

Inspection of Hindlip CofE First School

Droitwich Road, Fernhill Heath, Worcester, Worcestershire WR3 8RJ

Inspection dates: 25 to 26 June 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since June 2012.

What is it like to attend this school?

Pupils are enthusiastic about coming to this school, which they attend very regularly. Children in Reception cheer with excitement when they get a question correct. They love 'COOL time' (carry on our learning). The school wants all pupils to do well. The school is very successful in engaging those who find learning hard or who struggle with their emotions. As a result, all pupils succeed. Standards in reading, writing and mathematics are consistently very high.

In addition to the wide range of subjects they study, pupils have a vast array of clubs and activities to enjoy. These include their award-winning 'TH radio', electronics and cookery clubs and several choirs. In lessons, pupils learn about their local area, including the history of the salt industry in Droitwich Spa.

Pupils maintain exemplary behaviour and attitudes to learning, reflecting 'The Hindlip Way'. They are respectful to staff and other pupils, including those from different backgrounds. They are proud of having welcomed refugees to the school. Pupils take on responsibilities, such as play leaders. They recently elected a pupil prime minister.

Pupils know how to keep themselves safe online and through swimming. There is always an adult to talk to if they are worried or upset.

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

The school has a very ambitious curriculum in place. It is skilfully adapted for mixed-year classes to ensure all pupils achieve the same learning objectives in each subject. Plans are carefully sequenced from Reception onwards to ensure pupils build on their previous learning. For example, in history, children's learning in Reception about the Victorian times is built upon in subsequent years.

Pupils are very well prepared to learn to read from the start of Reception. Those who find reading difficult, or are at an early stage in reading, have the phonics skills they need to decode unfamiliar words. Books are very well matched to the letters and sounds pupils know. Adults are highly skilled in helping pupils to read and helping them develop the confidence they need to read fluently.

The school actively fosters a love of reading among pupils, both during breaktime and in the designated reading area. The well-resourced stock of books also promotes diversity of life in modern Britain, with the representation of different backgrounds, faiths and families.

Many teachers are specialists in the subjects they lead. This means they have an in-depth knowledge to check how well the curriculum is delivered. Despite the small size of the school, and the need to take on many responsibilities, leaders allocate teachers dedicated time for this.

Adults are highly skilled in the use of questioning and eliciting full sentence answers from pupils, including in mathematics. The emphasis on speaking and developing fluency starts in early years. This is enhanced as pupils move up through the school. Pupils develop a rich and extensive vocabulary through the subjects they study.

The school identifies the needs of pupils with special educational needs and/or disabilities (SEND) well. The curriculum is very carefully adapted for these pupils. Consequently, all pupils can learn the full curriculum. Where a small number struggle to manage their emotions, adults are highly effective in re-engaging them without disrupting the learning for others. Parents responding to the survey were extremely grateful for the lengths that the school goes to to meet their children's needs.

The school has developed a very effective assessment tool to check how well pupils are doing in each subject. This enables them to identify what pupils have achieved and where learning needs to be revisited.

The school has conducted an extensive audit of personal development. Each class gains an extensive, rich experience of clubs and activities. Uptake is very high, including for disadvantaged pupils and those with SEND. The school promotes diversity through Indian dance, visits to places of worship and links with Uganda. Pupils promote social justice through food parcels for homeless shelters. In addition, the school consistently promotes aspirational careers.

Staff were very appreciative of the measures taken by the leaders to reduce their workload, including the opportunity to plan at home and liaise with their counterparts in the partner school. The promotion of staff well-being is high on leaders' agenda.

Governors are very experienced and bring significant aspects of expertise to their roles, including in education, safeguarding and SEND.

Almost every parent responding to the survey said they would recommend the school to another parent.

Safeguarding

The arrangements for safeguarding are effective.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	116822
Local authority	Worcestershire
Inspection number	10294525
Type of school	First
School category	Voluntary controlled
Age range of pupils	5 to 9
Gender of pupils	Mixed
Number of pupils on the school roll	81
Appropriate authority	The governing body
Chair of governing body	Andrew Clarke
Headteacher	Alex Gromski (Executive Headteacher)
Website	www.hindlipfirst.worcs.sch.uk
Date of previous inspection	20 and 21 June 2012, under section 5 of the Education Act 2005

Information about this school

- The executive headteacher and head of school were both appointed after the last inspection.
- The chair of the governing body and a large number of other governors have been appointed since the last inspection.
- The school federated with Tibberton CofE first school shortly after the last inspection.
- There is a combined Year 2 and 3 class and a combined Year 3 and 4 class.
- The school does not make use of alternative provision.
- The school has a Christian ethos. The school's last section 48 inspection was in July 2017. The next scheduled inspection is due in 2024.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the executive headteacher, head of school, other leaders and staff.
- Inspectors spoke to groups of pupils.
- An inspector met five members of the governing body, including the chair.
- An inspector spoke by telephone to representatives from the local authority and the diocese.
- Inspectors considered responses to the online questionnaire, Ofsted Parent View. This included free-text comments. Inspectors also looked at responses to Ofsted's online survey for staff. Inspectors considered information on pupils' behaviour, attendance and personal development.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, they held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.
- The inspector also listened to pupils read and discussed the curriculum in some other subjects, including in the early years foundation stage.
- To evaluate the effectiveness of safeguarding, the inspector reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

Mark Sims, lead inspector

Ofsted Inspector

Harjit Chahal

Ofsted Inspector

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