

Hartshorne CofE Primary School

Main Street, Hartshorne, Swadlincote, DE11 7ES

Inspection dates 25–26 April 2013

Overall effectiveness	Previous inspection:	Good	2
	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

- Achievement requires improvement because pupils' progress has not been good over time.
- Standards in both English and mathematics at Key Stage 2 dipped last year and in English they were below average.
- Common errors in spelling, punctuation and sentence structure are not always corrected and pupils in all classes do not get regular opportunities to develop their writing skills by writing longer pieces.
- Pupils do not have individual targets to help them with their learning in different subjects.
- Teachers do not always have high enough expectations of how much pupils can learn in lessons. The pace of lessons is sometimes too slow and teachers do not check on pupils regularly enough and adapt activities to ensure pupils make good progress.
- Questioning is not used to develop pupils' thinking and to extend their learning.
- Leadership and governance require improvement because they have not ensured that teaching and achievement are good.
- Governors do not fully hold the school to account for its work and have not ensured continued improvement since the previous inspection.
- The additional provision in the nurture group requires improvement because teaching and achievement are not good.

The school has the following strengths

- Standards in mathematics in Year 6 last year were average.
- Parents, pupils and staff are positive about behaviour in the school. Pupils say they feel safe in school and all parents responding to the online questionnaire agree.
- Attendance has improved and is now above average.
- Leaders are aware of the areas that need to be improved in the school and these are a current focus.

Information about this inspection

- The inspection team observed teaching in 13 lessons or part-lessons in the main school and parts of a session in the nurture group.
- Two observations of teaching were carried out jointly with the headteacher. The headteacher was also observed feeding back to teachers on pupils' learning and progress in lessons.
- Meetings were held with staff, pupils, governors and a local authority representative.
- The inspector examined the 12 responses to the online questionnaire (Parent View) and spoke to parents when they brought their children to school. The 10 responses to the staff questionnaire were also analysed.
- The inspection team scrutinised the school's information on pupils' attainment and progress, records related to the management of performance and the monitoring of teaching, safeguarding and behaviour documentation and the minutes of governing body meetings.

Inspection team

Susan Williams, Lead inspector

Additional Inspector

Rosemary Barnfield

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- The very large majority of pupils are White British.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion supported through school action plus or with a statement of special educational need is well-above average.
- The proportion of pupils known to be eligible for the pupil premium (additional government funding for pupils known to be eligible for free school meals, children who are looked after and children from service families) is above average.
- A higher proportion of pupils join or leave the school at other times than the usual dates of school admission.
- The school meets the government's current floor standards, which set the national minimum expectations for pupils' attainment and progress.
- There are four mixed-age classes. Reception children are taught with Year 1. Most Year 1 pupils are taught with Year 2. There is also a mixed Year 3 and 4 as well as a mixed Year 5 and 6 class. There is a nurture group for disabled pupils and those with special educational needs who have been identified for additional support for their behaviour. There are 10 places and pupils are placed in the provision for a maximum of two terms.
- There have been significant changes to the governing body since the previous inspection including a new Chair of the Governing Body who took up the post in September 2011.

What does the school need to do to improve further?

- Improve teaching so that it is good by ensuring that:
 - teachers have high expectations of how much pupils learn in lessons
 - lessons proceed at a brisk pace and teachers check on learning regularly in lessons and adapt their teaching so pupils make good progress
 - questioning helps to develop pupils' thinking and is used to probe and develop understanding.
- Raise achievement, particularly in English, by:
 - ensuring common errors in spelling, punctuation and sentence structure are always corrected
 - ensuring pupils are given opportunities to write extended pieces in all classes across the school
 - giving pupils clear targets about their next steps in learning so they know what to focus on to improve their work.
- Improve leadership and management by:
 - setting pupils targets which help them to make good progress and ensure that pupils falling behind are given extra help to help them catch up and this is monitored by leaders and governors to make sure it makes a difference
 - governors holding the school to account for its work.
- An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because pupils' progress over time is not consistently good. Targets set for pupils are whole-school priorities for development and not specific to what each pupil needs to focus on to improve his or her own work. This does not help them to make rapid progress in their learning.
- Standards at Key Stage 2 dipped in both English and mathematics last year. In mathematics they were average although in English they were below average. Progress is better this year, however, teachers do not always ensure basic errors in sentence structure, grammar and punctuation are corrected and that pupils are given opportunities to write extended pieces in all classes.
- Children enter Reception with skills and knowledge below those expected for their age, particularly in their communication, language and literacy skills and in their personal development. The school has improved the environment and the focus on developing children's learning to follow up on direct-led teaching sessions. For example, following a session on adding numbers using sweets in jars on the interactive whiteboard, which children enjoyed, children then used dough to add petals to flowers and seeds to count.
- In the Year 1 phonics screening check in 2012 pupils reached higher standards than pupils in schools nationally. The school works well with parents to develop reading and some parents come into school to hear pupils read. Mathematics has developed since the previous inspection with more opportunities for pupils to apply their mathematical skills to problem solving.
- Disabled pupils and those who have special educational needs are given extra help in lessons, small groups or on an individual basis. Some pupils make good progress but this is not consistent across the school. Progress also varies for pupils who join the school at different times than the usual dates of admission.
- There is a range of support available for pupils eligible for the pupil premium including additional adult help in lessons, small groups and on an individual basis, as well as programmes to help develop reading and writing. The average point scores for pupils eligible for support from the pupil premium in Year 6 in 2012 were three terms behind other pupils in English and five terms behind in mathematics. The gap narrowed in English but not in mathematics. Some pupils make accelerated progress and for others progress is not as strong. There is still more to be done so that there is equality of opportunity for learning in the school and all pupils make good progress.
- Achievement requires improvement in the nurture group. The progress of pupils is tracked against a behavioural profile on a weekly basis and pupils make expected progress. However, pupils are not clear about their next steps in learning and adults do not make the most of opportunities to develop learning, for example, by using questioning to check pupils understanding and to help develop pupils' reading skills.

The quality of teaching

requires improvement

- There is too much teaching that requires improvement and not enough that is good. Over time, the quality of teaching has not been strong enough for pupils to make good progress.

- Teachers do not always have high enough expectations of how much pupils can learn in lessons and the pace of learning is sometimes too slow. In some lessons this is because introductions or whole class activities take too long or do not involve all pupils. Occasionally, pupils lose focus when they work on tasks for extended periods. Teachers do not always check on pupils regularly enough to adapt tasks or their teaching to make sure pupils' progress remains fast.
- Questioning is often directed at one level to the whole class. Questions are often simple and factual and teachers do not use this opportunity to extend pupils' thinking or to get pupils to share their views on other pupils' answers. The opportunity to extend pupils' learning further by using follow-up questions is often missed.
- In the best teaching, for example in a Year 3 and 4 mathematics lesson on patterns of numbers, the teacher introduced the lesson working with the more-able pupils and the teaching assistant worked on the same activity with easier numbers with the less-able pupils. The teacher expertly questioned the pupils and asked them to think about each other's answers. She encouraged them to think about the reasons for their answers and why other pupils' answers were correct. When pupils moved onto activities, the teacher moved around the room checking on learning and skilfully questioning pupils to make sure they made good progress.

The behaviour and safety of pupils are good

- Behaviour is good in lessons. Pupils are usually polite and courteous to each other and adults. Pupils have a range of responsibilities including being members of the school council and the 'eco-council'. The school is effective in promoting positive relationships and tackling discrimination.
- The school holds a weekly 'golden assembly' which celebrates good attendance, punctuality and achievement. A 'golden person' is nominated from each class for doing something good that week and these pupils are invited to the 'golden tea party' on a Friday afternoon with the headteacher. Pupils give out awards for lunchtime behaviour, recycling and for pupils who have helped them.
- Pupils say they feel safe in school and that bullying isn't an issue. They are confident if they have a problem that they can talk to staff who will help them. Parents also thought their child was safe in school and did not have concerns about bullying. Staff responding to the questionnaire were all positive about pupils' behaviour in school. School records confirm these views are accurate. There are very few incidents of poor behaviour over time and where there have been instances the school has supported pupils to improve their behaviour.
- Pupils in the nurture group are well supported to manage their behaviour. There is evidence of improvements in behaviour for pupils during their time in the placement. The pupils attend regularly and have good manners.
- Attendance has been promoted successfully in the school and this has improved, it is now above average. Pupils are punctual to school and to lessons.

The leadership and management requires improvement

- Leadership and management require improvement because leaders and governors have not ensured teaching and achievement are good over time. Pupils are not set targets which are at a high enough level for them to make good progress and they are not clear about how they should improve their work in different subjects.

- Leaders have started to monitor the progress of additional support given to pupils but changes have not been made quickly enough so pupils who receive additional help are given the support which will help them to make good progress.
- The headteacher carries out the management of the performance of staff. Targets are set for teachers linked to the new 'Teacher Standards' (national expectations for teachers) and pupils' progress. Where teaching has not been good, extra support has been provided to improve teaching and this has been effective.
- The school gives priority to the teaching of reading, writing and mathematics although pupils do not have regular opportunities to develop their writing skills in longer pieces in all classes. Other subjects are taught as discreet subjects.
- The Early Years Foundation Stage is well-managed. The curriculum for children in Reception has been adapted and this has led to improved standards at the end of Reception.
- Pupils' spiritual, moral, social and cultural development is well developed. The school has a close relationship with the local church which pupils attend for regular services. Pupils take part in events to raise money for local and national charities. They are encouraged to consider a range of topics, for example, in one assembly they reflected sensibly on the difficult topic of the loss of a loved one.
- The leadership of the nurture group requires improvement as the focus has been on improving pupils' behaviour and opportunities for pupils to work on their targets and next steps in learning are missed.
- The local authority has helped the school with its self-evaluation process and with the training of governors in their new role. They have brokered support from advanced skills teachers to work with staff to develop the quality of teaching in the school which has been effective.
- **The governance of the school:**
 - Governors are very supportive of the school. However, they rely on the headteacher for evaluation of data on pupils' progress and the quality of teaching and do not fully hold senior leaders to account to ensure continuing improvement. They have received updates from the headteacher about pupil premium funding and are aware of the difference this is making and the changes the school has made so this makes more difference. They have started to visit regularly to see for themselves how well pupils are doing. They are aware of where teaching has been less strong, what support has been given and that pay awards have not been awarded where pupils have not made good progress. Governors have attended training from the local authority to help them understand their new roles. Safeguarding is given a high priority in the school and meets statutory requirements.

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	112824
Local authority	Derbyshire
Inspection number	412066

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	96
Appropriate authority	The governing body
Chair	Debbie Patrick
Headteacher	Susan Skinner
Date of previous school inspection	24 March 1010
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