

# Hurley Primary School

## Inspection report

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<b>Unique Reference Number</b>	125515
<b>Local Authority</b>	Warwickshire
<b>Inspection number</b>	340784
<b>Inspection dates</b>	22–23 April 2010
<b>Reporting inspector</b>	John Carnaghan

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>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	146
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Karen Orman
<b>Headteacher</b>	Glyn Morgans
<b>Date of previous school inspection</b>	22 January 2007
<b>School address</b>	Heanley Lane Hurley Warwickshire
<b>Telephone number</b>	01827 872207
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## Introduction

This inspection was carried out by two additional inspectors. They observed eight lessons and saw six teachers. They held meetings with governors, staff and pupils. They observed the school's work and looked at policies, records, assessments and plans and saw 39 parental questionnaires.

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

- whether teaching had improved sufficiently to raise pupils' progress from satisfactory to good,
- whether the school's view that the Early Years Foundation Stage was improving was correct.

## Information about the school

Hurley Primary School is smaller than average and almost all pupils are White British and speak English as their first language. The school has a slightly above average proportion of pupils with special educational needs and/or disabilities, the majority of whom have moderate learning difficulties.

**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

Hurley Primary School provides a good education. It has improved since the previous inspection because the headteacher and senior leaders have taken effective action to develop the school, especially its teaching. As a result, teaching is good, although there are occasional inconsistencies. Pupils are enthused by the very exciting curriculum and interesting, tightly focused lessons, so they learn well and make good progress. Standards are average but rising. Very strong support for pupils at all levels of development ensures strong equality of opportunity. Given children's lower-than-expected starting points in the Early Years Foundation Stage, good teaching means that the achievement of all groups is good.

Pupils have most positive views of the school. They enjoy lessons, think highly of their teachers and are happy in the cheerful, 'can do' atmosphere. They know that they are well cared for and have virtually no criticisms. Parents and carers also hold favourable opinions of the school. One comment, typical of many, was 'Hurley Primary is a wonderful little village school where my daughter is thriving. The after school activities are excellent and of a wide variety. Fabulous school - very happy parents and children!'

A key contributor to pupils' learning is their good behaviour and great enthusiasm for all aspects of school life. Lessons are hardly ever disrupted by inappropriate behaviour. On the contrary; they are usually greatly enhanced by pupils' keenness to contribute through answering questions, engaging in discussions and working independently.

Good leadership and teamwork are evident in the school's ambitions to improve. Governors are able, well informed and provide valuable assistance. Excellent partnerships with a host of organisations enable this small school to 'punch above its weight' in what it provides.

The school has a good capacity for sustained improvement. It has taken concerted actions to address weaknesses, particularly in teaching and this has boosted progress and achievement. These actions are based on good self-evaluation gained through rigorous monitoring and a clear analysis of assessment data. Concerns raised in the previous inspection, such as pupils' progress in mathematics, have been fully eliminated.

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

- Maintain a strong focus on learning, explaining to pupils the skills they need in lessons and discussing their next steps in learning, so raising standards.
- Rigorously tackle areas of less effective teaching, in particular a lack of opportunities for independent learning, so that a higher proportion of lessons are

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good or outstanding.

## Outcomes for individuals and groups of pupils

2

Pupils' standards are rising because the school leadership has become increasingly effective in promoting good learning. Much better teaching practices, for example in providing analytical and encouraging marking of pupils' work, are paying off. There are clear indications that standards in the current Year 6 in all subjects are higher than at this stage in previous years. Previous variations in performance between subjects have been eliminated.

Pupils' enthusiastic participation in lessons and the precisely targeted support they are given contribute to good learning and progress across the school. Pupils, who face barriers to learning, such as those who have moderate learning difficulties, are identified early and receive effective, personalised assistance so enabling them to make similarly good progress. Given their historically low starting points, the achievement of all groups of pupils is good.

Most pupils love school life and are full of praise for their teachers. They play their part in the school and local community, the older ones keen to take responsibility and help out their younger peers. The school council provides a good forum and many pupils' ideas have come to fruition after they were raised in this group.

Pupils know that diet and exercise are vital to healthy growth. They mainly eat healthily, appreciating the new healthy tenor of school meals and the choice provided by the menus. The wide range of sports and exercise available is justifiably very popular. The school has placed due weight on helping pupils to stay safe so that they are well aware of and can avoid potential perils of the wider world, such as the internet and busy roads.

Pupils' preparation for the future is good. From an early age they develop skills of independence and teamwork and their progress in important skills of literacy, numeracy and computing is good. Attendance is average. Most pupils attend well but a few difficult-to-reach families are unwilling to insist on high attendance. Spiritual, moral, social and cultural development is good. Pupils know right from wrong, and the excellent elements of the school curriculum that emphasise the varied ethnicities in the country ensure that pupils develop a thorough understanding of the United Kingdom as a multicultural society.

*These are the grades for pupils' outcomes*

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<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>2</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>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

The curriculum is well adapted to pupils' needs and preferences and provides them with varied, exciting opportunities. It makes a significant contribution to their enthusiasm and progress. Special events enrich pupils' experiences. For example, international days enabled all pupils to visit twelve 'countries' where, as 'cultural detectives' they experienced the arts and cuisine of each nation. The Hurley Film Festival was planned, prepared, budgeted and catered for by older pupils and enabled them to show their own cinematic creations to an invited audience. Numerous trips, some fully funded by the parent-teacher association, are highly appreciated by pupils. The school is in the process of providing small laptop computers to pupils in junior classes and they will soon be able to take them home to continue their studies. A great range of before- and after-school clubs is deservedly popular and is enhanced by visiting experts who lend their expertise, such as the wildly over-subscribed 'mad' science club with its numerous jolly experiments.

Good learning is a result of engaging teaching and pupils' whole-hearted participation. Teachers manage lessons well; pupils are treated with courtesy and respect and mainly respond in kind. The strong pace and high expectations set by most teachers are matched by pupils, who say they enjoy their lessons. Teachers plan carefully to focus on what pupils need to learn, usually setting very clear objectives for each session. The marking of work is supportive and gives helpful advice, enabling pupils of all ages to be quite clear about what is good about their work and what needs improving. Target setting is also valuable in indicating to pupils the next steps in learning. Established staff consistently deliver good or better lessons. The school supports temporary staff strongly

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and have good strategies to address less effective practice, such as where pace is too slow.

The school capitalises on the benefits of its small size by knowing individual pupils very well and using this information to support each one's learning and development.

Numerous opportunities for small group and individual support target those pupils who may otherwise face difficulties, boosting their self-esteem and enabling them to achieve well. The school has a well-deserved reputation for even-handedness in dealing with pupils whatever their backgrounds, so providing a consistency of care that is so valued by pupils and parents alike.

*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>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher and staff work in close partnership, sharing a commitment to pupils' welfare and development. Working with governors they have vigorously tackled areas of weakness, utilising skills in monitoring and analysing data that have improved provision, especially teaching and the curriculum, and have started to boost standards and progress considerably. Good planning for the future ensures resources are focused where they can be most beneficial and that the school gives good value for money. Senior staff work consistently to eliminate weaknesses in teaching and, given that this process can be slow, have had a positive impact. There have been improvements in academic support for pupils resulting from more intelligent marking and target setting. The school's strong focus on inclusion ensures there is no discrimination and all pupils enjoy equality of opportunity.

The governing body understands the school well because governors regularly monitor activities, including visiting classrooms. They clearly grasp the strengths of the school and where it could be better, working confidently with the school's leadership, supporting and challenging in equal measure. Governors' understanding of safeguarding is good, informed by regular reviews of policies, procedures and the school environment. The school adopts recommended good practices in safeguarding pupils and all policies and procedures are up-to-date. Staff are well trained, fully understand safety issues and the school has well-developed systems for minimising risks to pupils.

The school is aware that its size could limit its provision. Extensive partnerships do much to address this. The school works very closely with the local Nursery and secondary schools to ease transition. It benefits from expertise from the local secondary school's

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specialisms in mathematics and science. This has led to some interesting initiatives, such as the science ambassadors' project. Links with the local cluster of schools enables Hurley to benefit from shared personnel, like the extended schools coordinator. Other groups, like nurses and police, make major contributions; for example, the police run a project week for Year 6 pupils that encompasses many subjects.

Close liaison with parents and carers is evident in the good relationships at the start and end of the day. The headteacher sets the tone by being a friendly presence on these occasions. For its size, the parent-teacher association raises large sums that are put to good use, such as enabling all pupils to visit the theatre. The use of modern technology, like the school portal, helps keep parents and carers well informed about their children and the school.

The school knows its own context intimately and works hard to promote community cohesion through local partnerships, such as liaison with the local council. Links with other schools in the Midlands afford pupils experiences of multicultural communities, and correspondence with pupils in schools in distant parts, such as Siberia, open their eyes to the wider world.

*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>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</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>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

**Early Years Foundation Stage**

The good leadership of the Early Years Foundation Stage demonstrates a clear understanding of the learning and development needs of young children. This means provision is improving and children benefit from a carefully planned and organised curriculum that provides an interesting range of experiences. Plans indicate a



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well-judged balance between adult-led and child-initiated learning and a good mix of opportunities to work and play indoors and out. Pleasant, well-resourced accommodation makes the Reception area a good place to be.

From their arrival in the Reception class, children's progress and accomplishments are carefully observed and recorded. Effective links with the on-site private Nursery ensure an easy transition for all and the earliest possible identification of those with special educational needs and/or disabilities. Ongoing assessments inform the way sessions are planned and help to identify both high-attaining children and those who may need additional assistance. They also provide evidence that learning has improved. Children start with skills below expectation and progress well; current children are on course to enter Year 1 with standards that are close to average. Good support for all means that achievement is consistently good for each child.

Teaching is lively and engaging. Children are respected as individuals and encouraged to shine. They are managed with subtlety and tact, and staff quickly establish high expectations of work and behaviour, standards that the children are keen to match. Good teamwork between adults in the Early Years Foundation Stage ensures a consistent approach and happy experiences for all children.

*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 are very happy with the school and very few raise any concerns. All who responded to the questionnaire were happy with the way the school keeps pupils safe and promotes a healthy lifestyle. The inspection found no evidence to support the very few worries raised over pupils' progress and behaviour, the support for learning and the taking account of concerns.

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

Ofsted invited all the registered parents and carers of pupils registered at Hurley 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 39 completed questionnaires by the end of the on-site inspection. In total, there are 146 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	72	10	26	1	3	0	0
The school keeps my child safe	24	62	15	38	0	0	0	0
The school informs me about my child's progress	22	56	15	38	1	3	1	3
My child is making enough progress at this school	22	56	15	38	2	5	0	0
The teaching is good at this school	24	62	13	33	1	3	0	0
The school helps me to support my child's learning	24	62	13	33	2	5	0	0
The school helps my child to have a healthy lifestyle	23	59	16	41	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)	15	38	20	51	1	3	0	0
The school meets my child's particular needs	21	54	15	38	1	3	1	3
The school deals effectively with unacceptable behaviour	15	38	21	54	2	5	0	0
The school takes account of my suggestions and concerns	19	49	18	46	2	5	0	0
The school is led and managed effectively	23	59	15	38	1	3	0	0
Overall, I am happy with my child's experience at this school	26	67	11	28	1	3	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

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.**



26 April 2010

Dear Pupils

Inspection of Hurley Primary School, Hurley, CV9 2HY

Thank you for the nice welcome you gave to the inspectors. It was good to meet such polite and well-behaved pupils; you are a credit to your school!

Hurley provides a good education. You are taught well and you told us how much you enjoy lessons. This means that you learn and progress well, so that by the time you leave Year 6 your standards are average and improving. These improvements are happening because, encouraged by your headteacher and school leaders, teaching is getting better. The very good marking done by teachers helps you understand what parts of your work need to be improved.

The excellent range of topics and subjects you study (known as the curriculum) makes learning great fun. If you have any difficulty learning you get very good extra help and we know you are well cared for because you told us.

Like most schools, some things could be better. We have asked the school to focus on:

- making sure your teachers explain to you what skills you might need in lessons and discuss your next steps in learning so that you reach higher standards
- making sure your teachers do not talk too long at the start of lessons so that you can get on with your independent work quickly and learn more

Thank you again for all your help, it was very good meeting you

Yours sincerely

John Carnaghan

Lead inspector

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