

# Hatfield Primary School

## Inspection report

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<b>Unique Reference Number</b>	106993
<b>Local Authority</b>	Sheffield
<b>Inspection number</b>	356068
<b>Inspection dates</b>	24–25 May 2011
<b>Reporting inspector</b>	Jane Hughes

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	398
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms Anne Nettleship
<b>Headteacher</b>	Mrs Christine Hobson
<b>Date of previous school inspection</b>	9 June 2008
<b>School address</b>	Hatfield House Lane Sheffield South Yorkshire S5 6HY
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 20 lessons and observed 14 teachers. Inspectors held meetings with representatives of the governing body and staff, and talked with pupils, parents and carers. They observed the school's work, and looked at the school's self-evaluation, improvement plans, policies, assessment and tracking systems, safeguarding procedures and pupils' work. Inspectors analysed questionnaires from 69 parents and carers, as well as those from pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key questions.

- How well pupils' reading and writing skills are improving.
- How effectively teaching supports the needs of higher attaining pupils.
- How well partnerships enrich the curriculum and so make learning relevant to pupils.
- The effectiveness of the school's promotion of pupils' attendance.
- Whether the seemingly significant impact of leaders on the quality of teaching and subsequent impact on pupils' outcomes is sustainable.

## Information about the school

This school is larger than most primary schools. The proportion of pupils known to be eligible for free school meals is higher than average. Approximately 40% pupils are from minority ethnic groups while the majority is of White British heritage. Almost double the national average speaks English as an additional language with 23 different languages spoken by pupils in the school. A larger than average proportion of pupils has special educational needs and/or disabilities. The school has achieved Investors in People (Gold), Basic Skills, the Activemark and Leading Parent Partnership awards as well as Healthy School status. It is working towards Investors in Pupils and the Eco Schools award.

The headteacher took up temporary post at Hatfield in December 2008 while Head of the Sheffield Primary Task Force. In September 2009, the school entered a hard federation with another local school, Hartley Brook Primary. This was to support school improvement across the two schools and to promote social cohesion in the locality. The two schools have one governing body. The headteacher of Hatfield Primary became the substantive executive headteacher of both schools in September 2010. There are two executive deputy headteachers and an executive assistant headteacher responsible for teaching and learning. All three work across both schools. Hatfield is designated as a local authority placement school and helps other schools to improve their provision. The federation's senior leadership team also leads and manages the local authority programme for training newly qualified teachers (NQTs). Almost 50% of the teaching staff has changed since the previous inspection.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Hatfield Primary is a good school. Outstanding partnership work with other providers, organisations and services enhances provision, promotes good learning and well-being, and helps to raise attainment for pupils at Hatfield and also for those of its partners.

The headteacher brings much experience from many years of highly successful leadership to the Hartley Brook Hatfield federation. Skills are shared across the two schools. Senior staff provide invaluable contacts with a wide range of educational experts. These ensure that Hatfield has moved forward rapidly in the last two years and that Hartley Brook is now following a similar path. Ambitious improvement targets underpin the school's work and are communicated through the supportive staff team to pupils and their families. Parents and carers approve of the changes in school and commend the school's rising profile. Pupils are proud to be part of the school community and are increasingly aspirational. Improvements to the quality of teaching, the curriculum and all levels of leadership, including governance, ensure that pupils' academic and personal outcomes are developing apace. Well-considered plans ensure that the school continues to move rapidly forward. Self-evaluation is accurate and links clearly to improvement plans and priorities. Staff and the governing body contribute to this process. The school demonstrates good capacity for sustained improvement.

Children make a good start in the Early Years Foundation Stage. However, the outdoor learning environment is neither as well-resourced nor as well-established as inside. Although parents and carers are positive about their children's experiences in the Reception class, they do not engage fully in their children's learning, particularly at the start of the day. From starting points that are well below those expected in the reception class, by the end of Year 6, pupils' attainment is broadly average in English and mathematics. The progress of all groups of pupils, including those with special educational needs and/or disabilities is accelerating well, although at a slower rate in writing. Teaching and learning are generally good, although sometimes opportunities are lost to extend the learning of higher ability pupils and to successfully engage boys, in particular, in developing their writing skills. The pace of learning is usually good but dips at times in some classes. The curriculum supports pupils' achievement well and is enriched by additional activities to support learning and personal development.

Good care, guidance and support help potentially vulnerable pupils and their families to overcome various barriers to learning. Pupils confirm that, 'everyone in school looks after each other'. Good quality safeguarding adds to pupils' strong sense of well-being.

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

- Raise pupils' attainment in English and mathematics, and accelerate further pupils' progress, particularly in writing, by:
  - developing more opportunities for pupils, particularly boys, to engage more successfully in writing activities, through the introduction to lessons of more new technologies
  - ensuring teachers provide challenging opportunities for higher attaining pupils to develop advanced skills and a more independent approach to their work
  - ensuring pupils make the most of learning time in lessons through a faster pace of work during the transition from whole class to independent learning tasks.
- Develop further the provision in the Early Years Foundation Stage by:
  - improving the quality of the outdoor learning environment
  - planning further opportunities for parents and carers to be more fully engaged in their children's learning, particularly at the start of sessions.

## Outcomes for individuals and groups of pupils

**2**

Pupils enjoy their learning and achieve well. Many praise the school saying, 'we have a lot of fun in different lessons.' Pupils listen carefully in lessons and generally follow instructions well. They constantly share their ideas with 'talk partners' and so consolidate their learning and test out new ideas well. They also make regular use of the knowledge displayed on the learning walls all around their classrooms. Pupils show a good understanding of their targets. They usually measure how well they have performed in a lesson as they constantly refer back to clear success criteria. Nonetheless, pupils do not always make the most of learning time in lessons. They take too long on peripheral activities, such as setting up their exercise books and writing the date rather than launching into the task set from the beginning of group or independent work time. Although pupils enjoy the more interesting curriculum, boys are still less inclined to participate wholeheartedly in writing activities. Higher attaining pupils do not develop the higher levels skills or strategies to support their independent learning and this limits their attainment. For example, in mathematics, they do not pursue their own lines of enquiry.

Throughout the school, a large majority of pupils are working at the levels expected for their ages, particularly in reading and mathematics. Writing is improving more slowly. Pupils with special educational needs and/or disabilities and those who are learning English as an additional language, progress as well as their peers due to the effective support programmes and the skilful staff who work with them.

Pupils confirm that they feel safe in school and learn how to live healthily. Strong sporting partnerships enable pupils to learn from skilled coaches how to play different games such as basketball. Pupils are highly motivated by rewards, such as 'Points 4 Prizes' and enjoy competing to take tea with the headteacher. Pupils behave well and learn to take care of their emotional well-being through daily relaxation and peer massage sessions. Classrooms and shared areas are calm because pupils respect one another, are tolerant and are happy here. They have a good understanding of other religions and cultural beliefs through links with schools in Sheffield, Cumbria and China. Pupils willingly take on

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responsibilities such as eco-warriors and peer buddies. Pupils have helped to design a healthy school lunch menu. Pupils value their school community.

*These are the grades for pupils' outcomes*

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

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

**How effective is the provision?**

Teachers' accurate and regular assessments of pupils' skills help them to match work well to pupils' individual needs. Specific support programmes and booster sessions successfully target particular pupils. However, there is insufficient emphasis placed on encouraging higher attaining pupils to become increasingly independent learners. Teachers and teaching assistants work well together as they plan, evaluate and monitor pupils' learning. Much of the teaching is of good quality. At times, staff do not pick up on the slow start some pupils make to group or independent work. Teachers mark pupils' work carefully and usually provide clear points for development. Pupils increasingly try to incorporate this guidance into their work.

The curriculum provides effective opportunities for learning. Highly successful liaison with the neighbouring secondary school provides weekly access for all pupils in Years 3 to 6 to the language laboratory, where the secondary school staff teach them French. This aids pupils' learning and also helps the transition process. Pupils enjoy a wide variety of enrichment opportunities relating to arts, drama and sport. There are opportunities for pupils to use information and communication technology during 'thematics' afternoons,

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but use of new technologies is very limited during literacy and numeracy lessons each morning.

Pupils say they know who to turn to with any concerns. Parents and carers confirm this, commenting that 'teachers here are very concerned about pupils.' Good quality pastoral care, guidance and support ensure that the staff are highly responsive to individual need. Lunchtime nurture groups build positive relationships. School leaders promote attendance and punctuality with increasing success. Pupils are usually punctual and attendance is average.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

Focused concentration on improving every element of the school's work drives the agenda for change at Hatfield. The executive headteacher, along with other members of the executive leadership team across the federation, leads by example and models clear expectations of best practice for all staff. Leadership at all levels is developing well, although some elements of middle leadership are still evolving in terms of impact. Senior and middle leaders contribute well to whole-school improvement through the implementation and monitoring of sharply focused action plans. High quality staff training, coupled with good quality coaching and mentoring programmes, have significantly improved the teaching profile and so raised outcomes for pupils. Morale is high and all staff rise well to the robust challenges offered by senior leaders. There is a common sense of purpose towards making the school, its federated partner and other linked partners, the best they can be. Good site supervision ensures the school is secure and well-maintained. Lunchtime assistants and kitchen staff help pupils to enjoy healthy and sociable mealtimes. The business manager and administrative staff ensure that the federated schools are financially secure and that they run smoothly.

The governing body is well-informed on all aspects of school life. It provides a good and developing range of expertise in support of both federated schools. It adopts recommended good practice with regard to safeguarding across all areas of its work. All aspects of health, safety, child protection and safer recruitment are carefully monitored. Well-established links with outside support agencies ensure pupils' individual needs are well met.

Outstanding partnerships significantly enrich the quality of pupils' learning experiences in terms of languages, sports and cultural links as well as classroom practice. School leaders promote equality of opportunity and tackles discrimination well. Accurate evaluation of pupils' skills ensures that the right level of support is provided for all individuals and

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groups of pupils. As a result any remaining gaps, such as those between average and higher attaining pupils, are narrowing. Senior leaders analyse the school's context well and promote community cohesion effectively. Links between the two federated schools are strong and those with other local schools are developing well. Skills are shared well and relationships are strong. Parents and carers generally feel well informed about school life. School leaders deploy resources well. They achieve good outcomes for pupils. The school provides good value for money.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children relish their time in school. The effective induction programme helps them to settle quickly. Children engage well in activities because teaching is lively. The outdoor environment is adequately resourced to meet children's needs. However, it is not an especially eye-catching or engaging environment for children and is an identified area for improvement. Adults work well to stimulate children's interest in mark-making. For example, some of the boys were keen to show inspectors the large floorbooks they have recently produced. These are full of their own words and pictures and they enjoy looking back at them. This is a successful initiative to help to develop communication, language and literacy skills. Staff capture children's imagination well. A recent visit from the 'big, bad wolf' incensed some children because he had messed up their classroom and left big, scary footprints in the sandpit.

The Early Years Foundation Stage is led and managed well. Practitioners have a good understanding of the learning, development and welfare requirements for the early years. They share assessment information and the knowledge gained from careful observations so that all adults are aware of children's individual needs and provide good levels of support. Safeguarding procedures are well known to all. Parents and carers appreciate the



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work of the staff team. They are increasingly involved in supporting their children's learning at home through well-targeted guidance from staff. However, they are not encouraged to stay with their children at the start of sessions or to join in activities alongside them. This limits their understanding of how their children learn.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

Few parents and carers returned the inspection questionnaire. This is in contrast to over 50% who responded to the school's own recent survey. Almost all who responded are very positive about how well the school cares for their children, meets their particular needs and keeps them safe. They agree that teaching is good and feel well informed about their children's progress. They typically comment, 'the teachers are always there for you and your child'. A very small minority raised concerns about the way the school deals with unacceptable behaviour. Inspection evidence indicates there are clear procedures to address issues relating to behaviour and pupils confirmed that these procedures are followed by teachers.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hatfield Primary 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 69 completed questionnaires by the end of the on-site inspection. In total, there are 398 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	48	34	49	0	0	0	0
The school keeps my child safe	31	45	37	54	1	1	0	0
My school informs me about my child's progress	29	42	38	55	1	1	0	0
My child is making enough progress at this school	28	41	38	55	1	1	0	0
The teaching is good at this school	29	42	39	57	0	0	0	0
The school helps me to support my child's learning	31	45	32	46	5	7	0	0
The school helps my child to have a healthy lifestyle	20	29	45	65	2	3	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)	23	33	44	64	1	1	0	0
The school meets my child's particular needs	24	35	43	62	1	1	0	0
The school deals effectively with unacceptable behaviour	25	36	30	43	11	16	1	1
The school takes account of my suggestions and concerns	22	32	42	61	4	6	0	0
The school is led and managed effectively	20	29	42	61	3	4	1	1
Overall, I am happy with my child's experience at this school	27	39	39	57	1	1	1	1

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



26 May 2011

Dear Pupils

**Inspection of Hatfield Primary School, Sheffield, S5 6HY**

Thank you for your friendly welcome when we inspected your school recently. We appreciate the time you spent talking to us and showing us your work. Many of you told us about what you think is outstanding in your school and said that 'it is a safe place with amazing teachers.' The excellent partnerships with other schools and organisations help you all to experience many new activities and opportunities. We were impressed with how well you all get on together. Congratulations on improving your attendance - keep it up!

We judge that Hatfield Primary School is a good school. Your headteacher and all the staff and governing body do many things well. All the adults who work with you know you well. They are doing a good job and make sure that good teaching helps you to reach average standards in your work and to achieve well. You showed us that you know how to live healthy and safe lives. The peer massage is very relaxing!

Part of our job is to see what your school could do better. We have asked the adults to improve some things in the Early Years Foundation Stage, particularly the areas where the young children learn and play outdoors. We have asked the early years' staff to encourage parents to stay at the start of the day so that they can see what their children do and how they learn. We also want all of you to attain more highly in English and mathematics, and in particular, to make more rapid progress in your writing. You can help by making sure you all quickly settle down to the work your teachers give you in the part of the lesson where you work in small groups, in pairs or on your own.

We send you our very best wishes for the future.

Yours sincerely

Jane Hughes

Lead inspector

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