

Hazelbury Bryan Primary School

Inspection report

Unique reference number	113669
Local authority	Dorset
Inspection number	378739
Inspection dates	14–15 March 2012
Lead inspector	John Laver

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	87
Appropriate authority	The governing body
Chair	Katherine Vickery
Headteacher	Julie Sharpe
Date of previous school inspection	11–12 November 2008
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Age group	3–11
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Introduction

Inspection team

John Laver

Additional inspector

This inspection was carried out with two days' notice. The inspector spent approximately four hours observing teaching, visiting 10 lessons taught by four teachers. The inspector took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at the school development plan, assessment and tracking information, minutes of governing body meetings, school policies, reports from the local authority and samples of pupils' work. The inspector analysed 35 questionnaires completed by parents and carers as well as those returned by 42 pupils and 14 staff.

Information about the school

This village school is much smaller than the average-sized primary school. All pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils who are disabled or have special educational needs is above average. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress. The school runs a pre-school, whose children then go on to join the Early Years Foundation Stage in a Reception class. Children in Reception are taught for at least part of the time alongside some Year 1 pupils. The school roll has fallen slightly since the previous inspection. All pupils are taught in mixed-age classes. There is currently an acting Early Years Foundation Stage leader. The school holds the Healthy Schools award and is a Rights Respecting school. It operates a breakfast club and an 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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	3

Key findings

- This is a satisfactory school. The school strongly promotes pupils' welfare. Pupils enjoy coming to school and a parent commented that the staff 'are a wonderful, caring and thoroughly supportive team'. The school is not better than satisfactory because, although it is improving, there are weaknesses in pupils' attainment in writing and inconsistencies in the effectiveness of teaching.
- Children get a good start in their early years in the school. Both pre-school and Reception children make good progress in response to good teaching in the Early Years Foundation Stage. By the end of Year 6, pupils' attainment is average overall but lowest in writing. There are weaknesses in the accuracy, range and presentation of writing. Pupils' progress, including the progress of those who are disabled or have special educational needs, has improved since the previous inspection and is satisfactory overall but the improvement has been slower in writing, especially for more able pupils.
- Teaching is typically satisfactory. The inspector observed some good teaching, and pupils are eager to learn, but the impact of teaching on learning is uneven, especially higher up the school. There is limited pace and challenge, especially for more able pupils, and pupils are not always clear about how to improve their work.
- Pupils enjoy coming to school, as reflected in a high level of attendance. Pupils feel safe and behaviour is typically good and well managed by staff.
- The school leadership team has improved the rigour of monitoring, planning for improvement and communications with parents. It leads and manages the quality of teaching and other aspects of school performance appropriately and procedures continue to improve to have a better impact on pupils' learning and achievement. However, the curriculum does not fully meet the needs of some more able pupils, particularly in developing writing skills.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

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What does the school need to do to improve further?

- Improve pupils' attainment and progress in writing, so that more pupils leave school in July 2013 with average or above average writing skills by:
 - raising expectations of what pupils, especially the more able, can achieve in writing
 - improving levels of presentation and accuracy in writing
 - providing more opportunities for pupils to write at an appropriate level in subjects other than English.
- School leaders and staff should improve the quality of teaching so it more consistently matches the quality of the best in the school by:
 - ensuring greater pace and challenge in lessons, especially for more able pupils
 - making better and more consistent use of assessment, including the marking of work and use of targets, so that pupils know more precisely how well they have done and how they can improve their work to the next level.

Main report

Achievement of pupils

The great majority of pupils show a keenness to learn in lessons, an eagerness to engage in discussion, and the ability to learn both collaboratively and independently. However, the tasks they are given and the sometimes missed opportunities to really extend their learning restrict the rate of progress. This was observed, for example, when writing tasks for older pupils were too highly structured and therefore did not give enough scope for more able pupils to demonstrate to the full their imaginative talents and the range of their writing skills. Most of the parents and carers who responded to the Ofsted questionnaire think that their children make good progress. The inspection judged that it is satisfactory rather than good, and some pupils, whilst enjoying school, do not believe that they always learn as much as they could in lessons.

Children in the pre-school and Reception classes usually join the school with lower skills and abilities than those expected for their age, but recent entrants have higher levels of skills and knowledge. Children in the Early Years Foundation Stage make good progress, in response to good teaching. This was observed, for example, when a group of pre-school and Reception children were observed together in activities ranging from painting and playing with dinosaurs to observing tadpoles and drawing pictures of their pets. Several of these children were confident and articulate, with one child exclaiming to the inspector, 'When I grow up, I am going to be a palaeontologist!'

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In Years 1 to 6, pupils' achievement is satisfactory. Attainment in reading in both Years 2 and 6 is broadly average, and the teaching of sounds and letters (phonics) is taught well lower down the school. The inspector observed a well-developed programme of reading support for those pupils who find accurate and fluent reading difficult. Many pupils are confident and fluent speakers and good listeners. Attainment and achievement in mathematics are rising. Attainment in writing is the weakest area of the core skills, with a minority of pupils below the national average. Progress in writing is slower than in other skills as pupils move up through the school. Pupils who are disabled or have special educational needs make broadly similar progress to their peers. When they are well supported on intervention programmes, they sometimes make better progress in their learning than when taught in whole-class sessions. The school's own tracking shows pupils' progress is improving; for example, the gap between those lower achieving pupils known to be eligible for free school meals and other pupils is narrowing. Inconsistencies which are still evident in the teaching prevent some pupils from making faster progress and learning to the best of their ability.

Quality of teaching

Teaching for children in the pre-school and Reception is typically good. Teachers and support staff plan the Early Years Foundation Stage curriculum very effectively, using both the indoor and outdoor facilities to provide a wide range of interesting activities. They encourage children to develop independence, whilst at the same time maximising opportunities to extend their curiosity and learning, for example through good questioning. Staff assess children's progress well and, as a result of teachers' high expectations, children make good progress from their starting points.

In Key Stages 1 and 2, there is some good teaching, but teaching is typically satisfactory, because there are inconsistencies in the way teachers promote pupils' learning. Teachers provide several opportunities to promote spiritual, moral, social and cultural development, for example by the planned curriculum putting together topics which engage pupils' interests, such as archaeology. This interest has resulted in over half the school population attending an archaeology club. Good teaching was observed lower down the school when pupils were practising their sounds and letters (phonics) through use of a range of resources and skilful questioning. Teachers plan conscientiously to provide opportunities for pupils to learn both collaboratively and independently. They usually deploy support staff well to enable pupils with specific learning difficulties to play a full part in lessons. However, the pace of lessons and the match of work to pupils' needs, especially the more able, are not consistently challenging enough to ensure that they always make the full progress of which they are capable. Some of the marking of work is informative, but there is also marking which does not give sufficient indication to pupils of exactly how they can improve their work and reach their targets. Expectations of the presentation of pupils' work are not always high enough, and so the quality of presentation is variable. As pupils move up through the school, they show continued enthusiasm in studying the various topics which are an important part of the planned curriculum. Nevertheless, teachers sometimes miss opportunities to encourage greater depth and range in their

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writing across different subjects and topics. Most parents and carers believe that their children are well taught. There is some good teaching, and the overall quality of teaching has improved since the previous inspection, but it is not yet typically good.

Behaviour and safety of pupils

Most parents and carers believe that behaviour in school is good. A minority of them believe, as do some pupils, that behaviour could be better. The evidence of the inspection, together with the school's own records, indicates that behaviour is typically good and well managed. There are occasions when pupils' behaviour is challenging, but parents, carers and pupils agree that the school provides a very safe environment. Pupils recognise that there are different types of bullying, but there is general confidence that when incidents occasionally occur, staff deal with them promptly and effectively. The emphasis on good behaviour and the school's determination to be inclusive contribute to pupils enjoying school and a high attendance rate. Both children lower down the school and pupils higher up have very positive attitudes towards learning and respond very well when lessons are enjoyable and challenging. The school works well with parents and carers to support pupils' learning and well-being. For example, in the Early Years Foundation Stage, staff use learning journals so that parents and carers can support their children. Pupils enjoy a good range of visits and after-school clubs for such a small school, and the breakfast club provides a healthy and enjoyable start to the school day. The school successfully promotes the well-being of pupils whose circumstances make them vulnerable and has built up a good network of support. The inspection fully endorsed the views of parents, carers and pupils about the supportive ethos of the school, summed up by a parent's comment that 'the school has gone above and beyond the call of duty to support my child in any way possible.'

Leadership and management

There has been a well-planned and concerted approach to school improvement since the previous inspection. This has coincided with several changes in staff and in the governing body. The governing body is now supportive and appropriately challenging in holding the school to account. The headteacher is committed to further improvement and pursuing excellence. The leadership's evaluation of the school's strengths and areas for development is accurate, and strategic planning is focused on appropriate priorities. The monitoring of teaching and learning, and the leadership's use of assessment to evaluate pupils' progress and put interventions in place where necessary, are more systematic and rigorous than at the time of the previous inspection. The role of the school's 'leaders in learning' in ensuring improvement is still developing, but all staff share the vision for change and are committed to school improvement. The school has successfully addressed the issues of sharing targets with parents and carers and improving the quality of school strategic planning since the previous inspection. Providing challenge for able pupils has been partially addressed but is not yet fully effective. The school's track record of improvement in some key areas and the concerted approach to moving forwards indicate a capacity to improve further, as systems become more embedded.

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The curriculum, with its emphasis on combining the development of key skills with topics focusing on pupils' interests, engages pupils well, although the strategies to improve writing, particularly for the most able, are not yet robust enough to ensure consistently good progress. The curriculum is enriched by a strong programme of music, which includes provision for every pupil in Years 3 and 4 to learn a brass instrument. Pupils talk enthusiastically about trips such as those to an adventure centre in Weymouth. There is also an impressive record for sporting success for such a small school. The leadership provides various well-planned opportunities to promote pupils' spiritual, moral, social and cultural development. The leadership makes good use of the local schools' partnership to provide for staff development in areas such as joint moderation of standards in pupils' work, and providing opportunities for pupils to go on joint visits and to access facilities in other local schools.

The school is inclusive and leaders and staff work to prevent any discrimination and promote equality. School leaders and governors ensure child protection, safeguarding and welfare arrangements meet requirements. Parents and carers believe that the school is well led. The inspection found that there are some good features of leadership and management in this improving school. It is satisfactory overall because some of the strategies to promote better progress and teaching are not yet embedded enough to be consistently effective across the school.

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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



14 March 2012

Dear Pupils

Inspection of Hazelbury Bryan Primary School, Sturminster Newton DT10 2ED

Thank you for welcoming me in such a friendly way when I visited your school recently and saw you in lessons and other activities around the school. Here are some of the things I found.

- The school gives you a satisfactory education. You told me how safe you feel, how you enjoy school, and how you feel that behaviour is good most of the time. You attend school more regularly than pupils do in many other schools.
- You make satisfactory progress, and it is improving. Those of you in the pre-school and Reception make good progress. However, some of you, particularly older pupils, are not yet enabled to do as well in your writing as you could, both in the quality and the neatness with which work is presented.
- Teaching overall is satisfactory. Teachers work hard to help you learn, but sometimes you do not get enough information on how to improve your work, and sometimes you get work which is too easy.
- The leadership makes sure that the school works closely with your parents and with other local schools, so that you get good opportunities, for example, to go on trips and take part in sports competitions.

This is what I have asked the school to do.

- Give more opportunities for you to improve your writing, not just in English but also in other subjects, so that all of you, and especially the cleverest amongst you, can always do the best you can.
- Make sure that teachers give you the right level of work and enough information in their marking, make sure you present your work well, and use your targets so you know exactly how you can improve your work even more.

You can help your teachers succeed in this by continuing to work hard.

Yours sincerely

John Laver
Lead inspector

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