

# Haggonfields Primary and Nursery School

## Inspection report

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<b>Unique Reference Number</b>	122604
<b>Local Authority</b>	Nottinghamshire
<b>Inspection number</b>	380499
<b>Inspection dates</b>	27–28 September 2011
<b>Reporting inspector</b>	Glynn Storer

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>	74
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Peter David Elgy
<b>Headteacher</b>	Brian Huxley (Acting Headteacher)
<b>Date of previous school inspection</b>	2 October 2008
<b>School address</b>	Marjorie Street Rhodesia Worksop S80 3HP
<b>Telephone number</b>	01909 473992
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<b>Age group</b>	3–11
<b>Inspection date(s)</b>	27–28 September 2011
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors saw all three of the school's teachers and observed a total of six lessons. They held meetings with parents, groups of pupils, members of the governing body and staff. They observed the school's work, and looked at pupils' completed work, tracking data, safeguarding information and curriculum planning. They also took account of the views of parents and carers expressed in the 31 parental questionnaires that were returned during the inspection, together with those returned by members of staff and by pupils.

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

- What is the school doing to sustain a trend of rising standards and improving progress, with particular reference to standards in writing, outcomes for more able pupils across the school and the performance of boys in Key Stage 1?
- How accurate is school self-evaluation and is it providing leaders, managers and governors with the information they need to drive and sustain improvement?
- Has the school taken effective action to maintain continuity in the education of its youngest children and to improve outcomes for all children currently in the Early Years Foundation Stage?

## Information about the school

Haggonfields is a small primary school in the village of Rhodesia, a semi-rural setting on the outskirts of Worksop. Most of the pupils are of White British heritage, with only a small number from minority ethnic groups. Of these, the percentage that speaks English as an additional language is below the national average. The percentage of pupils known to be eligible for free school meals is above average, as is the proportion with special educational needs and/or disabilities. Since its last inspection, a new acting headteacher and acting assistant headteacher have taken over the leadership of the school.

The school has gained the Extended Services Quality Mark.

**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

Haggonfields Primary and Nursery School provides a good education for its pupils. After a period of significant turbulence, the school has re-established stability and continuity of learning for children in the Early Years Foundation Stage. Children get a sound start to their education, but the school has ambitious plans to improve further provision for children in Nursery and Reception. Work has already begun, but much remains to be done. Pupils in Key Stages 1 and 2 make good progress and, starting from a low base, reach average standards by the time they leave. In recent years a small number of more able pupils had not made the progress that they should and boys did less well than girls. The school recognised these trends and has taken effective action. As a result, the gap between boys and girls has narrowed considerably and there has been a marked upturn in both standards and progress. At the end of Year 6 in 2011, pupils of all abilities, including the more able, those with special educational needs and/or disabilities and those who spoke English as an additional language had progressed at least at the nationally expected rate. Indeed, the progress of almost half exceeded national expectations. Inspection evidence and the school's thorough tracking indicate that the school is maintaining its positive momentum: progress is continuing to accelerate and standards to rise.

Pupils learn well because they have positive attitudes and are engaged in interesting activities. They enjoy lessons and rise to the challenge of tasks that make demands on them. For example, pupils showed commendable persistence and collaborated well to work out how to determine the nets needed to build three-dimensional shapes. Teaching is effective because, in most lessons, teachers' planning ensures that activities match the range of needs and abilities in the mixed-age classes and are pitched at levels that move pupils' learning forward. The curriculum has a strong focus on literacy and numeracy. This has been an important factor in the school's successful drive to raise standards, as has the extensive use of information and communication technology (ICT) to motivate pupils and to support their learning. Staff are beginning to plan topics that will strengthen the school's drive to promote community cohesion and pupils' cultural development more effectively. This work is at an early stage of development and so has not yet had an impact on pupils' learning. The school provides a good quality of care, guidance and support for pupils and, when necessary, for their families. Parents and carers testify to the fact that this school always 'goes the extra mile'. Good levels of engagement with parents and carers complement this provision and ensure that the school is sensitive in its support for pupils, in breaking down barriers to learning, and in enabling pupils who may for any reason be vulnerable to benefit from all that the school has to offer.

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Through reports from staff and informal visits, the governing body is involved in most aspects of the school's work. It ensures that statutory requirements, including those relating to safeguarding, are met effectively. Governors undertake a small number of formal monitoring visits to gather the first-hand information they need to support and challenge the school. Currently this work is carried out by relatively few governors, which constrains its impact. Nevertheless, sound governance, the drive and ambition of the acting headteacher, the positive response of staff, the strong approval of parents and carers, and the record of success to date together mean that the school has a good capacity to sustain improvement in the future.

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

- Improve provision and outcomes for children in the Early Years Foundation Stage by pressing ahead without delay with plans for:
  - embedding rigorous procedures for assessing children's learning and tracking their progress
  - strengthening children's learning of letters and sounds
  - developing the use of talk as the basis for early writing activities.
- Extend the monitoring of the school's performance to more members of the governing body.
- Strengthen pupils' cultural development and the school's drive to promote community cohesion by:
  - ensuring that curriculum topics include content that increases pupils' understanding of local, national and global issues
  - seeking more opportunities for pupils to experience at first hand aspects of different religious and cultural traditions.

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

In the three years since the last inspection, standards in Key Stage 1 have risen steadily. They are now average overall, but in reading and mathematics are beginning to move above the national average. Overall standards in Key Stage 2 have also risen from significantly below to broadly in line with the national average over the last two years. During this time, standards in mathematics have been higher than those in English. The school has identified, and is addressing successfully, on-going weaknesses in pupils' writing that have held back standards in English. As a result, the gap in standards is narrowing rapidly. The success of this focus was observed in a literacy lesson. Pupils were highly motivated to write creatively by images evoked through music, shapes, colours and movement. Pupils talked and listened to one another exceptionally well, recording their moods and ideas thoughtfully and imaginatively. This was further developed by the teacher providing a specific time for pupils to respond to her quality marking, ensuring that all pupils

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had time to practise and extend their writing skills still further. In 2011 and in the current Year 6 cohort, all pupils have made good progress from generally low standards on entry and, for some, progress has been excellent. Consequently, the proportion of pupils attaining the above-average Level 5 has increased year on year. Pupils with special educational needs and/or disabilities and those who speak English as an additional language also make good progress, although their lower scores in the English test affect the overall picture of the school’s performance in this subject.

Pupils say that they feel safe in school and they have a good understanding of how to keep themselves and others safe, for example from strangers or when using the internet. Pupils know what constitutes a healthy lifestyle. The take-up of health-promoting activities is good but some fail to act on what they know to compromise health when choosing snacks or the contents of their lunch boxes. Pupils make a good contribution to the school as a community by the good quality of care that they show towards one another, and especially for those who arrive from overseas with little or no English. They take the role of ‘buddy’ to younger children and act as school councillors. They also contribute effectively to the wider community, for example by designing play equipment for a local playground. Pupils are adequately prepared for their futures. They attain average standards in literacy and numeracy, and most have positive attitudes to learning. They behave well in class and around the school. Attendance is similar to that in schools nationally. The school’s values and good provision for learning in the personal, social and emotional domain result in good levels of spiritual, moral and social development. Pupils respond sensitively to things of beauty, act on a clear understanding of right and wrong, and relate well to others, including those from different backgrounds. Cultural development is satisfactory but pupils have too few first-hand experiences to promote learning to a higher level.

*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	<b>2</b>
<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>3</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</b>	<b>3</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

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<b>contribute to their future economic well-being</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>

## How effective is the provision?

Most teachers' have high expectations of pupils' behaviour and capacity to cope with demanding work. They monitor work effectively, and use questioning the keep levels of challenge suitably high. Teachers' use of assessment to support learning is good. Planning is matched closely to pupils' recent attainments across the age and ability range. Occasionally, the pace of learning for younger pupils slows when they are unsure about what they are expected to learn or when the timing of activities allows too little time for them to reinforce their learning independently. Pupils in upper Key Stage 2 receive regular reminders about their targets and messages about how their work can be improved when books are marked. They are routinely given time to respond to this advice and readily strive to raise their performance to the next level.

The school adapts its curriculum effectively to meet the diverse needs of pupils, including those with special educational needs and/or disabilities and those at the very early stages of learning English. The whole curriculum is based on the teaching of skills and is delivered through topics that interest pupils and motivate all, but especially the boys, to learn effectively. The success of the curriculum is seen in rising skills in literacy and numeracy and in good levels of confidence and competence in the use of ICT as an aid to learning. Pupils benefit from a good range of educational visits, visitors and special events that bring learning to life and promote enjoyment. After-school clubs, such as cookery, football, table tennis, or art and craft add to the quality of pupils' experience. Take-up is good: all currently have 'waiting lists'. The curriculum is effective in promoting most areas of pupils' personal development. However, current topics do not have enough content that supports cultural development or the school's work on community cohesion.

Pupils feel safe and well cared for in school. They are untroubled by bullying and have confidence in adults to help them. The school goes to extraordinary lengths to ensure the smooth induction of pupils joining the school at times other than normal. Many such pupils are newly arrived from overseas and speak little or no English. The success of the school's arrangements is clearly evident in the speed with which they settle and are happily integrated into the school community. The school has good formal arrangements for ensuring the safety and welfare of pupils, but there is a sensitive, personal touch that most benefits pupils and their families, for example by helping them to combat racism in the wider community.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
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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?

The extent of school improvement in recent times is testimony to the ambitious and effective leadership provided by the acting headteacher and his assistant and to their successful management of teaching and learning. The school has effective arrangements for evaluating all aspects of its work. The acting headteacher and staff know where they have succeeded and where work remains to be done. Targets for raising attainment are challenging but realistic and school improvement planning builds on what has already been achieved. This ensures that the gains the school has made are sustained. The school has strengthened teaching, learning and the curriculum. In doing so, it has raised standards, accelerated pupils' progress and eliminated underachievement amongst more able pupils. The positive engagement of parents and carers, and effective partnerships with local authority staff, local schools and community organisations underpin the school's improvement drive.

Arrangements for safeguarding are good. The school has constructive links with safeguarding agencies and procedures such as risk assessments, premises inspections and safety checks on equipment used by pupils and staff create a safe environment. The school tackles any form of discrimination and recent results indicate that equality of opportunity is good. There is a satisfactory plan for promoting community cohesion but, as yet, it is in the early stages of implementation. Importantly, however, the school has coherent plans to refine its curriculum to strengthen arrangements for promoting community cohesion, so that pupils become increasingly involved and well informed in this important area. The governing body has implemented satisfactory procedures for monitoring and holding the school to account for what it achieves. However, these activities have been restricted to relatively few experienced governors. As a result, the full impact of this initiative is yet to be felt.

*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>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>



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<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</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>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children’s skills, knowledge and understanding on entry to Nursery vary from year to year because intakes are so small. They are typically below and often well below those normally expected of three-year-olds. Children make satisfactory progress in Nursery and Reception but almost all transfer to Year 1 with attainment that is below national expectations for their age. In recent years, the development of effective Early Years Foundation Stage provision has been inhibited by staffing difficulties. The school has taken effective action that has restored stability and continuity in children’s learning. Induction procedures are effective and these, along with a consistently caring approach from staff, ensure that children settle quickly and happily into school life. At present, the acting headteacher oversees this provision, while on-going training prepares a colleague to take on leadership responsibilities at a later date. With his support, the Early Years Foundation Stage team has already improved the learning environment, making it more bright, stimulating and well-organised, and by providing more purposeful opportunities for outdoor learning. Although there are opportunities for children to write both independently and with adult support their language skills, particularly in speaking and listening, are not sufficiently developed yet. For example in a singing and rhyming session some children were unable to hear individual sounds within words so they were not capable of saying all the sounds and sequencing these sounds and words clearly. Adults use on-going assessments to inform their planning to meet the needs of children of all abilities. However, this data are not used to track children’s progress long term, in order to measure the effectiveness of improvement plans and to spot any potential underachievement. Although the school has identified these issues, their action has yet to have a significant impact on improving children’s literacy skills.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
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

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## **Views of parents and carers**

The views of parents and carers are overwhelmingly positive about the quality of education that the school provides. One parent wrote: 'This school is providing an excellent education for my child...children are excited to learn... and happy to go to school.' They clearly value the effective induction arrangements, the way school leadership has brought about improvement and the extent to which staff listen to their concerns and give constructive advice. Parents also speak highly of the school's caring ethos. A small number of parents expressed concerns about the way the school deals with inappropriate behaviour but the inspection found no evidence to support these concerns.

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

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

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 31 completed questionnaires by the end of the on-site inspection. In total, there are 74 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	21	68	9	29	1	3	0	0
The school keeps my child safe	24	77	7	23	0	0	0	0
The school informs me about my child’s progress	20	65	11	35	0	0	0	0
My child is making enough progress at this school	16	52	15	48	0	0	0	0
The teaching is good at this school	18	58	13	42	0	0	0	0
The school helps me to support my child’s learning	15	48	16	52	0	0	0	0
The school helps my child to have a healthy lifestyle	17	55	14	45	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)	19	61	12	39	0	0	0	0
The school meets my child’s particular needs	16	52	12	39	2	6	0	0
The school deals effectively with unacceptable behaviour	18	58	10	32	0	0	2	6
The school takes account of my suggestions and concerns	18	58	9	29	3	9	0	0
The school is led and managed effectively	17	55	14	45	0	0	0	0
Overall, I am happy with my child’s experience at this school	17	55	14	45	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 are 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.**



29 September 2011

Dear Pupils

### **Inspection of Haggonfields Primary and Nursery School, Worksop, S80 3HP**

Thank you for the warm welcome and the courteous way that you treated me when I visited your school. Your school is giving you a good education, and these are some of the things I liked most:

- Most of you are now making good progress in reading, writing and mathematics and you attain as well as most pupils do nationally.
- Your acting headteacher has taken successful steps to make sure that recent improvements in standards and progress are maintained.
- Your teachers plan effectively for lessons that improve your literacy and numeracy skills.
- Your good behaviour in lessons helps you learn, and those who are capable of reaching higher levels respond well to the challenging work your teachers set.
- The school takes good care of you and helps you to feel safe.
- The school's leaders and some of the governors check regularly on how well everyone is doing and take steps to help anyone who is having difficulties.

To help the school improve further, I have asked school leaders to:

- make sure that plans for improving children's learning in Nursery and Reception are carried out without delay
- involve more members of the governing body in checking aspects of the school's work
- build the exciting activities that you have been doing recently into a curriculum that teaches you more about the wider world.

You can help by always following the good advice that teachers give you and by asking if you are unsure about how to get your work to the next level.

Yours sincerely

Glynn Storer  
Lead inspector

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