

Hooton Pagnell All Saints Church of England Primary School

Inspection report

Unique Reference Number	106763
Local authority	Doncaster
Inspection number	377461
Inspection dates	5–6 January 2012
Lead inspector	Jane Hughes

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	82
Appropriate authority	The governing body
Chair	John Hardaker
Headteacher	Janet Gillard
Date of previous school inspection	15 September 2008
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Introduction

Inspection team

Jane Hughes

Additional Inspector

This inspection was carried out with two days' notice. The inspector observed four teachers teaching eight lessons or part lessons, of which one was a joint observation with the headteacher. In addition, the inspector made short visits to a few 'support lessons' where specialist help is provided by trained teaching assistants. Meetings were held with four groups of pupils, parents, carers, the Chair of the Governing Body and school staff. 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 a number of documents, including the school development plan, safeguarding and equality policies and minutes of the governing body meetings. The inspector analysed 53 parental and carers' questionnaires as well as others completed by pupils and staff.

Information about the school

This school is much smaller than the average-sized primary school. The proportion of pupils known to be eligible for free school meals is well below average. Almost all pupils are from White British backgrounds. The proportion of disabled pupils, pupils with special educational needs or with a statement of special educational needs is below average. The school has been above government floor standards, which set the minimum expectations for attainment and progress, for the last three years. The school has achieved Healthy School status.

There have been significant changes within the staff team during the last three years.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key Findings

- This is a good school. Pupils, parents and carers are highly positive and acknowledge the strengths that have been maintained and the improvements made. Pupils’ achievement is good; pupils learn and progress well. Attainment is broadly average overall in communication, reading, writing and mathematics by the time pupils leave Year 6 but fluctuates considerably from year to year, due to the very small numbers of pupils in most year groups. Attainment is rising faster in reading than in writing and mathematics, although there are clear improvements in all. The Early Years Foundation Stage provides a good start for children, although aspects of its provision lack sufficient impact, particularly in extending children’s independent learning skills.
- Teaching is usually good throughout the school. Detailed tracking of each pupil’s progress ensures that adults provide good quality support in lessons for all pupils, including disabled pupils and those with special educational needs. As a result, pupils make good progress, regardless of individual need. The school works closely with a range of external agencies and partners in order for pupils to make the most of their time in school.
- Almost all pupils behave well. They say they have fun in school and appreciate the creative approach to the curriculum. Parents and carers confirm that any instances of poor behaviour are dealt with efficiently. The school is a harmonious community with a strong emphasis on pupils’ personal, social and emotional development. Parents and carers are fulsome in their praise typically saying, ‘It is a wonderful school with a positive, caring and inspirational ethos.’
- The headteacher and staff show keen ambition for the school. Along with the governing body, they know the school’s strengths and weaknesses well. They use professional development opportunities effectively to improve the quality of teaching and the effectiveness of the curriculum.

What does the school need to do to improve further?

- Raise attainment and accelerate the progress pupils make in mathematics and in writing by:
 - ensuring adults check pupils' understanding of tasks set in lessons
 - encouraging pupils to make the most of their time in lessons
 - encouraging pupils to set consistently high expectations of themselves, particularly in the presentation of their work
 - ensuring teachers' marking consistently provides guidance on how pupils should improve their work, particularly in mathematics and topic work.

- Develop provision further in the Early Years Foundation Stage by:
 - encouraging children to solve problems independently
 - making more use of the outdoor learning environment to support children's learning and development
 - providing more explicit information for parents and carers about children's learning and development in the Early Years Foundation Stage, both around the classroom and also through more accessible learning journey books.

Main Report

Achievement of pupils

Children enter the Early Years Foundation Stage with skills that are below those expected for their age, particularly in communication, problem solving, reasoning and numeracy. Although children make good progress, their independent learning skills are not consistently well developed.

By the end of Year 6, pupils' attainment is broadly average. Unvalidated data for 2011 and pupils' current work show that reading is the strongest element within an overall improving picture. Reading attainment is above average by the end of Key Stage 1, where, in 2011, pupils' reading skills were the highest for five years. New approaches to curriculum delivery continue to have a positive impact. Pupils are making accelerated progress in speaking and listening skills in particular, especially the less able. Reluctant speakers and writers are increasingly fully engaged in their learning and collaborate happily with classmates. Pupils are confident to engage in dialogue and to volunteer answers to teachers' questions. For instance, in a Year 3/4 lesson, pupils were highly motivated by the 'Blood, Bones and Gore' topic. They had confident recall of how the heart works and efficiently made basic working stethoscopes to listen to changes to their heart rate following an energetic Zumba dance session.

Parents and carers feel that their children achieve well, including those parents and carers of disabled pupils or of pupils with special educational needs. Pupils persevere well with tasks and usually complete a good volume of work in lessons, although presentation is too often untidy. Pupils respond particularly well to practical activities.

Teachers use assessment information effectively to identify and provide targeted support in lessons for disabled pupils and those with special educational needs. As a result, those pupils with particular difficulties make good progress.

Quality of teaching

The quality of teaching is good. Parents and carers are complimentary about how well their children are taught and link improvements firmly to creative approaches to curriculum delivery. In the best lessons, teachers use questioning effectively to check what pupils know, understand and can do. They consolidate previous learning well; in review activities in mathematics, for example, tasks are carefully timed and the pace is brisk. Activities are well resourced and good use is made of new technologies to support and extend pupils' learning. When teaching is less successful, teachers do not consistently check that pupils, when they split into groups, understand their task. Also, occasionally, pupils drift off task unchallenged during group activities, often as they wait for partners to complete a task. Teachers are good role models as they encourage pupils to work companionably and show respect for others' views. This contributes to pupils' strong spiritual, moral, social and cultural development.

In the Early Years Foundation Stage, practice is strong overall. However, adults sometimes over-support children and this slows skills' development. For example, children are told how to compare the relative sizes of block towers rather than allowed to work out the sizes for themselves. Teachers pay close attention to children's needs but there are times when children in Reception are unnecessarily taught alongside the Year 1 pupils. For instance, they joined in an outdoor games session with Year 1 and 2 pupils on the main playground, engaging in their own, highly-structured activity. They were not offered the opportunity to develop ball and balancing skills more informally in the outdoor area in the Early Years Foundation Stage.

Teachers collate and analyse data pertaining to each pupil and generally use this effectively. Regular discussions ensure that the headteacher and staff have a clear overview of pupils' attainment and progress. Following these meetings, additional provision is put in place to meet pupils' individual needs. The systems track each pupil in respect of academic achievement, attendance and behaviour patterns.

Teachers mark pupils' work regularly. Marking in literacy books provides the pupils with clear information about the next steps for improving their subject knowledge and understanding. However, there are far fewer examples of such developmental marking in mathematics books. Topic books are full of interesting work, but teachers do not highlight the development points they raise in literacy. Nor do they encourage pupils to pay attention to neat presentation. Teachers make certain that pupils know their targets which are realistic, suitably challenging and clearly recorded.

Behaviour and safety of pupils

Most parents and carers who returned the inspection questionnaire confirm that behaviour is good. Pupils say that they feel safe in school and that they could approach any adults if they have concerns. They confirm that pupils generally behave well in lessons and around the school. They also agree that pupils take good

care of each other and praise the weekly 'buddy' sessions. Pupils particularly appreciate the 'pirate ship' themed approach to rewards and sanctions. They aspire to 'climb the mast' rather than 'walk the plank'.

The school environment is friendly and supportive. Pupils are confident to admit that they have not completely understood part of a lesson. Pupils know how to keep themselves safe and have a good understanding about internet safety. Parents and carers of disabled pupils and those pupils with special educational needs are especially fulsome in their praise of how well their children are nurtured.

Incidences of bullying are rare and most parents, carers and pupils express confidence in the school's systems for dealing with such occurrences. There have been no exclusions from school. All members of the school community have been asked to rate pupils' behaviour against clear criteria. Although little was identified for improvement, the school is working to make sure all pupils take sufficient responsibility for their own and others' conduct, and take an active interest in lessons.

Attendance is average and improving. The concerted effort to promote regular attendance remains an ongoing focus for the school's leaders. Pupils usually arrive on time, despite the increasing number who live well outside the catchment area and who arrive by bus or car.

Leadership and management

The headteacher provides strong, ambitious leadership and direction for the school. The headteacher regularly teaches in all classes and has first-hand knowledge of teaching and learning and what needs to improve. There is a successful emphasis on professional development. The small staff team are highly supportive of one another and have demonstrated professional flexibility and ambition in moving between year groups and across phases. This ensures strong continuity and a consistency in expectations. Good partnerships with parents, carers and external agencies add to the school's success.

The governing body holds the school to account well. It offers good challenge and support. Regular sharing of information between senior staff and the governing body establishes a strongly knowledgeable and effective partnership.

Data are regularly updated for each pupil so that individual needs are well met. This ensures that there is equality of opportunity for all. No discriminatory practice is tolerated. The school knows the circumstances of its pupils well and staff take great care to match provision to their needs. Barriers to learning are addressed through bespoke programmes. These systems have enabled the school to close the gap between pupils' attainment and the national average. The school shows it has good capacity to improve further.

The good curriculum engages pupils creatively, develops their skills and uses challenge and questioning to sustain their learning. Each topic finishes with a performance by pupils to illustrate their new knowledge. Parents and carers describe the curriculum as 'stimulating and enjoyable'. Pupils' spiritual, moral, social and

cultural development is good. The curriculum fosters spiritual growth along with a sense of community and common, inclusive values. Pupils acquire the knowledge required to develop a strong moral code. They are encouraged to take on responsibilities, such as health and safety officers in their classrooms. This gives them a sense of involvement and an understanding of the need for safe practices. The school council solicits suggestions and ensures pupils engage fully in decision-making. There are well-established lines of communication between home and school, although information about the curriculum for parents and carers of children in the Early Years Foundation Stage is not clearly displayed in the classroom. Assessment information and children's work is not readily accessible on a daily basis.

Parents and carers say they feel well informed of the progress their children make. A range of partnerships, including with the local secondary school, ensure that pupils experience artistic, linguistic, musical and sporting activities that are out of reach of a small school.

The school meets requirements with regard to safeguarding. Staff identify risks and pupils are helped to recognise potential hazards.

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 children 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 children are learning in lessons and over longer periods of time. It is often measured by comparing the children' 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.



9 January 2012

Dear Pupils

Inspection of Hooton Pagnell All Saints Church of England Primary School, Doncaster, DN5 7BT

Thank you for your friendly welcome when I inspected your school recently. I appreciated the help you gave me and I enjoyed meeting so many of you and listening to your views. This letter tells you what I found out.

You told me that you are happy in school, that you feel safe here and that you learn a lot in lessons. I saw these good things too. Your school is very much part of the community. You offer help to those who need it, and play an active part in the life of the church. Teaching is good and helps you to achieve well. You behave well and know how to stay safe. Your headteacher leads the school well and it continues to improve. I was very pleased to see how much your attendance has risen. Please keep this up.

One reason for my visit was to see what your school could do better. I have asked your headteacher and all the adults to help you to reach higher standards in mathematics and in writing. You can help in several ways. First, always work hard and concentrate throughout your lessons. Second, take more care with how you present your work so that it is neat. Third, read your teachers' comments carefully when they mark your work, so you know how to improve it. Adults who work with Reception children are going to help them become increasingly independent in their learning, both inside and outdoors.

I hope you soon have a new greenhouse to fill with delicious fruit and vegetables following all the damage caused by the severe winds.

I send you my best wishes for the future.

Yours sincerely

Jane Hughes
Lead inspector

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