

# Hawbush Primary School

## Inspection report

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<b>Unique Reference Number</b>	103820
<b>Local Authority</b>	Dudley
<b>Inspection number</b>	376972
<b>Inspection dates</b>	15–16 November 2011
<b>Reporting inspector</b>	Marian Harker HMI

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>	223
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Janet Parkes
<b>Headteacher</b>	Alison Pell
<b>Date of previous school inspection</b>	3 November 2010
<b>School address</b>	Hawbush Road Brierley Hill DY5 3NH
<b>Telephone number</b>	01384 816930
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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	15–16 November 2011
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. They observed 10 lessons taught by eight teachers, and held meetings with parents and carers, groups of pupils, staff and representatives from the governing body. Inspectors observed the school's work, and looked at documentation relating to self-evaluation, the tracking of pupils' progress, the school improvement plan and the safeguarding of pupils. They looked at pupils' work and analysed responses to 26 questionnaires from parents and carers, in addition to those completed by pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Inspectors examined the effectiveness of the school's actions in addressing weaknesses in writing across the school and in improving girls' achievement in mathematics.
- They looked at the effectiveness of teaching and assessment, including marking, in securing improved rates of progress for all pupils.
- The team assessed how well leaders and managers at all levels have tackled weaknesses from the previous inspection.

## Information about the school

Hawbush is a smaller- than -average- sized primary school. The proportion of pupils known to be eligible for free school meals is very high. Most pupils are from White British families. The proportions of pupils identified as having special educational needs and/or disabilities, or with a statement of special educational need, are much higher than average. The majority of those identified have moderate learning difficulties; speech, language and communication needs; behaviour, emotional and social difficulties or are on the autistic spectrum. Provision for children in the Early Years Foundation Stage is made in the Nursery and Reception classes. The school has achieved a number of awards including Healthy Schools Status, the Financial Management Standard in schools, Sportsmark and the Basic Skills Quality Mark 2. The school moved into a new building at the beginning of November 2011.

At its last inspection in November 2010, the school was given a notice to improve because it was performing less well than could be reasonably expected. Significant improvements were required in relation to the quality of teaching, pupils' attainment in mathematics and the achievement of girls and more able pupils. One of Her Majesty's Inspectors monitored the school's progress in June 2011. The school was judged to be making satisfactory progress in addressing the issues for improvement and in raising the pupils' achievement.

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

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

## Inspection judgements

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

**3**

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

**2**

## Main findings

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. Hawbush primary is a satisfactory and rapidly improving school and some aspects of its work are good. The school is at the heart of the local community and it is welcoming and friendly. Parents and carers are positive about the school and say such things as, 'I would definitely recommend this school to my friends as the staff always go the extra mile to help the children and their families.' The strong care, guidance and support for pupils are underpinned by positive relationships and secure procedures for monitoring pupils' personal development. Behaviour is good and pupils have a good understanding of how to keep themselves safe, particularly during the recent building work. The curriculum is carefully planned to meet the needs and aspirations of the pupils. However, there are not enough planned opportunities for pupils to extend their writing skills in different subjects and this has contributed to lower attainment in writing.

Outcomes for children in the Early Years Foundation Stage have improved and they are now good. Children settle quickly into school life and make good progress as they move through the Nursery and Reception classes. Most pupils and groups represented in Key Stages 1 and 2 make satisfactory progress in reading, writing and mathematics. However, rates of progress in writing are uneven in places owing to previous inconsistencies in teaching. The school has acted well on the key issues from the previous inspection report and, as a result, the proportion of pupils making better than expected progress is increasing at a good rate, particularly in mathematics. Pupils across the school are responding well to better quality teaching. Standards of attainment across the school and at the end of Key Stage 2 are broadly average and rising.

The quality of teaching has improved and it is satisfactory. Approximately half of the lessons observed during the inspection were good. However, the good quality teaching has not yet had time to fully impact on pupils' progress. In the best lessons, teachers used every opportunity to let the pupils know how well they were doing and tasks were closely matched to pupils' abilities, particularly those who are more able. This good practice is not yet a consistent feature of teaching across the school. Assessment procedures have improved and teachers are beginning to make effective use of information about how well pupils are progressing to plan their next steps in learning. Marking is regular and encouraging, but does not routinely provide pupils with developmental comments on how they could improve their work.

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The headteacher and her senior team provide passionate and dedicated leadership, which has enabled the whole school community to move forward. Subject leaders are making a positive contribution to whole school improvement. The governing body is supportive and meets all of its statutory requirements. Procedures for monitoring and evaluating the school's work are robust and self-evaluation is accurate. Leaders and managers at all levels have worked very successfully to tackle the issues from the last inspection. Key and significant improvements in teaching and assessment, pupils' achievement, rising attainment, and in the quality of provision and outcomes in the Early Years Foundation Stage, all contribute to a good capacity to improve further.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Raise attainment and accelerate progress so that it is consistently good or better, particularly in writing by:
  - increasing the proportion of lessons that are good or better
  - providing greater challenge in lessons for those pupils who are more able
  - providing pupils with consistently good quality developmental marking and feedback on their work
  - providing more planned opportunities for pupils to develop their writing skills across the curriculum.

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

The overwhelming majority of pupils report that they enjoy coming to school. Pupils get on well together and take pride in telling visitors about their new school building. One pupil typically commented, 'We have to look after our new school for many years.' Pupils have regular opportunities to contribute to the school community such as being elected to the school council, as playground friends or first aid helpers. Pupils have a good understanding of how to keep themselves healthy but this is not always reflected in their choice of break time snacks. Pupils have a strong sense of respect and tolerance for each others' needs and assemblies provide opportunities for self-reflection. Pupils have opportunities to meet people from different backgrounds through regular visitors to the school.

Most children enter the school with skills that are well below those expected for their age, and are least developed in a number of key areas such as early reading, writing and mathematics. In Key Stages 1 and 2, progress in writing is generally slower than in reading or mathematics. Pupils do not always find it easy to write at length or unaided. Girls generally make slightly better progress in reading and writing than boys. The school has focused well on improving outcomes for girls since the previous

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inspection and as a result, girls now achieve as well as boys in mathematics. Pupils with special educational needs and/or disabilities or those with a statement of special educational need make satisfactory progress and some make good progress. This is because the school has secure systems and procedures in place to check on pupils' progress and intervene quickly when required. The school has been successful in using a wide range of strategies to support those pupils who are at risk of falling behind. As a result, some pupils have made accelerated progress in reading over a short period of time.

In lessons, pupils get on well together and collaborate happily in pairs and groups. For example, in an art lesson, pupils made good progress because they were very clear about what they were going to learn. The level of challenge was appropriate and teachers modelled their expectations effectively.

*These are the grades for pupils' outcomes*

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

**How effective is the provision?**

Lessons are clearly planned using up-to-date assessment information. In the best examples, activities accurately meet the needs of different groups of pupils. In some lessons, the activities for the more-able pupils do not provide sufficient challenge to extend their learning and, as a result, progress is limited. Teachers use a range of strategies to engage and motivate pupils such as practical activities, use of the woodland and outside areas and video clips. There are numerous visitors to the school to enhance learning, such as war veterans talking to the children about their experiences during the Second World War. Support staff are caring and attentive and

<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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make a positive contribution to pupils’ learning. Teachers use a range of assessment strategies such as questioning and partner work. In some lessons, teachers spend too long talking, limiting the time pupils are given to complete tasks. Pupils’ work is regularly marked with positive comments and an indication if they have met the learning objective for the lesson. However, pupils are not routinely provided with information about how they can improve their work. In the best examples of assessment of learning, pupils were given a short task to complete in their books, to consolidate their learning or to challenge their thinking. This good practice is not yet fully embedded across the school.

The curriculum has a satisfactory balance and breadth across subjects. Pupils are given regular opportunities to learn about different cultures through the curriculum. For example, pupils in upper Key Stage 2 were enjoying learning about the life of Anne Frank. The curriculum provides satisfactory opportunities for pupils to practise their writing skills, particularly in literacy lessons. However, opportunities are missed to fully develop and enhance writing skills in other subjects. The range of after-school clubs, visits to places of interest and visitors to the school is good. Residential visits for older pupils are appreciated by families and support the development of pupils’ independence.

Pupils are well looked after. This is endorsed by the positive response in the very large majority of parents and carers questionnaires and in responses from pupils. Case studies provided by the school show successful outcomes for pupils and their families as a result of timely intervention and liaison with outside agencies. The learning mentor makes a positive contribution to improving pupils’ confidence and developing their personal skills. Attendance is robustly monitored and is improving.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

Parents and carers who spoke to inspectors and those who completed the questionnaire report that they hold the headteacher in high regard. One typically commented, ‘The headteacher manages the school well and I trust her intentions for the children and the school. Well done.’ Parents, carers and pupils report that they particularly appreciate the positive changes that have taken place since the school was previously inspected. The leadership of the headteacher is good. Senior leaders, the governing body and staff share the same commitment and ambition to improve the quality of education for the pupils who attend Hawbush primary. Regular

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meetings are held with teachers to discuss how well pupils are progressing. As a result, teachers are held more accountable for how well pupils progress. Subject leaders undertake a range of monitoring and evaluation activities and support staff in bringing about improvements in teaching, assessment and pupils’ achievement. Good partnership working with local community projects, the local high school and a wide range of outside agencies makes a positive contribution to rapidly improving outcomes for pupils.

The governing body is well organised and supportive. Members know the school and its community well and use their expertise to benefit the pupils. Members of the governing body and senior leaders ensure that all safeguarding requirements are met. The school has collated helpful information on different groups of pupils and it is effective in ensuring equal opportunities for those with specific needs and in preventing discrimination. Community cohesion is promoted satisfactorily. The school understands the needs of the local community well and provides regular opportunities for pupils to meet people from different backgrounds. Links with other communities within the United Kingdom and globally are at an early stage of development.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

A calm, nurturing environment is evident in the Early Years Foundation Stage and well-known routines underpin the positive relationships. Behaviour is good and children feel safe and secure, showing trust in those around them. As a result, they make good progress in their learning and in their personal development. Teaching is good and in some lessons observed during the inspection was outstanding. Good use is made of the outdoor areas. The children particularly enjoyed exploring the

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woodland area and practising their letter formation on the playground floor. Learning journey logs are well kept and provide helpful information for parents and carers. Leaders and managers have created a warm, homely learning environment. All adults work well together. The Early Years Foundation Stage leader provides strong leadership and has galvanised the enthusiasm of the staff to improve the provision and outcomes for children since the last inspection. Resources are thoughtfully placed to give children easy access and encourage them to sort objects when they are tidying up. Parents and carers are very supportive and typically comment, 'I cannot thank the staff enough for caring for my child, nothing is too much trouble.'

*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

The response rate from parents and carers to the Ofsted questionnaire was much smaller than the national average for primary schools. Those who responded expressed positive views about the school. Parents and carers expressed above average levels of satisfaction in most areas. Parents and carers were particularly positive about how the school kept their children safe, how well the school met individual needs and their overall satisfaction with the school. Very few comments were made by parents and carers on the questionnaires. A few parents commented that they had concerns about behaviour. The inspection team found behaviour to be good in lessons, around the school and at lunch times and break times.

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

Ofsted invited all the registered parents and carers of pupils registered at Hawbush 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 26 completed questionnaires by the end of the on-site inspection. In total, there are 223 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	15	58	10	38	1	4	0	0
The school keeps my child safe	17	65	9	35	0	0	0	0
The school informs me about my child’s progress	13	50	12	46	1	4	0	0
My child is making enough progress at this school	9	35	16	62	1	4	0	0
The teaching is good at this school	12	46	14	54	0	0	0	0
The school helps me to support my child’s learning	10	38	16	62	0	0	0	0
The school helps my child to have a healthy lifestyle	12	46	11	42	2	8	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)	13	50	10	38	0	0	0	0
The school meets my child’s particular needs	13	50	13	50	0	0	0	0
The school deals effectively with unacceptable behaviour	11	42	9	35	3	12	0	0
The school takes account of my suggestions and concerns	9	35	13	50	2	8	0	0
The school is led and managed effectively	12	46	13	50	0	0	0	0
Overall, I am happy with my child’s experience at this school	11	42	15	58	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 all 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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 pupils' 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.**



17 November 2011

Dear Pupils

**Inspection of Hawbush Primary School, Brierley Hill, DY5 3NH**

Thank you for making us so welcome and for talking to us about your school, particularly your lovely new building and classrooms. We would also like to thank those pupils who completed our questionnaire and those of you who spoke to us from the school council or who were representing your class. You told us that you enjoy coming to school and you think that your headteacher and staff do a good job.

Your school has improved since the previous inspection and provides you with a satisfactory education. Here are some of the things we found. You are well behaved and you look after each other in lessons and on the playground. You have a good understanding of how to stay safe and are well cared for in school. The children in the Early Years Foundation Stage make good progress and we have asked your headteacher, the staff and governing body to make sure that you all make good progress, particularly in writing. We have also asked them to make sure that you all know what you need to do to improve your work. You can all help by continuing to work hard in lessons and by attending school every day.

Thank you once again for being so kind and helpful during our visit. We wish you every success in the future.

Yours sincerely

Marian Harker  
Her Majesty's Inspector

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