

# Inspection of Hanbury's Farm Community Primary School

Derwent, Off Field Farm Road, Tamworth, Staffordshire B77 2LD

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Inspection dates: 10 and 11 May 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

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

Hanbury's Farm Primary is a friendly and welcoming school. All staff are determined to make sure pupils are 'growing and succeeding together'. There are caring and respectful relationships between pupils and adults. Pupils know that staff care about their mental health and well-being, as well as their learning. Pupils trust the adults to deal with any worries or concerns. This makes them feel safe.

Leaders have high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils work hard and typically achieve well. Pupils behave exceptionally well. They are polite to visitors and to each other. Classrooms are calm places to learn, where pupils do not disrupt each other's learning. The playground is a lively, happy place, where pupils look after each other and have fun together.

Pupils can attend a range of clubs and have opportunities to go on trips, such as to museums to see artefacts from the periods of history they are studying. They also enjoy residential visits. Pupils say that these experiences help them to become more confident. Parents and carers appreciate that they are fully involved in the life of the school. They are able to attend workshops and events, so they can support their child's learning at home.

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

Leaders have put a well-structured curriculum in place. They have identified what they want pupils to learn. The knowledge is broken down into logical steps. This means that teachers are clear about what they should teach and in which order. In the early years, leaders have carefully planned the curriculum around stories and themes, so that children's learning is linked. This enables them to build their knowledge ready for Year 1. Parents recognise the improvements to the Nursery provision since it became part of the school.

Teachers present subject matter clearly. They ensure that pupils have opportunities to recap and remember prior learning. This enables pupils to embed important knowledge in their memory. For example, pupils in Year 4 can order decimal numbers because they previously learned about decimal place value. In computing, teachers are clear about what pupils need to do and why. As a result, Year 3 pupils are able to write a computer code independently. They use precise computing vocabulary confidently.

Leaders make effective use of assessment, particularly in mathematics and early reading, to identify any gaps in pupils' learning. There are a range of interventions in place that help pupils to catch up if needed.

Leaders identify pupils' needs accurately and ensure that effective support is in place for pupils with SEND. Plans outline suitable strategies to support individuals. Staff use these documents, along with their knowledge from training, to effectively plan

and teach their lessons. This helps pupils with SEND to learn the same ambitious curriculum as their peers. Pupils with SEND say they feel supported and are happy at school.

Reading sits at the heart of the school's curriculum. Pupils enjoy books and experience a broad range of texts. Teachers receive training which enables them to teach phonics with accuracy and precision. Pupils practise reading with books that match the sounds that they have learned. Teachers check pupils' reading regularly. Those who fall behind get the support they need to catch up. Daily story time is engaging because teachers enthusiastically model expressive reading to pupils.

Pupils have positive attitudes to their learning. This begins in early years where staff ensure that children learn to listen, follow routines and take turns. There are high expectations from staff in all areas of the school, including breakfast club and the dining hall. This creates a consistently respectful culture, where pupils play and work well together. Pupils develop a strong sense of kindness towards others. They are welcoming to new pupils. Pupils are respectful of the differences of other people, and they say, 'this is a school for everyone'. Leaders have taken action to improve levels of attendance. However, despite leaders' best efforts, attendance is lower than it should be for some pupils.

Leaders promote pupils' personal development through the curriculum and wider opportunities. Pupils learn about topics such as first aid, healthy relationships and how to stay physically and mentally well. Pupils demonstrate the school values in their work for charities. They take part in activities such as local litter picking, where they understand how to be responsible, active citizens. Pupils develop leadership skills, for example, as school councillors, librarians and anti-bullying ambassadors. The curriculum includes opportunities to learn about other cultures and world religions. However, not all pupils are able to talk confidently about what they have learned.

Leaders are ambitious to raise the aspirations of not only the children but also the local community. They engage parents at an early stage, so that they work together to promote pupils' learning and well-being. Parents appreciate the excellent communication and are very positive about the school.

Leaders, including governors, have an accurate understanding of the school's strengths and areas to improve. Staff are proud to work at the school. They appreciate leaders' actions to develop their skills and support their well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have robust safeguarding systems in place. They provide staff with regular training. This means everyone knows the signs a pupil may display if they are at risk of harm. All staff know what to do if they have a concern. Leaders liaise effectively with external agencies to secure help for pupils when needed.

Pupils learn how to stay safe. For example, they learn about road safety and water safety. Leaders have made sure pupils have a wide range of ways to report their concerns, including worry boxes in classrooms. The curriculum also helps pupils to understand the importance of staying safe when online.

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

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

- Leaders' work to improve pupils' attendance has not secured high enough attendance rates for all pupils. Some pupils miss too much school and learning. Leaders should continue to develop their work with families and external agencies to address persistent absence.
- Leaders have not planned enough opportunities for pupils to engage with other cultures and faiths. Pupils do not have a secure understanding about the breadth of different cultures and faiths in modern Britain. Leaders should ensure that the curriculum contains opportunities for pupils to experience other cultures and faiths, so they have a deeper understanding of different cultures and world religions.

## **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>	124165
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10290561
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	179
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Stuart Cain
<b>Executive Headteacher</b>	Nicola Gripton
<b>Website</b>	<a href="http://www.hanburysfarm.staffs.sch.uk">www.hanburysfarm.staffs.sch.uk</a>
<b>Date of previous inspection</b>	22 May 2018, under section 8 of the Education Act 2005

## Information about this school

- The school has been federated with Oakhill Primary School since 2014. The headteacher is executive headteacher at both schools.
- The school makes use of one unregistered alternative provider.
- The school operates a breakfast club and an after-school club.

## 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. The inspector discussed the impact of the pandemic with leaders and has taken that into account in the evaluation of the school.
- The inspectors carried out deep dives in early reading, mathematics, physical education and computing. For the deep dives, inspectors discussed the curriculum

with subject leaders, visited lessons, spoke to teachers and pupils, and looked at samples of pupils' work.

- Inspectors considered the school's safeguarding arrangements. They checked the school's single central record of recruitment checks on adults working in the school. The lead inspector met with the designated safeguarding lead and reviewed the school's actions to support vulnerable children, sampling relevant records.
- The inspectors held meetings with the executive headteacher, the deputy headteacher, curriculum leaders and the special educational needs coordinator. The lead inspector met representatives of the governing body and spoke with a representative from the local authority.
- Inspectors examined a range of school documentation, including leaders' self-evaluation, improvement plans, records of governance, and documentation relating to attendance and pupils' behaviour.
- Inspectors spoke to staff at the alternative provision used by the school.
- The inspectors took account of responses to Ofsted's online survey, Parent View, the pupils' survey and the staff survey. The inspectors spoke informally with parents on arrival to school.
- During the inspection, the inspector met with groups of pupils, both formally and during less structured parts of the day.
- The lead inspector listened to a sample of pupils in Year 1, Year 2 and Year 3 read to a familiar adult.

### **Inspection team**

Corinne Biddell, lead inspector

His Majesty's Inspector

Su Plant

Ofsted Inspector

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