mathematical language and carry out calculations accurately. However, some pupils have difficulty in selecting reliably the correct operation when solving problems. Standards in the small, able, Year 6 group are above average. These pupils sequence written accounts skilfully using well chosen time connectives. Pupils with special educational needs and/or disabilities also make good progress in acquiring basic skills, but this is more consistent in numeracy than in literacy.

Pupils' positive attitudes and enthusiastic, hard-working approach are key factors in their enjoyment of learning. This was demonstrated at the end of a Key Stage 1 lesson in letters and sounds where pupils independently chose to re-read a story while the teacher was giving some extra help to two pupils. Pupils' behaviour is good and, on occasion, it is exemplary. Pupils say they feel safe and they have a secure knowledge of what action to take in hazardous situations. They have a good understanding of healthy lifestyles, take lots of exercise and most make healthy food choices. Pupils' good relationships contribute well to their happiness and well-being at school. Their knowledge of other cultures is less well developed and, while pupils enjoy carrying out routine tasks to help the staff, there are few planned opportunities to enable them to contribute more widely to school life. Attendance has recently been affected by an outbreak of illness locally. It is low, due in part to families taking 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>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
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>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>3</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>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

**How effective is the provision?**

Teaching has several strengths. Teachers manage pupils exceptionally well and this ensures that pupils concentrate well, listen carefully and stay focused on their learning throughout lessons. Lessons are carefully planned to enable pupils to progressively build up their knowledge and understanding. Teaching assistants are pro-active and support pupils very well. On a few occasions, the pace of lessons is too slow and pupils are not challenged enough to extend their thinking. Sometimes, teachers do not work through with pupils enough examples of new concepts before expecting pupils to apply them in their independent work. Outstanding teaching is characterised by high expectations, excellent planning and imaginative activities which ensure pupils are fully engaged and highly productive in lessons. Oral feedback, marking and the use made of pupils' personal targets are generally good, with some exemplary practice in Years 5 and 6. The curriculum is adequately matched to pupils' needs. In accordance with ISP principles, its tight focus on improving pupils' basic skills through the careful use of assessment for planning lessons in literacy and numeracy has proved successful in raising pupils' standards. Opportunities, however, to practise and extend these skills, especially in Years 1 to 3, are not fully developed, and this is most noticeable in the quality of pupils' writing. The progress of different groups of pupils is carefully tracked. On a few occasions, individual or small-group sessions for pupils who need extra help with literacy are not well enough resourced or structured to enable these pupils to make as good progress as they do in numeracy or in other lessons.

The strong climate of mutual respect ensures that pupils are very confident in approaching adults about any matter that is troubling them. Procedures for ensuring and

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promoting pupils' welfare are well organised and their good quality is underpinned by the headteacher's detailed knowledge of, and concern for, the well-being of each pupil in his charge. Year 6 pupils say that they have been carefully prepared for their imminent move to secondary school, while others who have joined Hanbury's Farm in Key Stage 2 are certain that their parents and carers made the right choice for them. Good use is made of external agencies to help pupils who need extra support feel entirely at home in school. The breakfast club, which is growing in popularity, provides pupils with a satisfactory range of activities at the start of the day.

*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>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The leadership team has tackled the weaknesses identified in the last inspection report in a forthright manner and have worked closely with local authority consultants to implement the ISP consistently and thoroughly. Good assessment and monitoring procedures have been implemented. These have enabled staff to acquire a clearer view of pupils' levels and potential and set pupils realistic but challenging targets. Systems for checking on pupils' progress are now embedded, all year groups are meeting or exceeding their annual targets and standards are rising. The governing body supports the school well in fulfilling its safeguarding duties and ensuring statutory requirements are fulfilled, but it has not been sufficiently involved in school self-evaluation or in monitoring attendance. Good arrangements for safeguarding pupils include policies which are closely linked to the curriculum and secure procedures for vetting staff and training them in child protection. The school's promotes equal opportunities well, as reflected in pupils' rising standards and good achievement. Community cohesion is promoted satisfactorily, as the school's intentions for developing wider national and global links are still in the planning stage.

*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>3</b>

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<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>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>2</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>2</b>

### Early Years Foundation Stage

Children make good gains in their learning from entering Nursery with skills which are below the levels expected for their age. A strength in both Nursery and Reception is the strong focus on children's care, nurture and welfare. This, combined with good links with parents and carers, enables children to settle quickly and form good relationships with each other and the staff. Children's progress accelerates in Reception, where provision is stronger and assessment systems are more securely embedded. Reception children respond well to the many stimulating, 'hands-on' activities offered, and they learn at a fast pace. Girls, in particular, respond well to opportunities to take their learning further in numeracy and literacy and are prepared to concentrate independently or work in pairs to improve their command of number and spelling skills, which eases the transition for them to Year 1. The staff have increased resources to promote boys' writing and this has had some success in narrowing the gap with girls in this skill. Children's progress is closely tracked in Reception, both to inform lesson planning and future improvements to provision. The Early Years Foundation Stage is led and managed well. Much has been achieved over the last few years, both in developing provision indoors and outdoors, and in raising children's standards.

*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 and carers' responses to the school questionnaire reflect a high level of satisfaction with the school's work. Inspectors agree with parents' positive views.



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

Ofsted invited all the registered parents and carers of pupils registered at Hanbury's Farm Community 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 70 completed questionnaires by the end of the on-site inspection. In total, there are 170 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	53	32	46	1	1	0	0
The school keeps my child safe	44	63	25	36	1	1	0	0
The school informs me about my child's progress	36	51	28	40	5	7	0	0
My child is making enough progress at this school	35	50	28	40	5	7	0	0
The teaching is good at this school	42	60	26	37	2	3	0	0
The school helps me to support my child's learning	34	49	32	46	3	4	1	1
The school helps my child to have a healthy lifestyle	33	47	35	50	2	3	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)	36	51	31	44	1	1	0	0
The school meets my child's particular needs	36	51	29	41	4	6	0	0
The school deals effectively with unacceptable behaviour	32	46	32	46	5	7	1	1
The school takes account of my suggestions and concerns	28	40	37	53	4	6	1	1
The school is led and managed effectively	40	57	28	40	1	1	0	0
Overall, I am happy with my child's experience at this school	39	56	28	40	2	3	1	1

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.**



9 July 2010

Dear Pupils

Inspection of Hanbury's Farm Community Primary School, Tamworth, B77 2LD

I would like to thank you for your help when we inspected your school and to share with you what we found out.

Yours is a good school and there are many things we can praise. These include:

- the youngest children get off to a good start, especially in Reception
- you respect the staff and they look after you well. You behave well and the pupils in Years 5 and 6 especially have grown-up attitudes to their learning. You enjoy school and try hard in lessons which helps you to make good progress
- much of the teaching is good
- the headteacher and deputy headteacher lead the staff well. Together they have raised the quality of the school in the last few years and your standards are now in line with pupils at other primary schools.

To make the school even better I have asked the school to:

- make sure all teaching is good or better
- give you more opportunities to develop your writing
- give you more chances to get to know about the lives of people of different faiths and backgrounds
- work hard with you and your parents and carers to cut down on the number of pupils who are absent too often and make sure you all get to school on time.

You can help by keeping up your good attitudes. Those of you who are away from school quite a lot can help by attending more often.

Yours sincerely

Derek Aitken

Lead inspector

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