

Hogarth Primary and Nursery School

Inspection report

Unique Reference Number	122425
Local Authority	Nottingham
Inspection number	359246
Inspection dates	11–12 October 2010
Reporting inspector	David Edwards

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	210
Appropriate authority	The governing body
Chair	Margaret Rooth
Headteacher	Fiona Johnson
Date of previous school inspection	3 October 2007
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Introduction

This inspection was carried out by three additional inspectors. Fourteen lessons and eight teachers were observed. Inspectors scrutinised policies, analysed pupils' work, checked numerical information on their progress and talked to them about it. The team also analysed school improvement plans, governors' minutes and met parents, carers and governors. Questionnaire returns were considered from 45 parents and carers. Pupil and staff questionnaires were also taken into consideration.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- The quality of teaching and learning and the progress made by different groups of learners in key subjects.
- How effectively the curriculum is adapted to meet the needs of different groups of pupils, taking into account their starting points, with particular emphasis on special educational needs pupils, girls and higher attaining pupils.
- The impact of the school's efforts to improve writing standards across the school for all groups of pupils.
- The reasons for the differences in attainment and progress between pupils in Key Stage 1 and Key Stage 2.

Information about the school

Hogarth is smaller in size than most primary schools as numbers of children on roll have fallen since the last inspection. The proportion of pupils known to be eligible to receive a free school meal is broadly in line with the national picture. The school has a higher percentage of pupils who come from a minority ethnic background than is the case nationally. The proportion of pupils who speak English as an additional language is higher than the national average. The school has a smaller proportion of pupils with a statement of special educational needs than other schools nationally, but the percentage of pupils with special educational needs and/or disabilities is over twice that seen at a national level. A higher than average proportion of pupils either join or leave the school part way through the school year. The school manages an extended care service for children which includes a before and after school care facility. There have been significant changes in teaching staff since the last inspection and there have been recent changes to the leadership team, with a new deputy being appointed to share this role with the existing deputy headteacher. The school has been awarded Healthy Schools status, the physical education Activemark and the Next Generation Learning award for information, communication and technology.

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: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Hogarth Primary and Nursery School provides a satisfactory standard of education for its pupils. The staffing turbulence in Key Stage 2, the educational disruption experienced by a significant minority of pupils who joined the school partway during the year have had a negative impact on the drive to raise standards by the time pupils leave at the end of Year 6. However, the committed team of staff and governors share the head teacher's vision to help all pupils to do better. This is evident in the improvements in the Early Years Foundation Stage since the last inspection, where the improved provision is leading to good outcomes. Children join the Nursery with skills and abilities that are much lower than is expected nationally. A significant proportion of these children speak English as an additional language. However, the good provision leads to good pupil outcomes. By the time the children leave the Reception class, standards are in line or in some cases above national expectations, with the exception of writing. Pupils make sound progress to the end of Key Stage 1 where attainment is in line with national averages. The latest assessment information and evidence from pupils' current work shows that attainment is rising in Key Stage 2. Attainment overall is still below national expectations, but school assessments at the end of Year 6 for 2010 demonstrate that the school is edging much closer to national averages.

Achievement is satisfactory. The whole school approach to teaching writing is beginning to have a positive impact, but pupils are not yet being given enough opportunities to develop their speaking and listening skills, so that they have a sufficient impact upon their standards of writing. In some classes, the quality of teaching enables pupils to make good progress, but this is not consistent throughout the school, especially in Key Stage 2. The pace of learning slows when teachers do not use assessment information well enough to ensure that activities are well matched to pupils' different abilities. This is particularly true for higher attaining pupils. Through oral and written feedback, teachers acknowledge pupils' achievements but do not always provide them with the specific guidance about how to improve their work and achieve their learning targets. Pupils are not consistently being helped to assess the quality of their own work and that of others, so that they are equipped to take control of their own learning. Through good links with parents and a range of outside agencies, the school provides good support for pupils with specific needs and the most vulnerable. These factors, allied to the good teacher and teaching assistant support they receive, help such pupils to make good progress in their learning.

Pupils' good behaviour is a strength of the school and their positive attitudes in lessons, coupled with good social skills and improved attendance, are contributing to their improving attainment, achievement and progress. Their personal development is supported by the good care, guidance and support they receive from all staff. Pupils have a good appreciation of the need for exercise and a healthy diet. This has helped the school to gain Healthy Schools status. Satisfactory safeguarding procedures and the pupils'

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good knowledge of things that threaten their safety ensure that pupils are safe within school. These factors along with their improved acquisition of key skills mean they are adequately prepared for their future. The introduction of the good before and after school care club has strengthened the relationships between school and parents and is making a strong contribution to the good care, guidance and support that pupils receive.

The school's leaders have a secure understanding of the strengths and priorities for improvement. However, the governing body's monitoring programme for reviewing and evaluating policies and procedures lacks sharpness. Subject leaders and managers are using an effective range of strategies to monitor and evaluate the quality of teaching and learning and to identify the actions needed to accelerate progress. The headteacher is beginning to involve senior leaders more closely in assessing the quality of teaching and learning through lesson observations. These factors, and the improvements since the last inspection, demonstrate the school's satisfactory capacity for further improvement.

What does the school need to do to improve further?

- Raise standards of attainment and accelerate pupils' progress in writing across the school, particularly for higher attaining pupils by:
 - giving pupils more opportunity to develop speaking and listening skills so that they make a positive contribution to the quality of their writing.
- Raise achievement, particularly at Key Stage 2, by improving the quality of teaching to good or better across the school by:
 - using data more consistently and effectively to build upon pupils' prior attainment
 - increasing the pace of lessons to accelerate pupil progress
 - engaging pupils more in the learning process by teaching them how to assess the quality of their own work and that of others, particularly for higher attainers.
 - ensuring that the quality of marking consistently guides pupils to understand how well they are doing and what they need to do to improve further.
- Ensure that governors establish a systematic monitoring programme for reviewing and evaluating policies and procedures.
- About 40% of schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next inspection.

Outcomes for individuals and groups of pupils

3

The quality of pupils' learning seen during the inspection was at least satisfactory and sometimes good. Pupils are keen to do well and talk enthusiastically about their work and their enjoyment in learning is evident in lessons. As one pupil said, 'This school is awesome'. In one effective lesson, the teacher in Year 5 set pupils a challenging task on reflective symmetry and used a good range of searching questions to assess pupils' understanding and extend their learning. This strategy, and the differentiation in the tasks, ensured that all pupils were sufficiently challenged throughout the lesson.

All pupils make at least satisfactory progress in their learning, whilst those with special educational needs and/or disabilities make good progress. The impact of pupils' improving progress can be seen in their higher attainment. The school has set challenging and

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aspirational targets to support this drive for improvement. In general girls' attainment has been higher than that of boys. To tackle this inequality teachers are taking greater account of boys' interests when planning work, particularly in writing. This approach is having a positive impact as inspectors did not see any significant differences between the performance of boys and girls in lessons or the pupils' current work. The school has effectively started to tackle the need for improved standards in writing through a programme of support from the local authority to improve communication, language and literacy, but pupils' underdeveloped speaking and listening skills have slowed progress in this area of their learning.

Pupils are kind and considerate to each other and the adults that they work with in a diversely cultural school community. They enjoy taking on responsibility such as being a play leader. They make a strong contribution to the school community they care a great deal about. An example of this is the fund-raising that they undertook to replace a significant number of books that were destroyed as a result of a flood in the school library. They engage well with their local community through a range of visits and visitors. Pupils' social, moral, spiritual and cultural development is good. They have a good recognition and observance of the clear boundaries that all need to live and work in their community and the world. The very large majority of pupils show the ability to interact and reflect in assemblies and respond very positively to the many cultural opportunities they are offered.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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How effective is the provision?

The quality of teaching is improving. Strengths include teachers setting activities which capture pupils' interests. The positive relationships between staff and pupils are a strong feature of the school. Teaching assistants provide good support for groups and individuals, particularly for the most vulnerable pupils. However, the use of assessment information to plan work is not as effective as it should be in ensuring the right level of challenge for different ability groups, particularly higher attainers.

The school's curriculum is currently satisfactory. Leaders are trying to introduce a more creative curriculum which is more closely focused on pupils' skills. This is evident in the way that teachers are using information, communication technology to enhance learning, which has led to the school gaining the Next Generation Learning award. Teachers are establishing cross-curricular links between subjects to make learning more meaningful. An example of this was the way history was being used as a tool to improve the quality of children's writing in a Year 3 lesson. However, these practices are not well established across the school. The curriculum is enriched by a range of good extra-curricular activities and clubs. Pupils told inspectors that they like the different sports clubs and the opportunity for their parents to be involved with them. The effective involvement in physical activities has been recognised through the physical education Activemark.

Pupils are well supervised in the before- and after-school club. Relationships between staff and pupils are good. As a consequence pupils feel safe and enjoy attending the different sessions on offer. These factors make a strong contribution to their care, guidance and support. Good provision for pupils with special educational needs and/or disabilities ensures they are well cared for and make good progress in their learning. Pupils who may be vulnerable, in particular, are well supported.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has been a stabilising influence during a period of instability. She has used her skills and experience to develop teamwork and a common sense of purpose. One member of staff who responded to the inspection questionnaire wrote, 'It is always challenging working here, but very rewarding. The children are fantastic and the team of people I work with are wonderfully committed and fun'. Subject leaders are taking increasing responsibility for the management of their subjects. They are developing their roles satisfactorily. The school's self evaluation is accurate and honest and pinpoints the priorities for improvement. The governing body is supportive and increasingly holds the

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school to account for pupil progress. It has ensured that the school is a safe place for pupils, but their systems of monitoring and evaluating school policies and procedures are not sharp enough.

The school's system for tracking the progress of different groups of pupils has become much more rigorous since the last inspection. School leaders are using this information well to identify and tackle any difference in performance and ensure satisfactory equality of opportunity for all pupils. The school is using the expertise of outside agencies to support its drive to raise standards. For example local authority support has been used to improve the teaching of mathematics and English in Key Stage 1 and 2 and communication, language and literacy skills in the Early Years Foundation Stage. Such good partnerships are having a positive impact on provision and pupil outcomes.

Good relationships with parents are helping them to become more involved in supporting their children's learning. The school also provides a variety of workshops to inform parents how they can more effectively support their children.

The school promotes community cohesion well. The school has used an audit to identify priorities and these have been incorporated into a working action plan. The school is a cohesive community, where diversity is valued and celebrated. Good links with the local community through visits and visitors are increasing pupils' understanding of their locality. The same is true of their understanding of their place in the world. However, pupils do not have sufficient direct experience of the variety of cultures and traditions of other areas within Britain.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

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Early Years Foundation Stage

Children make good progress from their varying starting points on entry as a result of effective teaching. Most of them enter the Nursery with skills that are well below those expected for their age, particularly in early literacy and number. A significant proportion of children speak English as an additional language. By the time they enter the Reception class children's attainment remains below average, but it is getting closer to expectations in a number of areas of learning. The good provision leads to positive outcomes and attainment is in line with national expectations, with the exception of communication, language and literacy, particularly writing, by the time they enter Year 1. Staff plan a good range of activities to develop children's language and communication skills as well as number and calculation skills across all areas of learning. Children's vocabulary is appropriately developed through adults' questions and comment, though attention given to this is not fully consistent. The close observation of children's development and the accuracy of assessment are real strengths. As a result adults are able to provide timely intervention to support individual children who need it.

The children are offered a safe and welcoming environment for learning. Clear routines help them to settle quickly. They respond to adults' high expectations and behave well. They enjoy the opportunities given to them to make choices, both indoors and outdoors. Links with parents are valued and used well to exchange information and involve them in their children's learning. Leaders and managers foster effective team work and remain focused on raising children's attainment.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The views of parents and carers are extremely positive. They felt that their children enjoy coming to school and that the school is a safe place for their children. A very few parents and carers felt that the school does not take sufficient account of their views or concerns and that pupil behaviour was not good in school. Inspection findings were that the school does act upon the views of parents and carers and that behaviour is generally good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hogarth Primary and Nursery School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 45 completed questionnaires by the end of the on-site inspection. In total, there are 210 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	31	69	13	29	1	2	0	0
The school keeps my child safe	32	71	13	29	0	0	0	0
My school informs me about my child's progress	20	44	22	49	1	2	0	0
My child is making enough progress at this school	20	44	20	44	1	2	0	0
The teaching is good at this school	24	53	20	44	1	2	0	0
The school helps me to support my child's learning	22	49	21	47	1	2	0	0
The school helps my child to have a healthy lifestyle	25	56	18	40	2	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	20	44	21	47	1	2	0	0
The school meets my child's particular needs	20	44	20	44	1	2	0	0
The school deals effectively with unacceptable behaviour	21	47	20	44	2	4	0	0
The school takes account of my suggestions and concerns	20	44	20	44	3	7	0	0
The school is led and managed effectively	23	51	18	40	1	2	0	0
Overall, I am happy with my child's experience at this school	29	64	14	31	1	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.

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.



13 October 2010

Dear Pupils

Inspection of Hogarth Primary and Nursery School, Nottingham, NG3 6JG

On behalf of the inspection team I would like to thank you for your friendly welcome. We enjoyed meeting and talking to many of you, looking at your work and visiting your lessons. We would also like to say thank you to the groups of pupils who had discussions with us and the pupils in Years 3 to 6 who completed the inspection questionnaire. You told us that your lessons have become more interesting and this is helping you to learn. We agree. Your school provides you with a satisfactory education. Most of you are making satisfactory progress in reading, writing and mathematics. Some of you, particularly those of you with additional needs, are making good progress. The headteacher, the staff and governors work hard to make sure you are safe and well looked after. You are good at knowing how to stay safe and keeping yourselves healthy. Some of you told us how much you enjoy the different clubs and activities that you attend. In lessons and around school, your behaviour is good. You are polite and kind to each other.

We have asked the headteacher, staff and the governors to do the following to improve the school further. The school has been asked to raise the standards of your learning by improving the quality of teaching in lessons. We want your teachers to make better use of information to help all of you to make more progress in your work, particularly in writing and for those of you who are higher attainers. We also want them to improve the quality of teaching to help you to make sure that you are doing as well as you can. We have asked your teachers to use information from marking your work effectively to make sure your lessons are challenging, especially for those of you who find learning easy, so that you have to think very carefully. We also want your teachers to give you more opportunity to talk about your work, to help to improve your writing skills. The governing body has been asked to put systems into place to check and update more regularly school policies and procedures.

You all can play your part by continuing to work hard and doing your best at all times, to achieve what you are capable of. Thank you once again for making us feel so welcome. We wish you the very best for the future.

Yours sincerely

David Edwards

Lead Inspector

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