

# Hart Primary School

## Inspection report

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<b>Unique Reference Number</b>	111522
<b>Local authority</b>	Hartlepool
<b>Inspection number</b>	378316
<b>Inspection dates</b>	08–09 September 2011
<b>Reporting inspector</b>	Kate Pringle

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	92
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sacha Bedding
<b>Headteacher</b>	Stephen McDonnell
<b>Date of previous school inspection</b>	08–09 March 2007
<b>School address</b>	Magdalene Drive Hart Village Hartlepool TS27 3AP
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## Introduction

This inspection was carried out by two additional inspectors. Eight lessons and four teachers were observed. Meetings were held with groups of pupils, members of the governing body and staff. Inspectors observed the school's work and looked at pupils' books, assessment information, policies and procedures, the school development plan and updates of pupils' progress. Responses to questionnaires returned by pupils, staff and the 58 returned by parents and carers were analysed.

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

- How well provision in the Early Years Foundation Stage supports child-led challenge and assessments.
- How effectively teaching and learning challenges the needs of the more-able pupils in order to secure their good progress, especially in writing.
- How well the curriculum provides opportunities for pupils to become independent learners and make best use of their skills in reading, writing, mathematics and information and communication technology (ICT).
- How successfully leaders and managers work together with parents and carers, and other partners, to improve provision and outcomes for pupils.

## Information about the school

This smaller-than-average primary school serves a small village where a minority of pupils travel from outlying rural areas. Since the last inspection, the school has federated with a nearby school, sharing a governing body and headteacher. Very few pupils are known to be eligible for free school meals. Similarly, there are very few pupils from minority-ethnic groups or who speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is very low and presently no pupil holds a statement of special educational needs. The school holds a number of awards, which include: Healthy School status, Activemark and the Eco Schools bronze.

**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. Outcomes for pupils are outstanding because of their good achievement, excellent behaviour and an exceptional understanding of how to stay fit and healthy. In addition, pupils feel extremely safe and make an outstanding contribution to the school and the wider community. Staff are particularly sensitive to the needs of pupils and, because of their highly perceptive and extremely sensitive care and support, pupils enjoy coming to school. Attendance is high. Parents and carers are highly supportive of the school and the learning environment it provides for their children. One comment, reflective of many, notes, 'I feel the school fosters a supportive environment, has a lovely atmosphere, encourages community relationships and develops well-rounded children.' Overall the school provides outstanding value for money.

Pupils achieve well. They make good progress because of good relationships and good teaching. The effective curriculum offers a multitude of additional experiences for pupils, including outstanding partnership work with local schools and outdoor education providers. Recent strategies to improve the quality of pupils' writing have been successful at all stages within the school. Although the quality of teaching is good there are inconsistencies. In the best lessons, teachers make learning intentions clear, check the understanding and progress of pupils and involve them in activities which help them to question and investigate. Occasionally, lessons are too teacher directed, which slows the pace of learning and restricts the development of independent learning skills. In a small minority of lessons, there are insufficient opportunities for pupils to work together through practical, creative and investigative activities. Pupils with special educational needs and/or disabilities make good progress because of the effective support they receive. The school uses information about pupils' skills and abilities well to measure their overall progress. It is used less effectively to plan work that is well-matched to the individual abilities of pupils, especially those who are more able. Marking is used well to indicate successes in learning but does not always indicate to pupils how to improve their work.

The headteacher and governing body have created an effective federation with a nearby school. Self-evaluation is very accurate and includes all staff and members of the governing body in planning and monitoring. As a result there have been improvements which include: higher attainment in writing and an overall rise in levels of attainment; increased pupil attendance; a more exciting curriculum with better access to ICT; and more effective links with parents and carers. Given this

successful track record, good provision and outstanding outcomes for pupils, the school has a good capacity to sustain improvement.

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

- Improve the consistency of teaching and learning by :
  - ensuring good pace to lesson delivery by reducing the amount of teacher direction
  - providing more opportunities for pupils to work together through practical, creative and investigative activities
  - encouraging pupils to take greater responsibility for their learning.
  
- Refine the quality of school tracking and the analysis of assessment data in order to:
  - ensure that work is well-matched to the needs of individual pupils consistently, especially those who are more able
  - use marking more effectively to help pupils understand how to improve their work.

## Outcomes for individuals and groups of pupils

<b>1</b>
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Pupils say that they, 'love their school' and, as a result, their attendance is excellent. They enjoy their work, achieve well and are well prepared for their future learning. In lessons, pupils demonstrate excellent attitudes and form positive relationships with each other and with adults. Their written work shows increasing levels of creativity and a more accurate sense of working. They are keen to please, applying themselves diligently to the tasks set for them. Pupils engage particularly well in activities where they are challenged to solve problems using their skills in reading, writing and mathematics, or where they meet a personal challenge such as when learning to canoe or climb.

Because of small cohorts, the level of skills and abilities fluctuates from year-to-year although entry levels to the Nursery class are broadly as expected nationally for most children. Pupils make good progress and attainment by the end of Year 6 in English and mathematics is above national averages, with very little difference between the performance of boys and of girls. Recent targeted initiatives to improve pupils' writing skills have resulted in increased progress and higher attainment. Pupils with special educational needs and/or disabilities make equally good progress because they are quickly identified and supported through appropriate intervention strategies.

Pupils are extremely aware of the importance of a healthy diet and exercise. This is reflected in the high uptake of school meals and physical activities. The harmonious atmosphere within the school exists because pupils actively care, and have respect, for one another and for adults in the school. They report that there is no bullying and that they feel extremely safe. Pupils are very confident that adults will help them if they are concerned or worried. There is substantial opportunity for pupils to engage in a number of groups contributing to the school and within the wider community. The school council meets regularly and seeks pupils' views and ideas,

conscious that the decisions they make may impact upon others. Other pupils contribute by acting as buddies, encouraging integration in the playground and promoting healthy choices to younger pupils. They support a range of charities. Pupils' high levels of interaction with other schools, locally and abroad, support their understanding of their own culture and that of others.

*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>	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
<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>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Teachers make it clear to pupils what they will learn and how they will know if they have succeeded. Instructions are clear and expectations are high. Purposeful relationships underpin the positive ethos in classrooms and teachers have a good understanding of the capabilities of each pupil. High-level engagement and precise modelling of activities by teachers, lead to increased pupil progress. A range of technology, including interactive whiteboards, is used to engage and motivate pupils in learning. Occasionally, however, tasks are not sufficiently well matched to the needs of individual pupils and this can slow progress. This particularly disadvantages the more-able pupils, as lower attainers are often supported well. Although teachers provide positive comments about pupils' work, they do not always inform pupils about the next steps in their learning or how they might improve their work further.

A broad curriculum ensures good continuity and progression between classes of mixed ages. There are developing links between subjects and pupils have increasing opportunities to use their skills in reading, writing, mathematics and ICT. Outstanding provision in music and sport enhance the curriculum and additional activities very well. The development of such skills to high levels has a major impact upon pupils' personal development and well-being, for example, their understanding of safe practices, keeping fit and understanding positive discipline. Older pupils gain particular confidence during outdoor-activity residential opportunities. The school has been particularly successful at local and national level through, for example, the school choir, samba band and in tag rugby. Pupils' work on climate change and eco systems contributes greatly to their understanding of community and global issues.

<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

The detailed knowledge staff have of the personal and emotional needs of pupils assures exceptionally high standards of care. Pupils thrive in this environment in which they develop self-esteem, respect and responsibility. There is early identification of individual needs. Well defined intervention strategies, together with effective teaching assistants, support those pupils with most need. The deployment of Parent Support Advisors is extending the highly effective links with families and other agencies to ensure high quality support for those in need. Well-embedded systems with other providers assure confident induction and transition at all levels.

*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	3
<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>1</b>

## How effective are leadership and management?

Senior leaders, in partnership with staff, are helping to drive the school forward. Staff have clear roles and responsibilities and are accountable for key areas of the curriculum. They welcome the opportunity to contribute to decision making, to the school improvement plan and to enhance their own professional development. There is a good understanding of the school’s effectiveness with all leaders and managers working effectively to build on existing strengths and to introduce initiatives which have led to improvements in, for example, overall levels of attainment, writing skills, provision in the Early Years Foundation Stage and attendance. There are increasingly effective systems to track and measure pupils’ progress, although information is not always well used to plan work at individual pupil level.

The headteacher has worked successfully with the governors of two schools to create a federation which shares the headship and a single governing body. The governing body has amalgamated well and challenges the headteacher and staff to secure further improvement. Together, they are committed to developing pupils who are well prepared, both emotionally and academically, for their next steps in learning. Arrangements for safeguarding pupils are good, ensuring pupils are safe while providing challenging opportunities which enable pupils to understand their own physical and mental capabilities. The commitment to equal opportunities is clear and effective, ensuring that there is no discrimination against any group. The school is rightly proud of its inclusive nature and makes a good contribution to community cohesion. There is a strong sense of community within the school and highly effective links within the local community. Links with outside agencies are exceptionally strong because of the support given to those pupils with special educational needs and/or disabilities and the exciting range of additional learning opportunities it offers to all pupils. The school has good relationships with parents and carers, who understand its strengths well. There is good awareness of life in other countries, of different faiths and a developing understanding of the diverse and multicultural society found within the United Kingdom.

*These are the grades for the 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>1</b>

## Early Years Foundation Stage

Children have a wide range of skills when they start school; however, overall, their skills on entry to the Nursery class are in line with those expected for their age. Children make good progress from their starting points as a result of effective teaching, which is skilfully directed to develop skills in number, shape, speaking and listening and linking sounds and letters. The warm and welcoming environment enables children to settle quickly, which is evident in the happy attitudes children display as they meet their various challenges. The new outdoor area provides an effective space for children to work independently in a different environment. Staff encourage simple rules for safety and hygiene and this, together with healthy snacks, help children to develop and understand how to stay safe and eat sensibly.

A wealth of observations identify how well children are learning and developing. Well-recorded individual assessment information, together with discussions with children about their interests, feeds the next steps in planning effective support and extending children’s next stages in learning. Highly effective relationships, and the successful sharing of ‘learning journeys’, enable parents and carers to understand how well their children are progressing. The leader of the Early Years Foundation Stage has a good understanding of the strengths and areas for improvement. She has built a highly effective team who work well together with children’s interests and needs central to their work.

*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 in the Early Years Foundation Stage	2



## **Views of parents and carers**

The vast majority of parents and carers who responded to the questionnaire were highly positive about the school. They support the school and its leaders strongly. They greatly appreciate the high standards of care given to their children. They are extremely confident that their children are happy and safe and that teachers meet their children's needs very well. Few issues were raised by parents and carers and there was no obvious pattern to those raised. All were investigated fully and form part of the evidence base used to arrive at the inspection judgements.

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

Ofsted invited all the registered parents and carers of pupils registered at Hart 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 inspector received 58 completed questionnaires by the end of the on-site inspection. In total, there are 92 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	39	67	17	29	1	2	0	0
The school keeps my child safe	42	72	16	28	0	0	0	0
The school informs me about my child's progress	25	43	30	52	3	5	0	0
My child is making enough progress at this school	25	43	28	48	3	5	0	0
The teaching is good at this school	31	53	25	43	0	0	0	0
The school helps me to support my child's learning	30	52	23	40	2	3	0	0
The school helps my child to have a healthy lifestyle	42	72	14	24	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)	35	60	19	33	0	0	0	0
The school meets my child's particular needs	30	52	24	41	2	3	0	0
The school deals effectively with unacceptable behaviour	24	41	29	50	4	7	0	0
The school takes account of my suggestions and concerns	27	47	23	40	2	3	0	0
The school is led and managed effectively	32	55	22	38	1	2	0	0
Overall, I am happy with my child's experience at this school	38	66	16	28	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 08 April 2011 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.**



12 September 2011

Dear Pupils

**Inspection of Hart Primary School, Hartlepool, TS27 3AP**

Thank you for making us so welcome when we visited your school recently.

You go to a good school. We were very impressed with how hard you work in lessons and especially enjoyed the samba drumming. Your behaviour is excellent and we were very impressed by how well you respect and look after each other. We found you to be very polite and helpful and we enjoyed talking to you about your school. We found that you really enjoy coming to school and your attendance is outstanding. You appreciate the many additional activities that your teachers provide for you, especially the outdoor interests, such as canoeing and tag rugby. You feel that there is no bullying and so you feel extremely safe. We know that you make careful choices at lunchtimes and we were impressed at how many of you stay for school lunch. We also found that you make a considerable contribution to your school and to your local community. The many excellent partners your school has means that you are given excellent opportunities to learn within a range of different activities. Your parents and carers appreciate the school, your headteacher and teachers very much.

Teachers try hard to make lessons enjoyable and all staff care for you exceptionally well. We would like them to help you to improve even more by making sure that every lesson has a good pace and teachers give you more time for you to learn through practical, creative and investigative activities. We would like teachers to use their assessment information better so that the tasks they set are better matched to your individual abilities, especially for those of you who need greater challenge. In marking, we would like you to know more about what you have to do next to improve. You can help to by making sure that you continue to do your best and keeping up your very impressive attendance.

Yours sincerely

Kate Pringle  
Lead inspector

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