

# Hartsholme Primary School

## Inspection report

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<b>Unique Reference Number</b>	120687
<b>Local Authority</b>	Lincolnshire
<b>Inspection number</b>	358819
<b>Inspection dates</b>	5–6 July 2011
<b>Reporting inspector</b>	Ruth McFarlane

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>	Foundation
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	287
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Gail Brown
<b>Headteacher</b>	Carl Jarvis
<b>Date of previous school inspection</b>	23 June 2009
<b>School address</b>	Carrington Drive Lincoln LN6 0DE
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## Introduction

This inspection was carried out by three additional inspectors. A total of 20 lessons were observed and 18 teachers, or teaching assistants leading lessons, were seen. Meetings were held with members of the governing body, parents and carers, staff and pupils. Inspectors observed the school's work and looked at a range of school documentation including policies, safeguarding arrangements and the school improvement plan. They looked at data showing pupils' assessment and progress over the last three years, and pupils' current work. The inspection team analysed 40 parental questionnaires as well as questionnaires completed by 130 pupils and 21 staff.

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

- What the impact of the ongoing building works has been, on pupils' learning and well-being.
- Whether or not assessment is used effectively in the classroom to accelerate pupils' progress.
- How well children's writing and calculation skills are developed in the Early Years Foundation Stage.
- Whether or not staff with middle management or other responsibilities, contribute successfully to the drive for improvement.

## Information about the school

The school's size is a little above average. Almost all the pupils are White British. The school has an average proportion of pupils with special educational needs and/or disabilities but the proportion of pupils with a statement of special educational needs, mostly for specific learning difficulties, is above average. The proportion of pupils who are eligible for free school meals is above average. The school has Healthy Schools Status and several other awards for its provision, among them the International Schools Award and the National Enterprise Award. The Early Years Foundation Stage comprises a Nursery with flexible part-time provision, and a Reception class. There is a breakfast club managed by the governing body. At the last inspection, the school was deemed to no longer require special measures. A new headteacher took up his post shortly before that inspection. The existing buildings are being replaced by a complete new school, being built on the same site. At the time of the inspection, this project was nearing completion.

**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?**

**1**

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

**1**

## Main findings

Hartsholme Primary School provides an outstanding education for its pupils. The whole school community has taken up the pursuit of excellence, envisaged by the headteacher before the last inspection. This has led directly to the exceptional improvement in pupils' outcomes. Pupils are happy, motivated and successful. Parents and carers are full of praise. Comments they made include, 'This school has improved 200% since this headteacher came.'

Pupils make outstanding progress in reading, writing and mathematics in the Early Years Foundation Stage and through the school, because teaching is excellent and the curriculum is rich and exciting. Cross-curricular themes are fully integrated into lessons and inspire learning. Pupils with special educational needs and/or disabilities are supported very well and also make outstanding progress because the school makes highly effective use of a wide range of extremely strong partnerships to benefit these and other pupils' learning and well-being. The school engages exceptionally well with parents and carers through a range of forums and councils as well as on a day-to-day basis. They have been fully involved in decisions about the new school. Their formal opportunities, to discuss their child, or to be involved in whole school decision making, are plentiful. Exceptional community links ensure pupils leave the school with a clear understanding of the world of work.

Pupils' learning and personal development have been managed very successfully during the construction of the new buildings, through exceptional levels of care, guidance and support. Consequently, pupils learn in an atmosphere of mutual respect and social responsibility and with a very well-developed understanding of how to keep safe, not only on the school site, but also near water, near railways, on the roads, and on the internet. They develop confidence as they accept full responsibility for their work and behaviour and undertake significant roles within the school. They have been involved in making decisions about their new school through class and school councils. Through this, they demonstrate excellent social skills and seek to help each other, mirroring the exceptional role models from staff.

The school is aware that although teaching makes an outstanding impact, not all lessons are excellent. Occasionally, in writing and problem-solving tasks, pupils have too little opportunity to think things out independently, or to explore their imaginations. Teachers' use of assessment techniques in class, such as probing questioning, is excellent, and pushes learning on. Teachers explain learning intentions clearly, and check pupils' success, but reminders of pupils' individual longer term targets, within the lesson, are less frequent.

Staff have a very clear understanding of the school's strengths and weaknesses because they share the self evaluation process, which is drawn from meticulous analysis. The focus on staff training and allowing staff's and pupils' ideas to flourish has led the entire team of

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managers, teachers and other adults to make an outstanding impact on pupils' learning and well-being. Exemplary teamwork and outstanding leadership have led to significant improvements since the last inspection. The school's lack of complacency, together with its insistence on inclusion and consultation, cements its outstanding capacity to improve further.

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

- Raise attainment further by:
  - giving pupils more opportunities to apply their own thinking and imagination to their writing and problem solving tasks
  - ensuring that pupils are reminded more frequently of their individual learning targets in lessons.

## Outcomes for individuals and groups of pupils

**1**

Pupils thoroughly enjoy school and have excellent attitudes to learning. They are encouraged to learn by exciting and lively opportunities indoors and outdoors, regularly using the local area. In one typical example, pupils were asked to use historical evidence to draw conclusions about the history of a local landmark. They worked independently using their investigational skills exceptionally well, linking together the variety of information they had discovered. Pupils' excellent behaviour makes a significant impact on their learning and draws on the high quality of teaching and support.

From starting points that are often significantly below average, pupils' attainment has improved from historically low levels, and by making outstanding progress they achieve well. This includes those pupils with special educational needs and/or disabilities, whose progress in literacy assists them to benefit successfully from the wider curriculum. The improvement is evident throughout the school so that attainment has risen to average at all stages. For the past three years attainment has been at least average overall by the time pupils leave Year 6. In mathematics in 2010 it was above average.

Pupils develop highly-effective personal and social skills. They are extremely considerate and instinctively care for one another. Pupils carry out their roles in the school thoughtfully and with considerable responsibility. Their involvement in whole school decisions is substantial, through class councils and a school council that teach them much about how society works, such as considering others' views and democracy. In this way, their contributions to the school and the local community are many and varied. Pupils are proud of the school's awards. They feel the Healthy School Status reflects their excellent understanding of what constitutes a healthy lifestyle. Attendance is above average. Pupils engage whole-heartedly in the considerable range of initiatives provided for them to use their basic skills and information and communication technology. They respond well to the substantial enterprise programme. They enjoy taking charge of managing a school bank, working in a school cafe, writing and budgeting for a school newspaper and running charity activities. This ensures they are well prepared for the world of work and has led to the National Enterprise Award.

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

The majority of teaching is first-rate and showcases a vibrant and stimulating curriculum. Cross-curricular work is fully integrated into all teaching. This means that writing and calculation tasks are related to imaginary life situations, such as arriving at a scene of crime, or immediate needs, such as measuring nutrients for plant feeding. Teachers are highly skilled in managing and motivating all groups. Very clear learning objectives keep pupils highly focused. Pupils are eager to please because of excellent relationships. They work with enthusiasm, concentration and cooperation because they are often given activities that engage them in practical investigations using a range of different skills. In a typical example during the inspection, in a local park, two year groups used their thinking skills highly successfully, cooperating together in a science investigation activity. In a few lessons, teaching is over-directive, and this sometimes slows progress. The introduction of target cards in Key Stage 1 and learning journals for the older pupils, shared at home, mean that pupils and their parents and carers understand pupils' next steps. Pupils' longer-term individual targets are sometimes not reinforced enough in day-to-day lessons.

The wide range of additional activities successfully extends physical and other skills, including residential excursions which greatly increase pupils' confidence and independence. Pupils' needs are quickly identified, and they are provided with high-quality support, underpinned by effective individual plans that are shared with parents, to ensure that all are able to engage successfully in all aspects of the curriculum. Pupils with special

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gifts or talents are increasingly receiving similarly high-quality provision, for instance, through close links with other schools.

Parents and carers speak very highly of the approachability of staff and how supportively they respond to pupils' needs. Highly effective engagement with a considerable range of partners, and the excellent work of staff in school, provide outstanding support for all pupils, evident in their rapid progress, academically and in their personal skills. Links with secondary schools are very strong and include the input of language specialists to teach French in the school and good arrangements for pupils to visit and prepare for their next stage. The breakfast club provides an excellent, well-supervised start to the day for participants and is one of a range of strategies to ensure attendance remains at least above average.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account: The use of assessment to support learning	1
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The exceptional leadership of the headteacher provides very clear direction for the school and ensures his vision for the success of all pupils is shared and promoted by the whole school community. His very successful leadership is characterised by the excellent teamwork of all staff and governors, who all have the same high ambitions for the pupils. These shared values contribute significantly to the successful delegation of roles and responsibilities within the strong system of monitoring and evaluation by senior leaders and the governing body. The four teaching staff who are lead teachers for the local authority share their expertise well to promote excellence in this and other schools.

Priorities are clearly supported by highly successful action plans that are concise and based upon rigorous and accurate reviews. Changes are skilfully managed and the impact upon provision and outcomes is very clear. For example, the action to raise standards at all levels has been concerted and most effective.

The governing body is thoroughly supportive of the school and checks its work effectively; new members are being supported well by the core of more experienced, highly knowledgeable governors. They provide strong challenge by questioning leaders about the success of actions put in place to bring about improvement. Statutory requirements are met and safeguarding provision is good, for example, the care and support of those pupils whose circumstances make them potentially vulnerable. The school's excellent promotion of community cohesion is recognised in its International Schools Award. National aspects are also well developed, but its understanding and involvement locally is strongest. As one parent or carer said, 'In the past three years, the school has placed itself in the very heart

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of this community.' It has developed an educational centre in the local farm community, for use by this and other schools.

The school rightly prides itself upon its inclusiveness and the resultant harmonious atmosphere. Discrimination is not tolerated. Although the number of responses to the pre-inspection questionnaire from parents and carers was below the average, other surveys and records show their very strong commitment to the school, and the school's exceptionally successful engagement with them. Keen attention to the needs of different groups of pupils throughout the school, and their parents and carers, and the outstanding progress pupils make, mean that the promotion of equal opportunities is highly successful and the school provides excellent 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>1</b>
Taking into account: The leadership and management of teaching and learning	1
<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>1</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>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

A high proportion of the children enter school with skills that are significantly below those expected at this age. Adults provide a sharp focus on the acquisition of language, writing and calculation skills and encourage personal and social understanding. As a result, most children make outstanding progress in these areas in the Nursery and Reception classes. By the end of the Reception Year, skills are broadly average overall. Calculation skills are above average. Writing is at the average level. Some children can write simple sentences independently. Following a farm visit, one wrote, 'We saw the cow being milked. We saw the lambs.' Children interact well, share and take turns. Their understanding of how to keep safe and healthy is excellent, helped by safe hygiene practices. Children with special educational needs and/or disabilities are well integrated and benefit from good quality support including individual programmes, so that they too make excellent progress.

The drive for improvement is exceptional because the leader works closely with the team to tackle areas for improvement. The setting is a centre of best practice for the local



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authority. Statutory requirements for safeguarding are well met. Excellent induction procedures and a warm and welcoming environment enable children to settle quickly and to develop highly positive relationships with each other and adults. Behaviour is excellent, because strategies to deal with previous challenges through staff training and developing expertise have been thoroughly successful. A wide range of practical activities and experiences encourage children to explore and investigate both inside and out of the classroom, which they do with enthusiastic curiosity. The well-planned activities inspire and excite children into learning. Expert use of assessment ensures that children's successes are monitored closely, thereby ensuring that planning accurately identifies the next steps for their learning.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

Fewer parents and carers than average responded to the questionnaire. At parents' and carers' request, inspectors met the Parents' Forum. Parents and carers are highly positive about the school. They are happy with their children's experiences at school. They greatly appreciate the progress their children are making, the encouragement for their children to have healthy lifestyles and they feel their children are well-prepared for their futures. Very few issues were raised. A very small minority indicated that their child did not enjoy school, or expressed concern that their suggestions are not considered, or felt that behaviour was not always dealt with effectively. Inspectors investigated these concerns. All the other evidence points to pupils' thorough enjoyment of school. Their behaviour during the inspection was exemplary. Records show that any behaviour lapses have been managed well. Records show that parents' and carers' suggestions are encouraged and are given thorough consideration.

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

Ofsted invited all the registered parents and carers of pupils registered at Hartsholme 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 40 completed questionnaires by the end of the on-site inspection. In total, there are 287 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	80	5	13	3	8	0	0
The school keeps my child safe	33	83	6	15	1	3	0	0
My school informs me about my child's progress	29	73	10	25	1	3	0	0
My child is making enough progress at this school	26	65	14	35	0	0	0	0
The teaching is good at this school	27	68	12	30	1	3	0	0
The school helps me to support my child's learning	29	73	10	25	1	3	0	0
The school helps my child to have a healthy lifestyle	27	68	13	33	0	0	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)	31	78	9	23	0	0	0	0
The school meets my child's particular needs	25	63	14	35	1	3	0	0
The school deals effectively with unacceptable behaviour	25	63	13	33	2	5	0	0
The school takes account of my suggestions and concerns	27	68	9	23	4	10	0	0
The school is led and managed effectively	31	78	8	20	1	3	0	0
Overall, I am happy with my child's experience at this school	30	75	10	25	0	0	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](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.**



7 July 2011

Dear Pupils

**Inspection of Hartsholme Primary School, Lincoln, LN6 0DE**

It was wonderful to talk with so many of you when we visited you recently. The other inspectors and I enjoyed our time in school and appreciated all that you had to tell us. We judged that your school is excellent. There are so many strengths it is difficult to know where to begin. Here are the highlights.

Your personal development is outstanding: you are very polite, caring and considerate of others. Your behaviour is excellent and you have a real joy of learning. That's because the teachers have worked out a really exciting curriculum. You make excellent progress because of this and the outstanding teaching you receive. This means that by the end of Year 6 your standards have risen so that you are not lagging behind the rest of the country any more. Well done!

Most lessons are exciting and you show real enthusiasm for the many opportunities provided for you. All the adults in the school take excellent care of you, especially those who need special attention. We know that your headteacher, the staff and the governing body work very successfully to make sure your school is as good as it can be.

We wish you continuing success in your new school when you move in next term. To make sure the improvements continue and standards rise further, we have asked the governing body and headteacher to make sure all lessons include lots of opportunities for you to think things out for yourselves, and that you and your teachers keep reminding you about what level you are aiming for in your learning, and how to get there.

You can help by continuing to enjoy school as much as you told us you do now, and by continuing to work hard.

Yours sincerely

Ruth McFarlane

Lead inspector

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