

Harthill Primary School

Inspection report

Unique Reference Number	106868
Local Authority	Rotherham
Inspection number	363710
Inspection dates	13–14 June 2011
Reporting inspector	Robert Jones

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	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	163
Appropriate authority	The governing body
Chair	Miss Fiona Radford
Headteacher	Mrs Jackie Williams
Date of previous school inspection	14 November 2007
School address	Union Street Harthill, Sheffield South Yorkshire S26 7YH
Telephone number	01909 770291
Fax number	01909 515967
Email address	harthill.junior-infant@rotherham.gov.uk

Age group	5–11
Inspection dates	13–14 June 2011
Inspection number	363710

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by three additional inspectors. The inspectors visited eight lessons, observed the work of six teachers and held meetings with a representative of the governing body, staff and pupils. They observed the school's work, and looked at a range of documentation, including policies, the school improvement plan, records of pupils' progress and child protection records. The inspection team received and analysed 47 questionnaires from parents and carers, as well as a number of questionnaires completed by pupils and from staff.

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

- Pupils' attainment in mathematics in Key Stage 2.
- How effectively pupils of higher ability are challenged.
- The effectiveness with which pupils are helped to understand cultures and religions other than their own.
- How well information and communication technology is used to extend learning across the curriculum.

Information about the school

This is a smaller-than-average primary school. The proportion of pupils known to be eligible for free school meals is below the national average. The majority of pupils are of White British heritage and none speak English as an additional language. A small minority of pupils are from Traveller communities. Fewer pupils than average have special educational needs and/or disabilities. The school holds various awards, including Advanced Healthy School status, the Activemark, the Intermediate International School award, Climate Change Lead School status and the Excellence in Enterprise Education award.

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

This is a good school. It is improving rapidly and several areas of its work are now outstanding. Pupils' enthusiasm for school is reflected in their high levels of attendance and in comments such as, 'I really like all the interesting things we do when we are learning.' Furthermore, the school engages parents and carers extremely well. The comment of one summarises their views, 'I could not wish for more for my child.'

Pupils positively immerse themselves in what the school has to offer. This has led to them making substantial contributions to the school and a genuine care for their community, for example, through writing to the Prime Minister on carbon emissions from primary schools. Play leaders, participation in a range of sports and a good take up of healthy meals leads to pupils' outstanding awareness of how to lead a healthy lifestyle. Above average attainment coupled with excellent awareness of the world of work within the good curriculum means that pupils are extremely well prepared for the next stage in their education.

In the Early Years Foundation Stage, children make sound progress and develop in confidence. However, inspectors found there are factors preventing provision and outcomes for children from rising to good. Between Year 1 and Year 6, attainment has been rising, particularly in reading and writing. Pupils gain a passion for reading from an early age to become confident, fluent readers. By the time they reach Year 6, they have developed impressive writing skills. While attainment is rising in mathematics, it has not risen as rapidly as that seen in English although a number of innovative developments are underway currently to remedy this.

Incisive and analytical self-evaluation is undertaken regularly by middle and senior leaders. The school has addressed the areas for improvement from the last inspection well. Higher ability pupils are more adequately challenged, which has ensured more are now reaching the highest level, particularly in English. Pupils use information and communication technology well to enhance their learning, particularly in English, and attainment in science has risen sharply. These factors illustrate well the school's good capacity to sustain its improvement.

What does the school need to do to improve further?

- Improve provision and outcomes in the Early Years Foundation Stage by:
 - ensuring best use is made of the outdoor area to extend and enhance children's learning
 - establishing routines so that children are encouraged to participate fully and behave well at all times

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

- establishing a system so school leaders, parents and carers can clearly see how each child develops skills across all areas of learning.
- Raise pupils' attainment in mathematics by:
 - sharing and learning from the examples of the good teaching in mathematics that exist in the school
 - developing a consistency of assessing pupils' work in mathematics so pupils are aware fully of what they need to do to improve.

Outcomes for individuals and groups of pupils**2**

In the best lessons, pupils behave extremely well because the learning activities are relevant, challenging and fun. In one lesson, pupils buzzed with excitement as they searched all over the school for clues to solve a mathematical puzzle. Pupils develop their self-confidence as well as their speaking skills by working in teams to solve problems and pool their ideas. In another lesson, pupils collaborated in annotating a Henri Rousseau painting to inspire their creative writing. This emphasis on collaborative working has led to pupils developing into cooperative, mature young people by the time they reach Year 6. There are isolated occasions, however, where pupils are not so involved in their learning, which means they sometimes make satisfactory rather than good progress. Boys as well as girls develop keen reading skills. They talk enthusiastically about the interesting books they have read in the school's well-equipped library and how these books have inspired their own writing. Pupils' develop good awareness of modern technology through, for example, podcasting news bulletins, which in turn enhances their literacy work and prepares them extremely well for the future.

Children enter the school with the skills and abilities expected for their age. They enjoy school a great deal and they achieve well during their time at the school, making good progress and reaching above average attainment. Those with special educational needs and/or disabilities make good progress due to a range of special courses and booster sessions which ensures they do not fall behind. Boys, as well as girls, make good progress, as do those from Traveller communities. Pupils' skills in literacy have rocketed due to a very imaginative English curriculum and exceptional leadership in this area. Pupils' mathematical skills are improving and, consequently, attainment is rising albeit at a slower rate than in English.

Pupils say they feel safe in school and that bullying, where it does happen, is dealt with by caring adults. Their spiritual, moral, social and cultural development is good. Electronic mail links have been established in some classes to help pupils gain a deeper understanding of cultures other than their own.

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

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account:	
Pupils' attendance ¹	1
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

How effective is the provision?

Teachers question pupils skilfully to challenge and make them think. This develops pupils' speaking and listening skills well. In the majority of lessons, work is well matched to pupils' ability, with high ability pupils challenged well. There are examples of outstanding teaching practice. In these lessons, pupils are constantly involved in assessing their own and each other's work. Teachers highlighted and shared examples of pupils' work so they could gain a good understanding of, 'what a good one looks like'. In most lessons, teachers ensure pupils make use of success criteria which gives them step-by-step instructions to ensure their work is of high quality. However, the new systems which have been introduced recently to assess pupils' progress in mathematics are not embedded fully across the school. Teaching assistants know just how much help to give pupils while encouraging them to become independent. In a small minority of lessons, teachers' explanations are over-long or there are insufficient opportunities for pupils to be involved in their learning.

The good curriculum is effective in helping pupils to develop their literacy skills and ensures learning is vibrant and exciting. This factor is instrumental in assuring pupils' high levels of enjoyment and, consequently, their high attendance. A literacy unit based on fiction was supplemented with pupils re-creating Michael Jackson's 'Thriller' dance, for example. The curriculum has helped pupils to gain a good understanding of various religions. Pupils' awareness of business and enterprise are developed exceedingly well

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

throughout the curriculum. A rich menu of well-attended extra-curricular sports, arts and gardening activities supplements the curriculum well. A number of innovative initiatives are currently underway to develop the mathematics curriculum in order to raise attainment. For example, pupils have used their mathematical skills to work out symmetrical patterns within an ethnic art project.

Good working with outside agencies and outstanding working with parents and carers ensures that those pupils whose circumstances make them vulnerable are well looked after and, consequently, they make good progress during their time at school. Good arrangements for transition from the neighbouring pre-school setting and a close relationship with secondary schools means pupils settle well into their new surroundings.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher leads with energy and commitment. She has successfully established an ethos of shared ambition and has galvanised the staff into the pursuit of excellence. Subject leaders have a genuine passion for their subject which is reflected in the high quality, regular monitoring and evaluation of their subjects. Consequently, leaders have embedded ambition and driven improvements well. The monitoring of teaching and learning has effectively driven up pupils' rates of progress over the past two years but some isolated inconsistencies in teaching and learning remain. For example, leaders recognise that they need to achieve better consistency in the teaching of mathematics by sharing the examples of good practice that exist.

The governing body is kept well informed through their own frequent visits and good quality information that school leaders supply to them. A particular strength of governance is how each member of the governing body has responsibility for a school development area. This ensures there is a good level of challenge provided to the school. The site is safe and secure and the governing body ensures documentation relating to the safeguarding of pupils is adequate, meeting statutory requirements. Excellent working with families, through, for example, the 'parents as partners' working groups has developed effective home-school relationships and maintained high rates of attendance.

Equality of opportunity is promoted well. The school's effective tracking system ensures pupils who are at risk of falling behind are quickly identified and swift action is taken when necessary. Any perceived discrimination is tackled decisively. The school has undertaken a thorough audit of its position in relation to community cohesion. Strong links are in place with the local community and links with schools overseas are developing, particularly through e-mail links.

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

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
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	2

Early Years Foundation Stage

Good arrangements for induction, close ties with the neighbouring pre-school and a good system of home visits ensure that children settle in well to the Reception class. Activities, such as 'stay and play' ensure parents and carers are involved with their children's learning. Children learn and play alongside each other acquiring the essential skills of cooperation and sharing. They make sound progress across all areas of learning. While the outdoor area is well equipped, it is not used to its best effect in extending and enhancing learning. This means that children's tasks sometimes lack focus. Children develop a satisfactory understanding of letters and their sounds through teacher led and independent activities. Adults regularly assess children's skills, although the current format of 'learning journey' does not give school leaders or parents and carers a full enough picture of how children develop skills across all areas of learning. Caring staff ensure the welfare of children is given high priority. Children gain a good awareness of healthy lifestyles through access to fruit and water and develop good hygiene practices in the bathroom. Leadership and management are satisfactory with the Reception class running smoothly on a day-to-day basis. However, on occasions, routines are not established consistently enough, which means some children do not participate in activities fully or behave as well as others.

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

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The overwhelming majority of parents and carers are supportive of the school's work. Many of their comments focused on the friendly and welcoming nature of the school and how well the school involves them as partners in their children's education. A very small minority of parents and carers expressed concerns about how the school deals with unacceptable behaviour and how much progress their children were making.

The inspection team thoroughly investigated these issues. Inspectors found that while behaviour was good overall, it varied from class to class. They found that pupils' behaviour was directly related to the quality of teaching and learning. Where learning was vibrant and interesting, pupils responded with good and outstanding behaviour. When lessons did not hold pupils' attention, behaviour suffered. Inspectors analysed past and present records of pupils' progress. They found that the rate of progress pupils make is accelerating, particularly in reading and writing.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Harthill 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 47 completed questionnaires by the end of the on-site inspection. In total, there are 163 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	22	47	23	49	1	2	1	2
The school keeps my child safe	24	51	23	49	0	0	0	0
My school informs me about my child's progress	19	40	26	55	1	2	1	2
My child is making enough progress at this school	19	40	21	45	5	11	0	0
The teaching is good at this school	21	45	21	45	4	9	0	0
The school helps me to support my child's learning	22	47	23	49	0	0	1	2
The school helps my child to have a healthy lifestyle	20	43	23	49	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)	17	36	25	53	1	2	0	0
The school meets my child's particular needs	18	38	22	47	5	11	0	0
The school deals effectively with unacceptable behaviour	15	32	20	43	7	15	1	2
The school takes account of my suggestions and concerns	12	26	28	60	3	6	0	0
The school is led and managed effectively	17	36	26	55	3	6	0	0
Overall, I am happy with my child's experience at this school	22	47	19	40	4	9	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	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).

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">■ 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.



15 June 2011

Dear Pupils

Inspection of Harthill Primary School, Sheffield, S26 7YH

Thank you for the warm welcome you gave us when we came to inspect your school. You will be happy to hear that you go to a good school, and some things about it are outstanding. I was particularly impressed with how aware you are about leading fit, healthy lifestyles and how well you contribute to school life and take such a keen interest in issues facing the environment. Your skills in literacy are impressive, and you use computers well to help you with learning. All these things are preparing you very well for life as an adult. You told us how the very interesting things you do in school make sure you attend regularly and enjoy school. Your parents and carers are very well informed about what goes on in the school.

Of course, all these things do not 'just happen'. Your teachers and school leaders ensure you achieve well and enjoy school. There are, like everything else, always things that can be done to improve your time at Harthill. I have, therefore, asked your headteacher and staff to do two things. First, to improve the way the outside area is used in the Reception class and to make sure children behave well and get into good routines. Second, to make sure you are as good in mathematics as you are in reading and writing.

You can help by continuing to be the mature, confident young people you are today and always asking if you are not sure what to do to improve your mathematics.

I wish you all the very best for the future.

Yours sincerely

Robert Jones

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.