

# Inspection of St Margaret's At Hasbury CofE Primary School

Hagley Road, Hasbury, Halesowen, West Midlands B63 4QD

---

Inspection dates: 19 and 20 April 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Requires improvement

## **What is it like to attend this school?**

Pupils love attending this nurturing and inclusive school. Mutual respect and kindness are part of everyday life. Courtesy and good manners are commonplace. Pupils enjoy a strong bond with staff. They know staff will help them if they have a concern. The atmosphere is calm and happy, and pupils behave well.

Pupils embody the school's Christian values of love, respect, trust, forgiveness, and courage. They talk about why these values are important. They are lived out in the way that pupils behave. Pupils understand that difference is something to cherish. They say, 'School teaches us it is OK to be who you want to be.' They listen to the views of one another respectfully, even when they disagree.

Leaders have put individual support in place for all pupils in a careful and thoughtful way. This means their high ambition for all pupils is realised. They have ensured that teachers have the skills to enable all pupils to achieve well.

Pupils have many meaningful opportunities to become good citizens. For example, they can become mental health champions and collective worship leaders. Pupils have many opportunities to support charities. Pupils 'reach out to loneliness' by writing to, and visiting, the local old people's home. In the wider community, pupils helped to gain a preservation order on a tree in danger of being cut down, and have improved facilities for dog walkers so their environment is a more pleasant and a cleaner place.

## **What does the school do well and what does it need to do better?**

Leaders and staff are aspirational for all pupils, including those with special educational needs and/or disabilities (SEND). Leaders have created a clear, ambitious and well-designed curriculum. They have set out the important information that pupils need to remember. Leaders have made sure that pupils are learning the right things at the right time. This allows pupils to build their knowledge to help them make progress.

Leaders quickly identify pupils with SEND. The curriculum is expertly adapted to allow these pupils to access the curriculum and make progress. Pupils receive the right support at the right time. This allows them to achieve to the best of their ability. Children in the early years also benefit from a well-designed curriculum. This ensures children are ready for the demands of key stage 1.

Most teachers design appropriate activities that help pupils to know and remember more over time. However, some teachers do not use assessment well enough in lessons to check if pupils have learned the curriculum. As a result, they do not consistently address any misconceptions that some pupils have about their learning quickly enough. This prevents a small number of pupils from deepening their knowledge across the curriculum.

Reading has a high profile. Children begin to learn to read as soon as they start school in the early years. Leaders have ensured that staff deliver the phonics programme well. Extra support is provided for pupils who need to catch up. However, the books that pupils read do not always match the sounds they know. This means that some pupils are not becoming fluent, accurate readers. Older pupils enjoy reading and readily accept the challenge to read the wide variety of books recommended to them by their teachers. Pupils in Year 6 enjoy reading to the children in Reception each week.

Pupils speak confidently about the importance of equality. They know and respect that not all families are the same. Books in the class library help pupils to find out about life beyond their local community. Pupils talk about the importance of tolerance and fairness. Regular trips and visitors to school enthuse pupils and enrich the curriculum. Many pupils take part in an excellent range of clubs and cultural visits. Leaders ensure that these opportunities are open to all pupils. Many learn to play musical instruments, including plastic trombones, ukuleles and recorders.

Leaders promote pupils' personal development exceptionally well. There are close links with the church and the wider community. Pupils readily take on additional roles and responsibilities. These wider experiences help build pupils' character, independence and maturity. Leaders arrange opportunities for many visitors to inspire pupils, including authors and illustrators. Other visitors teach pupils about managing money when they are older, overcoming difficulties and achieving great things, even when times are tough.

Governors know the strengths of the school and what leaders need to do to continue to make it even better. They rigorously challenge leaders on the quality of education. Staff are proud to work at the school. They recognise that leaders consider their well-being and welfare. They appreciate the actions that leaders take to support their workload.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have created a strong culture of safeguarding. Staff receive regular training. They are vigilant and report any concerns swiftly.

Staff work closely with parents to develop trust and to offer early help. Leaders communicate with external agencies effectively to ensure pupils receive timely support. The designated safeguarding leads have created a thorough system to monitor and record all safeguarding concerns. Appropriate recruitment checks are undertaken to ensure all adults are safe to work in the school.

Leaders have created an appropriate curriculum to help pupils identify and manage risks. Pupils know they can speak to a trusted adult if they need any support.

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

### (Information for the school and appropriate authority)

- Leaders have not ensured that all books that pupils read precisely match the sounds they have learned and know. As a result, some pupils do not have sufficient opportunities to practise and become fluent in the sounds they know. Leaders should ensure that all books are matched closely to individual pupils' phonics skills to enable them to become fluent readers.
- Teachers do not use assessment well enough during lessons to check if pupils have learned the curriculum. As a result, teachers do not consistently identify and address any gaps or misconceptions in pupils' learning. Leaders should ensure that teachers carefully check pupils' learning in lessons so that they can quickly identify and address and gaps or misconceptions.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	103840
<b>Local authority</b>	Dudley
<b>Inspection number</b>	10268303
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	194
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Jane Price
<b>Headteacher</b>	Sara Shepherd
<b>Website</b>	<a href="http://www.hasbury.dudley.sch.uk/">http://www.hasbury.dudley.sch.uk/</a>
<b>Date of previous inspection</b>	17–18 September 2019, under section 5 of the Education Act 2005

## Information about this school

- A number of new governors have been appointed since the last inspection.
- Leaders do not make use of any alternative provision.
- This school is a Church of England voluntary aided school. The last section 48 inspection took place in November 2015.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher and senior leaders.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, and geography. For each deep dive, inspectors discussed the curriculum with

subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The lead inspector met with five governors, including the chair of trustees.
- The lead inspector listened to a sample of pupils read to a familiar adult.
- Inspectors observed pupils' behaviour in lessons at different times of the day and at breaktimes and lunchtimes. They spoke formally with groups of pupils, as well as talking to pupils in lessons and around school.
- Inspectors met with leaders about the school's safeguarding procedures. Inspectors reviewed policies and records relating to safeguarding, bullying, behaviour and attendance. Inspectors spoke to pupils and staff about pupils' safety.
- The lead inspector reviewed a wide range of documents, including the school's self-evaluation and improvement plans and information on the school's website.
- Inspectors talked informally with pupils and staff to gather general information about school life. In addition, they took account of the responses to Ofsted's surveys of staff's, pupils' and parents' views.

### **Inspection team**

Keri Baylis, lead inspector

His Majesty's Inspector

Claire Price

His Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023