

Hogarth Primary and Nursery School

Porchester Road, Nottingham, NG3 6JG

Inspection dates

12–13 December 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Although pupils' progress is improving, they do not make consistently good progress in English and mathematics, especially in Key Stage 2.
- The standards reached by pupils by the end of Year 6 in English and in mathematics are rising, but they are still below national figures in mathematics.
- Activities in some lessons are too easy for pupils, whose progress is limited as a result.
- Some teachers do not have high enough expectations of the quality and amount of work that pupils can produce in lessons, especially in writing.
- School leaders' own assessment of the quality of school's work is over-generous. This includes both their views on the quality of teaching and their views on pupils' performance.
- The school's checks on the quality of teaching do not always look closely enough at the progress made by pupils in lessons.
- Governors do not look at pupils' results for themselves to identify which areas of the school need improving, or to consider how well pupils are doing compared to those in other schools.

The school has the following strengths

- Pupils feel safe in school. They work hard, behave well and enjoy coming to school.
- Children are well taught in the Early Years Foundation Stage. As a result they make good progress in their learning.
- Reading is taught successfully. By Year 6 most pupils are confident readers with standards that are broadly in line with the national average.
- Pupils' progress is tracked and extra help is given quickly to those pupils who find learning difficult.
- The school works successfully to make sure that all groups of pupils feel included, and that all pupils feel valued.
- Relationships with parents and carers are good. As a result, pupils' attendance rates are improving, and are now at national average levels.

Information about this inspection

- Inspectors observed 15 lessons, including four which were jointly observed with school leaders. All classes were observed. Inspectors made a number of shorter visits to see pupils at work and at play. They also saw a school assembly.
- Meetings were held with two groups of pupils, with members of staff including senior and middle leaders, with governors and with a representative from the local authority.
- Inspectors considered the 16 responses to the staff questionnaire they received. They spoke to a number of parents and carers and took into account the 5 responses to the on-line questionnaire (Parent View). They also looked at the results of a recent larger survey of parents' and carers' views carried out by the school.
- Inspectors looked at pupils' books and at teachers' planning. They looked at school documents including information on pupils' current progress, and at plans for improving the school. They looked at records of pupils' behaviour and attendance, and at how well the school keeps its pupils safe.

Inspection team

Michael Phipps, Lead inspector

Additional Inspector

Joanne Sanchez-Thompson

Additional Inspector

Full report

Information about this school

- This school is smaller than the average-sized primary school. It has Early Years Foundation Stage classes for Nursery and Reception aged children.
- The proportion of pupils known to be eligible for the pupil premium, the extra funding for pupils in local authority care, pupils who are known to be eligible for free school meals and children of service personnel, is slightly higher than average.
- The proportion of pupils from minority ethnic groups is higher than national averages, with a slightly higher than average proportion of pupils who do not speak English as their first language.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above national figures. The proportion of pupils supported at school action is considerably higher than is found nationally.
- The school manages an extended care service for children, which includes before-school and after-school care.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching, and raise the proportion of lessons which are good or better by:
 - expecting pupils to achieve more in lessons, and to work more quickly
 - ensuring that the work set in lessons is difficult enough for pupils of all abilities, particularly in mathematics
 - making sure that the adults who work with children encourage them to work more independently
 - making sure that teachers' marking consistently shows pupils how to improve their work.
- Increase the rate of progress of all groups of pupils in Key Stage 1 and Key Stage 2 by:
 - giving pupils more opportunities to practise and improve their writing skills across a range of subjects
 - having higher expectations of the progress that all groups of pupils should make over a period of time.
- Improve the quality of leadership and management by:
 - making sure that the school's evaluations of the quality of teaching focus on the progress that pupils make in lessons
 - training middle and senior leaders in lesson observation skills so that they can more accurately judge the quality of teaching
 - making sure that governors analyse pupils' results for themselves so they can identify where the school needs to improve, and so get a more accurate view of how well the school is doing compared to all schools nationally.

Inspection judgements

The achievement of pupils

requires improvement

- Children enter the Early Years Foundation Stage with skills that are well below those expected for their age. As a result of good teaching they begin to catch up in the Nursery year, though their language development is still below the level expected. By the time they leave the Reception year they have almost caught up with children nationally. This represents good progress.
- Progress in Key Stage 1 is less consistent. The quality and presentation of work in pupils' books varies widely, particularly in writing. Teachers' expectations of the quality of pupils' work are not consistent; and school leaders' expectation of the progress that pupils should make is too low. As a consequence, the attainment of pupils by the end of Key Stage 1 has been variable in recent years.
- In recent years pupils' progress in English and mathematics in Key Stage 2 has been too slow. Rates of progress are now beginning to rise as a result of actions taken by school leaders to improve teaching and standards. Attainment in English is now close to national figures but rates of progress in mathematics have not yet been rapid enough to close the gap with pupils nationally.
- Reading is well taught in the school. By Key Stage 1 pupils have a good understanding of phonics (the sounds that letters make). Teachers in all years check that pupils regularly read books which are at a suitable level of difficulty. As a result, by Year 6 pupils are confident readers who enjoy books, and who can talk with enthusiasm about their favourite books and authors.
- Pupils' writing has improved as a result of the school's work to develop their speaking skills. However, pupils do not always get the chance to write at length in lessons. They do not consistently apply what they have learned about writing in English to their writing in other lessons such as topic.
- Pupils known to be eligible for the pupil premium receive extra support and, as a consequence, achieve as well as other pupils. Disabled pupils and those with special educational needs make progress that is broadly in line with that of similar groups nationally.
- The school works successfully to support pupils who do not speak English as their first language. As a result, these pupils catch up quickly, and achieve as well as other pupils. The needs of minority ethnic pupils are also met well, and they achieve in line with other pupils in the school.

The quality of teaching

requires improvement

- The quality of teaching in Key Stage 1 and Key Stage 2 is inconsistent. While inspectors saw some good teaching, the overall quality of teaching requires improvement because the progress that pupils make is not consistently good. In too many lessons teachers do not expect pupils to produce work of a high enough quality, or to work quickly enough.
- In some lessons the work that teachers plan for pupils is not hard enough. For example, in several mathematics lessons that were observed, all pupils who were working on a particular topic did the same tasks, regardless of their level of ability.

- Teaching in the Early Years Foundation Stage is good. Children’s skills are well developed because teachers’ planning takes into account the needs of each child, and support in lessons is carefully matched to individuals.
- In good lessons, teachers and pupils get on very well together because teachers make learning fun. Pupils are encouraged to talk in pairs to discuss and explore ideas, and they can try out their ideas on whiteboards before writing in their books. In these better lessons, work is well matched to pupils’ abilities. In a good Year 4 reading lesson, for example, the teacher had carefully planned suitable work for each group, and supported all groups as they were working. This meant all pupils made good progress in the lesson.
- Adults who support pupils are sometimes used well, particularly in the Early Years Foundation Stage, to question children and to develop their thinking. They also support pupils who do not speak English as their first language very effectively. This helps these children to make faster progress. At other times, however, particularly in Key Stages 1 and 2, they offer too much help to pupils. This limits their chance to work independently and slows their learning and progress.
- There is some good practice in teachers’ marking of pupils’ work, but it is not consistent across the school. Too much marking comments on what pupils have done, but does not tell them how to do better. As a result, pupils do not always get clear guidance on how to improve their work.

The behaviour and safety of pupils are good

- Pupils behave well in lessons. They enjoy learning and they want to succeed. Most pupils concentrate well and can work without help from their teacher when they are given the chance. Pupils help one another, listen to each other and like to answer questions and offer opinions. They take on positions of responsibility in school such as membership of the school council and helping with computer equipment, which increases their confidence.
- Learning is rarely interrupted by poor behaviour, although some pupils lose attention when teaching does not keep them interested. Pupils like the rewards they get for working and behaving well. Teachers and school leaders manage pupils’ behaviour effectively. They check regularly to make sure that the school’s systems to improve pupils’ behaviour are working, and are being used consistently and fairly. Parents and carers rightly feel that pupils’ behaviour in school is good. Questionnaires show that staff also feel that pupils’ behaviour in school is good.
- Pupils say they feel safe in school. Parents and carers agree that they are safe and well looked after. Racist incidents are very rare. There have been no exclusions from school since 2007. Pupils understand that there are different types of bullying, such as name-calling and physical bullying. They say that bullying in this school is rare, but if it happens they know who to tell, and are confident it will be well dealt with.
- Pupils told inspectors that they enjoy school. They get on well with each other, and with the adults in school. They find their teachers kind and helpful. Pupils move around the school in a safe and sensible way, so the school is a calm place to learn in.
- The school has worked well with parents to improve pupils’ attendance rates. As a result, attendance rates are rising, and are now at national average levels.
- The quality of the care that is provided before school and after school is good. Pupils enjoy interesting activities in a warm and inviting atmosphere. They are well looked after and

supported by the adults in charge. This provision has further strengthened the school's good relationships with parents and carers.

The leadership and management requires improvement

- Leadership overall is not good because pupils' achievement and teaching both require improvement. School leaders have acted to raise the quality of teaching, particularly in literacy and numeracy. This is beginning to improve pupils' results.
- Pupils' progress over time is tracked carefully, and extra help is given quickly to pupils who are struggling. Regular meetings involving class teachers, school leaders and parents and carers to discuss pupils' progress make sure that these pupils catch up.
- The school's checks on the quality of teaching are regular, but in judging lessons insufficient weight is given to the progress made by pupils. The management of teachers' performance is linked to their salary progression but since teachers' targets for improvement are not closely linked to pupils' progress, decisions on salary progression are not based on robust evidence.
- The school's own evaluation of its work contains an over-generous view of the quality of teaching, and of pupils' performance against national expectations. School improvement plans are very detailed, and concentrate on broadly the right areas, but these plans do not contain measures of success that can be easily checked using data on pupils' progress and attainment.
- Relationships with parents and carers are good. Parents are very supportive of the school and its leaders. They find the staff helpful and feel well informed about their children's progress.
- The school's arrangements to keep pupils safe meet all legal requirements.
- School leaders, including governors, use the school's finances well. Extra funds from the pupil premium have been spent well on support for groups of pupils, including those eligible for free school meals. This support has included extra help in lessons, paying for visits and activities, funding an attendance officer and paying for counselling sessions in school. As a result, these supported pupils do just as well in school as other pupils.
- The curriculum is planned well, and provides pupils with interesting lessons, visits and other experiences. This careful planning means that pupils can develop their literacy and numeracy skills in different subjects. Pupils go to clubs and activities after school, such as football and yoga, which enhance their enjoyment of school. The school invites high-achieving former pupils into school as speakers. This helps pupils to be ambitious about their future.
- The school promotes pupils' social, moral, spiritual and cultural development well. Pupils have a well-developed sense of right and wrong, and are willing to share and cooperate well with each other. Assemblies encourage spiritual reflection and pupils say a prayer before their lunch. The school is proud of the range of cultures that pupils come from and celebrates this in its summer carnival. The school successfully engages parents from minority ethnic groups in the work of the school.
- The local authority knows that the school needs to improve and has provided some appropriate support. This has included staff training, extra funding and linking the school with an outstanding local school. However, the local authority has not provided a consistent external evaluation to check the accuracy of the school's view of its performance.

■ **The governance of the school:**

- Governors are keen to improve the school. They have a good knowledge of what is happening in school, and are aware of many of the school's strengths and weaknesses. They have a more limited knowledge of the quality of teaching, the management of teachers' performance and its links to salary progression. They oversee the budget well and know how extra funds from the pupil premium are being used. Governors are very supportive, but do not always provide enough challenge to senior leaders in improving the school. They monitor the school's plans for improvement to make sure they are working. However, they rely too much on school leaders to give them the information they need. They have not been trained in how to analyse pupils' results to identify areas that need improving. This means they have not been able to get an accurate picture of how well the school is doing compared to schools nationally.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	122425
Local authority	Nottingham
Inspection number	406091

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	198
Appropriate authority	The governing body
Chair	Sharon Head
Headteacher	Fiona Johnson
Date of previous school inspection	11 October 2010
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