

# Hanbury CE First School

## Inspection report

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Unique Reference Number	116816
Local Authority	Worcestershire
Inspection number	338898
Inspection dates	23 Sept 2009
Reporting inspector	Kathleen McArthur

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

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Type of school	First
School category	Voluntary controlled
Age range of pupils	4-9
Gender of pupils	Mixed
Number of pupils on the school roll	105
Appropriate authority	The governing body
Chair	Pinki Jain
Headteacher	Mr A Payne
Date of previous school inspection	May 2007
School address	School Lane Hanbury Bromsgrove B60 4BS
Telephone number	01527 821298
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited seven lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at the school development plan, pupils' books, safeguarding documents, assessment data and policies. The inspectors also considered comments and responses in the parent, staff and pupil questionnaires.

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

- How teaching challenges different pupil groups, particularly the gifted and talented, boys, girls and those with special educational needs and disabilities
- Pupil involvement in the assessment of their learning
- Provision for community cohesion
- How well leaders at all levels contribute to school self evaluation.

## Information about the school

This small school stands in a rural location some distance from Hanbury village. About a third of the pupils come from the village, others travel in from a wide area. The great majority are of White British backgrounds, and the very small number from other ethnic backgrounds all speak English as their first language. Few pupils are entitled to free school meals. The proportion of pupils with special educational needs and/or disabilities is low. The Early Years Foundation Stage comprises of a Reception class.

Several teaching staff have been appointed since the last inspection, including the headteacher who has been in post for two years.

The school holds an Activemark award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate  
Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

## Main findings

This is a good school that equips pupils with a love of learning, happy memories and firm foundations for their future education and life beyond. Behaviour and attendance are excellent and pupils are very well supported by first-rate links between the school and their parents and carers. The school is firmly at the centre of the village community and has strong links with the church, craft centre and Hanbury Hall. Parents and carers value the school's warm family ethos where their children feel very safe and secure, and make good progress in their learning and personal development.

The Early Years Foundation Stage gives children a good start, enhanced by outdoor activities, especially when they learn in a local woodland area known as the 'Forest School'. Pupils achieve well throughout the school and attain above average standards by the time they leave. Good teaching and rigorous monitoring ensure that no-one falls behind. Boys and girls progress equally well but school assessment data indicate some differences; boys do not reach similar standards to girls in writing, and girls do not match the boys in mathematics.

Good teaching and well planned lessons challenge all groups of pupils. Pupils are confident learners, know they are expected to work hard and say lessons are interesting. They know what they will learn in each lesson but are not always aware of their next steps in learning, for example what they are aiming for in mathematics or writing. Well managed provision, and skilled support from the teaching assistants, enables pupils with special educational needs and/or disabilities to progress well and participate fully in all activities. Local links and partnerships provide extra learning activities for able, gifted and talented pupils, for example, a music day at Hanbury Hall.

The school cares well for all pupils. They say bullying is not a problem and are certain that staff will sort out any problems. Pupils understand how to be healthy and willingly contribute to the school and local community. They participate eagerly in all opportunities presented by the good curriculum and exciting range of extra activities and clubs; sports activities are recognised in an Activemark award. Links and visits beyond the immediate locality, for example to a city synagogue, give pupils a good awareness of other ways of life within our society. However, this does not extend to the range of lifestyles and cultures in the wider world.

Senior leaders, staff and governors are strongly united in their commitment to a shared vision for school improvement. Leaders at all levels evaluate the school's

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performance accurately and inspection findings match their judgements of the school's effectiveness. Improvements since the last inspection include staff involvement in leadership, more accurate assessment and wider professional development. Value for money is good. Consequently, there is good capacity for sustained improvement.

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

- Improve the performance of boys in writing and girls in mathematics by
  - making pupils more aware of their learning targets
  - providing a wider range of writing materials and activities.
- Extend community cohesion activities to increase pupils' knowledge and understanding of different ways of life in the wider world.

## Outcomes for individuals and groups of pupils

2

Pupils achieve well. Enthusiastic attitudes in lessons show their enjoyment of learning and all pupil groups progress well. They get on well with each other, say lessons are fun and their teachers are helpful. Warm, supportive relationships and good use of praise make pupils feel very safe and secure, so they try harder and do their best. Pupils sometimes self-assess their own progress, for example showing 'thumbs up' when they understand, but they are less sure what targets they are aiming for.

Until 2008, national data showed that standards at the end of Year 2 were above average in reading, writing and mathematics. There was a dip in 2008, when standards although still above average, were closer to national averages in writing and mathematics. School data show similar outcomes for pupils in 2009. Data and work in pupils' books show current Year 2 pupils are making good progress. Pupils continue to progress well in Years 3 and 4, and attain above what is expected nationally for their age at the end of Year 4.

Throughout the school, girls attain higher standards than boys in writing and boys attain higher in mathematics. The school has identified where to target additional support for girls in mathematics, and how to extend the range and type of writing activities and materials to really engage the boys, but these measures have not yet made a full impact. Reading skills are strong throughout the school and support learning effectively in all subjects.

Behaviour is excellent; pupils respond well to the staff and move round the building and playground with great regard to their own and others' safety. They know how to care for their own health and personal safety. Pupils understand how to keep themselves safe due to good curriculum coverage of all personal safety issues. Pupils have good social skills, are helpful and polite to visitors, hold doors open and say

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'please' and 'thank you' without prompting. Respect for different cultures and life-styles is promoted through studies of major faiths and visits, but pupils are less aware of global issues.

Attendance is well above average, and combined with good personal and academic skills, contributes most effectively to skills and habits necessary for pupils' future education and working life. Spiritual development is good. For example, pupils reflected thoughtfully on the beauty of the world around them when members of the Hanbury Open Book group enacted the creation story during assembly. This created a reflective atmosphere that very effectively enhanced pupil's feelings of belonging to their community. They show a very keen moral sense of right and wrong and great concern for the needs of others and the environment. School councillors and the Eco-Council are proud of their contributions.

*These are the grades for pupils' outcomes*

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
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 <sup>1</sup>	1
The extent of pupils' spiritual, moral, social and cultural development	2

### How effective is the provision?

Good teaching is found across the school, and examples of particularly high quality were observed. Teachers' secure subject knowledge provides challenge and their skilled use of praise motivates all pupil groups so behaviour and attitudes are generally excellent. Most lessons provide a variety of activities, using all resources including new technology, and teaching assistants provide valuable learning support. Rigorous assessment systems enable staff to track pupils' progress and plan work to meet the needs of all. Marking is thorough and, in some classes, shows pupils how to improve their work.

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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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Information and communication technology (ICT) is becoming increasingly effective as a tool for learning across the curriculum. Specialist French teaching, visits and activities in partnership with local schools, including arts and sports, really enrich the curriculum. Pupils really enjoyed the 'Victorian day' when they dressed in costume to celebrate the school's 150th birthday, and are eager participants in the varied range of clubs.

Good quality care in the welcoming, secure ethos results in happy, caring and very well behaved pupils who appreciate their school. Well targeted and skilled support for pupils with special educational needs and/or disabilities enables them to make good, and sometimes better, progress. Pupils' well-being is further enhanced by well-established links with external agencies. Good transition arrangements with the middle schools ensure that pupils move confidently to the next stage of their education.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The leadership team shares a sense of purpose for ambitious school improvement. The headteacher has extended the responsibilities of senior and middle managers to include monitoring standards, identifying areas for improvement and contributing to school development planning. Good governance brings expertise and local knowledge, and governors are increasingly confident to challenge and hold the school to account. The school enjoys extremely positive relations with parents and carers and regularly canvasses their views. Frequent newsletters, the school website, text messaging and information evenings keep them fully up to date with their children's progress and provides information about how they can support learning at home. Parent representatives are elected from each class, in addition to parent governors. Local partnership activities support pupils' good achievement and widen their social experiences very effectively. Pupils benefit from the school's extensive community links, for example with Hanbury Hall.

The school is fully inclusive and successfully ensures all pupils have equal opportunities to access all activities. Good arrangements for safeguarding meet all current requirements, governors are well informed and all staff regularly receive child protection training.

Arrangements to promote community cohesion are good. The school is a strong

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presence in the village and surrounding community. Sports and studies of major faiths create links with different cultural groups outside the locality, but pupils' awareness of different lifestyles in the wider world is limited.

*These are the grades for leadership and management*

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
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	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

### Early Years Foundation Stage

Children enter the Reception class with skills typical for their age, and are strongest in language, personal and social skills. Good entry arrangements including home visits and joint activities with pre-school settings, and the welcoming, secure environment ensure children make a smooth and happy start to their school life. Many parents and carers commented that their children are eager to come to school; one said, '... my child was ready at 7.30am'. Teaching is consistently good and some outstanding practice was observed during the inspection. The well-planned range of exciting activities successfully captures children's natural curiosity to explore and investigate. Use of the outdoor learning area and Forest school is exemplary; children love working outside, whatever the weather, and tackle all elements of the Early Years curriculum in the fresh air.

Children go about their tasks happily, sharing equipment, taking turns and choosing their healthy snacks, creating a busy atmosphere and sense of belonging to their community. They act responsibly and develop independence as they select activities, and when it is time to tidy up, they do so willingly. Children are very well cared for, enjoy warm relationships with all the adults, clearly feel safe and show care and concern for others. Good leadership has created a strong staff team with secure knowledge of how young children learn and develop. Data are now used more effectively to track and monitor individual progress.

Children make good progress in all areas of learning, and their skills are above the

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expected levels by the end of their time in Reception.

*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

A very large proportion of parents and carers returned questionnaire responses. The great majority were extremely positive and supportive, saying children are happy, and feel the school keeps them safe and helps them to be healthy. Several said staff are supportive, dedicated and approachable. Many wrote glowing comments such as: 'I would highly recommend the school for its safe, stimulating environment', '..... nurtures each child to achieve its potential and makes pupils and parents feel part of the school family' '..... continually producing happy, well rounded, well educated, polite children'. A few parents feel the school does not sufficiently value their opinions; the inspection findings do not support this view.

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

Ofsted invited all the registered parents and carers of pupils registered at Hanbury CE First 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 12 statements about the school.

The inspector received 80 completed questionnaires by the end of the on-site inspection. In total, there are 105 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	49	64-	24	32-	1	1-	0	0
The school keeps my child safe	55	72-	18	24-	0	0	3	4-
The school informs me about my child’s progress	29	38-	36	47-	5	7-	1	1-
My child is making enough progress at this school	33	43-	33	43-	5	7-	0	0
The teaching is good at this school	44	58-	24	32-	2	3-	0	0
The school helps me to support my child’s learning	39	51-	27	36-	4	5-	1	1-
The school helps my child to have a healthy lifestyle	38	50-	35	46-	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)	29	38-	38	50-	2	3-	0	0
The school meets my child’s particular needs	31	41-	39	51-	1	1-	0	0
The school deals effectively with unacceptable behaviour	34	46-	29	38-	4	5-	3	4-
The school takes account of my suggestions and concerns	31	41-	33	43-	4	5-	2	3-
The school is led and managed effectively	42	55-	24	32-	1	1-	2	3-
Overall, I am happy with my child’s experience at this school	49	64-	19	25-	1	1-	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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets 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.



25 September 2009

Dear Children,

Inspection of Hanbury CE First School, School Road, Hanbury, Bromsgrove, B60 4 BS

First of all, I would like to say a very big thank you for welcoming and helping the inspectors. All the children we met were smiling and very friendly, polite and helpful; your parents and teachers must be very proud of you! Your mums and dads told me they are pleased with Hanbury School because you are happy there.

Now, I would like to let you know what we found.

You go to a good school.

Children get a good start in the Reception Class. I saw them really enjoying working outside in the sunshine, busily hunting for leaves and numbers.

You all work hard, so you make good progress in learning and reach standards above those in many other schools.

Your behaviour is excellent! You told us you feel very safe in school, and I could see that you look after each other and know how to be healthy.

The school has good leaders, staff and governors who work very hard to make sure you have interesting lessons and are well cared for. All the visits, clubs, and activities with the church and village community make school and learning even more fun.

This is what I have asked the school to do next:

- Help the boys catch up with the girls in writing and the girls catch up with the boys in maths; so look out for even more challenges in your lessons!
- Help you learn more about different ways of life across the world.

I really enjoyed my time with you and hope you will continue to enjoy everything you do at school.

With best wishes to you all

Kathleen McArthur  
Lead Inspector

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