

Harvills Hawthorn Primary School

Inspection report

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| Unique Reference Number | 131591 |
| Local Authority | Sandwell |
| Inspection number | 341170 |
| Inspection dates | 15–16 June 2010 |
| Reporting inspector | Rodney Braithwaite |

This inspection of the school was carried out under section 5 of the Education Act 2005.

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|--|--|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 332 |
| Appropriate authority | The governing body |
| Chair | Mike Jones |
| Headteacher | Harold McNeil |
| Date of previous school inspection | 29 November 2006 |
| School address | Wolseley Road Hill Top West Bromwich |
| Telephone number | 0121 557 1034 |
| Fax number | 0121 520 1120 |
| Email address | head.mcneil@harvillshawthorn.sandwell.sch.uk |

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 17 lessons and observed 12 different teachers. They observed the school's work, and looked at documentation relating to the school's self-evaluation, the attainment and assessment of pupils' progress, school policies, minutes of governor's meetings and the provision for safeguarding. They also looked at samples of pupils' work, and the school improvement plan. They analysed 71 parent and carer questionnaires and other written responses from pupils and staff.

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

- the consistency of attainment and achievement of pupils in mathematics
- the success of strategies for improving the Early Years Foundation Stage
- the effectiveness of the school's measures to improve boys' writing, and the challenges given in learning to more able pupils
- the monitoring of school improvement by the governors, and the challenge they make to school leaders.

Information about the school

Harvills Hawthorn is larger than most primary schools. The school has a Nursery and provides wrap around care both before and after school. The majority of pupils are of White British background. There are a small number of minority ethnic groups, the largest being of Indian origin. A very small number of pupils are in the early stages of learning English. The proportion of pupils with special educational needs and/or disabilities is higher than average, the largest group having moderate learning difficulties. The school has a community room where parents and carers can meet socially and work alongside their children. The school has a number of awards including the Quality Mark for Inclusion, and the Quality Mark for Extended Services (QES). The school now provides a breakfast club and after-school club.

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?

1

The school's capacity for sustained improvement

1

Main findings

This is an outstanding school. It has many strengths, the greatest being the leadership and management of the headteacher and deputy headteacher which has enabled the school to make astounding progress in the last three years. Improvement, some of which has been exceptional, has taken place in virtually every aspect of the school's daily life. This includes particularly, the attainment and personal development of pupils, their progress and achievement, provision for gifted and talented pupils, teaching and the curriculum. Other successful improvements have been in the effectiveness of the Early Years Foundation Stage, many aspects of leadership including the excellent promotion of equal opportunities, and the remarkable involvement of pupils in the community and their understanding of community cohesion. The school evaluates itself in great detail and with considerable accuracy. As a result, leadership continuously demonstrates its outstanding capacity to drive sustained improvement. The school also has outstanding engagement with parents and carers who support it wholeheartedly, and greatly appreciate the school's many initiatives to involve them in their children's learning, as one commented, 'I love the Inspire workshops to see what your child is learning at school'. The school cares for its pupils exceptionally well, ensures that they are safe, and provides for the pupils from the most vulnerable circumstances in a huge number of ways. This in turn helps pupils to behave in an exemplary fashion and have excellent and very mature attitudes to their learning, as one said, 'If you don't try then you don't achieve'. Partnerships in the local community and with other schools are extensive and the school takes the lead in many of its learning community initiatives. The strengths of the school's excellent provision and outcomes for community cohesion are the integrity, rigour and passion of its continuous evaluation of its impact on pupils' personal development and the determination to build on existing strengths, such as outstanding spiritual, moral, social and cultural development.

Children make good progress in learning and social development in the Nursery and Reception classes, in spite of many barriers to learning when they begin. The school has considerably improved this provision, but recognises that even more can be done to improve children's progress and to further develop child-initiated learning and independence, as much learning is directed by teachers. Excellent progress continues throughout the school, so that by the time pupils leave they are reaching at least average levels in English and mathematics, and above average levels in information and communication technology (ICT). There is considerable evidence that many more pupils are reaching above average levels throughout the school in a range of subjects such as art and history. This is because of the sheer vibrancy and stimulation of the wide and challenging curriculum. All groups of pupils achieve well, including those with special

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educational needs and/or disabilities and gifted and talented pupils. No stone is left unturned in the school's provision for the needs of every child. There are excellent assessment procedures, which are used exceptionally well by teachers in their planning. Teaching is remarkably consistent throughout the school, and is good and sometimes outstanding in every class.

What does the school need to do to improve further?

- Further strengthen the recent improvement in provision for the Early Years Foundation Stage by:
 - giving the moderation of pupil profiles a clearer focus
 - encouraging a better balance of teacher directed and child-initiated activities.

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

Pupils' high quality attitudes to learning and outstanding progress are strongly influenced by outstanding teaching. Pupils are continually encouraged to participate in verbal, individual and group activities which they do with great enthusiasm, enjoyment and respect. This was seen in a Year 3/4 class when pupils were encouraged by teacher role play, acting as 'little angels', to use improvisation to develop play scripts. Pupils talk excitedly about their 'memorable' learning experiences, such as a castle project, their links with a learning computer network and poetry and art workshops, as one pupil described, 'I liked learning about that painter because he was inspirational'.

Pupils agree unanimously with their parents that they are safe in school. They know that they have adults to turn to if they have a problem, and also report that with only an isolated exception all other pupils act safely and sensibly. This is reflected in their excellent behaviour and high levels of social cooperation which promotes good achievement. The school has a calming ethos, although many exciting activities are continually taking place. Pupils enjoy numerous opportunities for sport, which encourages their healthy lifestyles. The school works closely with them and their parents and carers in order to encourage good health, and this is woven powerfully into the curriculum. Their contribution to both the school community and locally is excellent, and they are frequently involved in enrichment activities with other schools through the many learning partnerships the school has. Pupils believe strongly in the school motto, 'I believe I can fly'. Attendance is average, and better than similar schools, and has improved since the last inspection.

Attainment is continually improving throughout the school. Children enter the school with very low skills and leave with average and in some cases above average attainment. Many successful initiatives have resulted in much improvement in boys' writing and for most pupils in mathematics after a dip in 2009. Attainment is now securely average by the end of Year 6, which indicates excellent progress as this cohort entered the school with low skills. In other year groups, pupils are attaining better than average. This is because the school is very effectively targeting the attainment of more

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able pupils, especially the identified gifted and talented pupils. Pupils with special educational needs and/or disabilities are making similarly excellent progress as all other groups and achieving well. Pupils are improving their basic skills rapidly, developing their independence, taking initiative and responsibility in enterprise activities, and are well prepared for their future lives.

These are the grades for pupils' outcomes

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

How effective is the provision?

The quality of teaching is outstanding. This is because there is complete consistency of approach throughout the school. Planning is excellent and uses detailed and accurate assessment data to ensure that the different needs of every pupil are being met. This applies to all groups but is particularly effective in challenging more able and gifted and talented pupils. Tremendous efforts are made to find suitable challenge across a range of talents, and a number of pupils talk with pleasure about how teachers, especially the deputy headteacher, and external specialist teachers are supporting them in their development of high level writing, numeracy, music and gymnastic skills. Teachers' targeted use of questioning ensures pupils are well challenged to develop their speaking

¹ 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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and thinking skills. This was observed in Year 6, when pupils worked out probabilities and variables in analysing the most successful methods of scoring goals in football. Similarly pupils in Year 2 wrote alliterative poems with great enjoyment and enthusiasm. A common strength of teaching is the use of stimulating technology to help learning. A new marking policy is followed consistently by all teachers who ensure that pupils receive excellent guidance on how they can improve. Most pupils also know their learning targets, which are set and checked regularly, very well.

The high quality curriculum leads to the very positive outcomes in pupils' learning throughout the whole school. This is reflected, for example, in a blaze of colourful displays covering many subjects, especially the breadth of cultures throughout the world. The school uses its strong partnerships to expand and enrich the curriculum. The curriculum is personalised for the needs of all pupils, such as the pupil nurture group. This very successfully gives small numbers of pupils excellent learning activities suited to their particular needs. There are many extra-curricular activities and clubs which are well supported and numerous trips such as the Year 6 camping expedition to the Forest of Dean. The coherence and relevance of the curriculum is a major factor in the outstanding outcomes in spiritual, moral, social and cultural education of pupils.

There is a strong ethos of care and consideration for all pupils and excellent relationships everywhere in the school. Teaching assistants make effective and well planned interventions for the benefit of pupils with special educational needs and/or disabilities and pupils from the most vulnerable circumstances needing personal support, ensuring they make good progress. Links with a range of outside services and agencies are very effective. The school also provides 'wrap around' support both before and after school and parents and carers value this additional provision by the school to support them.

These are the grades for the quality of provision

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

How effective are leadership and management?

The leadership and management of the school, notably through the complementary skills of the headteacher and deputy headteacher, are remarkably successful in promoting high ambition and significant improvement. They are assisted by a very competent senior management team and a mutually supportive and equally ambitious staff. There is very high morale in the school and a tremendous attention to detail, which ensures that all pupils succeed. The monitoring of teaching and learning is highly

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effective and clearly linked to professional development. Teachers and assistants welcome the frequent opportunities provided by leaders for opportunities to develop their skills. A significant contribution is made by the inclusion manager who ensures that equality of opportunity is very well promoted by incorporating a high quantity and quality of activities which promote cultural diversity into the curriculum, and that there is no discrimination between the several different ethnic groups in the school. School leaders promote community cohesion extremely well through a wide range of links with schools and communities in this country and abroad. In addition the school offers pupils chances to learn about different places of worship, to develop citizenship, to show appreciation of different values and cultures, and develop their understanding of controversial world issues through the excellent curriculum. Governors are fully involved in this and share the school's high aspirations. The contribution of the governing body, through its contacts with school and challenges to leaders, is good and has improved since the last inspection. They ensure that there is good provision for safeguarding and health and safety issues, being especially vigilant in monitoring and evaluating its policies and practices.

Parents' engagement with the school is highly effective. A number take the opportunity to work alongside their children with great reward. Some have successfully completed a GCSE course in mathematics, provided by the school.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 1 |
| Taking into account: The leadership and management of teaching and learning | 1 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 2 |
| The effectiveness of the school's engagement with parents and carers | 1 |
| The effectiveness of partnerships in promoting learning and well-being | 1 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 1 |
| The effectiveness of safeguarding procedures | 2 |
| The effectiveness with which the school promotes community cohesion | 1 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Early Years Foundation Stage

Most children enter the Nursery with skills well below those expected for their age,

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especially in language and personal skills. They make good progress in all areas throughout the Early Years Foundation Stage, especially in their personal and social development because provision for learning has improved, teaching is good and children's care and welfare are promoted well. As a result a majority of children are now very nearly reaching the levels expected for their age by the time they go into Year 1. This also results in excellent behaviour and good attitudes to learning. Children have a good knowledge of being healthy and keeping safe and are always respectful to each other. Teaching assistants play an effective part in ensuring that children make good progress through their support and guidance when for example learning about butterflies, or role playing 'Goldilocks and the three bears'.

Teachers have excellent relationships with the children and are developing good systems of assessment. However, the moderation of children's profiles lacks sufficient focus at present. The school also recognises the need to further develop the skills of key staff in balancing the dual needs of adult-directed learning and child-initiated learning. Sometimes teaching can be rather formal and dominated by adults. The leadership and management of the Early Years Foundation Stage are good. Staff work very closely with parents and carers and relationships between them are excellent, and the school works hard to encourage parents and carers to help their children's learning. There are also good partnerships with many other outside learning providers. Safeguarding and child protection procedures are fully in place. There is smooth transition into Year 1 where children confidently begin their next stage of education.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 2 |
| 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

Responses received from over a quarter of parents and carers indicate that almost all are supportive of the school. They are unanimous in agreeing that their children are safe in school, that the school meets the needs of their children and that leadership and management are effective. They also feel that they are well informed about their children's progress and that the school takes note of their suggestions. The number of parents and carers disagreeing with any of the statements is exceptionally low. A typical comment from a parent is, 'The school encourages children to do really well, and this makes them feel they can achieve their goals'. Inspectors agreed with parents and carers positive views and found no evidence to support any concerns.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Harvills Hawthorn 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 71 completed questionnaires by the end of the on-site inspection. In total, there are 256 pupils registered at the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 50 | 70 | 18 | 25 | 3 | 4 | 0 | 0 |
| The school keeps my child safe | 43 | 61 | 28 | 39 | 0 | 0 | 0 | 0 |
| The school informs me about my child's progress | 33 | 46 | 38 | 54 | 0 | 0 | 0 | 0 |
| My child is making enough progress at this school | 38 | 54 | 31 | 44 | 2 | 3 | 0 | 0 |
| The teaching is good at this school | 40 | 56 | 29 | 41 | 1 | 1 | 0 | 0 |
| The school helps me to support my child's learning | 35 | 49 | 35 | 49 | 1 | 1 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 36 | 51 | 33 | 46 | 1 | 1 | 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) | 24 | 34 | 45 | 63 | 0 | 0 | 0 | 0 |
| The school meets my child's particular needs | 34 | 48 | 34 | 48 | 0 | 0 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 32 | 45 | 34 | 48 | 3 | 4 | 0 | 0 |
| The school takes account of my suggestions and concerns | 28 | 39 | 41 | 58 | 0 | 0 | 0 | 0 |
| The school is led and managed effectively | 32 | 45 | 37 | 52 | 0 | 0 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 38 | 54 | 33 | 46 | 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

| 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). 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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support. |
| 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.



17 June 2010

Dear Pupils

Inspection of Harvills Hawthorn Primary School, West Bromwich, B70 0NG

Thank you for making our visit so enjoyable when inspectors visited your school recently. We are delighted to tell you that your school gives you an outstanding education. You deserve much credit because you are helping to make it such a special place. It was marvellous to know what a great time you have at school. I really enjoyed talking with you about Mary, Queen of Scots [and her executioner]! We were also very impressed when we saw the video of some of you with your parents talking about how you worked together to pass your mathematics exams.

We think you behave excellently, and that you are making outstanding progress in your work. You have a very exciting curriculum, where there is always something interesting for everyone. The staff care for you very well and we were very pleased to hear that you all feel safe and that you know how to keep healthy. We especially liked how well you learn about all the other people in the world, and how they live, and how you help your own school and local community. You have teachers and teaching assistants who do an excellent job in helping you to do as well as you can. You are very good at knowing what you have to do to improve. We think the leaders in the school also do a very good job and, like everyone else, want only the best for you. Your school has improved many things and with your help we think that it will continue to do so.

We are suggesting to them that there are one or two things which might help in the Nursery and Reception classes. You children are doing very well, but we think your teachers could let you decide a little more what you would like to do. We also have asked them if they can be a bit clearer on how you are learning and if you can have even more family groups. We are sure that this will happen very quickly.

We are sure that you will all go from strength to strength in such a good school. Keep enjoying your learning.

Your sincerely

Rod Braithwaite

Lead inspector

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