

# Hatfield Woodhouse Primary School

Main Street, Hatfield Woodhouse, Doncaster, South Yorkshire, DN7 6NH

**Inspection dates** 25–26 June 2013

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected	
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
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

- Pupils' progress is not fast enough. They do not achieve well because teaching is not regularly good.
- Information about pupils' progress is not regularly used to plan lessons and to ensure that pupils get the support that they need.
- Activities do not consistently provide accurate challenge to pupils of all abilities. Therefore, the pace of learning slows and pupils do not stay interested and engaged.
- Marking is irregular in telling pupils what they have learnt well and what to do next. Teachers do not often check that their advice has been followed.
- A significant minority of pupils lack good skills in spelling, punctuation and mental mathematics. Pupils do not have enough opportunities in all lessons to practise and strengthen specific literacy and numeracy skills.
- Senior leaders do not check all aspects of the school's work equally and thoroughly. They do not act on their findings promptly, in order to improve the quality of teaching and raise achievement more quickly.
- The behaviour policy is not always used in the same way by all staff. Not all staff is fully skilled in managing more difficult behaviour.
- Partnerships between the school and some parents are not very positive because some parents think they are not well informed. Parents are also not convinced that their views and concerns are responded to.
- Attendance is average and the strategies to improve it are not making enough difference to all groups of pupils. Not all pupils or parents fully understand the link between attendance and progress.

### The school has the following strengths

- Pupils enjoy school and feel safe and valued.
- The trust provides good resources such as training, which is helping senior leaders and the governors to raise standards.
- Subject leaders' work is providing a good base for strengthening teaching and learning.

## Information about this inspection

- The inspectors watched 16 lessons, of which three were observed jointly with the principal. The inspectors also listened to pupils read and watched pupils at break and lunchtimes.
- The inspectors held meetings with senior and subject leaders, a group of pupils, members of the governing body, and a representative of the School Partnership Academy Trust.
- The inspectors analysed 47 responses from parents to the online questionnaire (Parent View). They also took the findings of 14 staff questionnaires into account.
- The inspectors looked at the school’s work, including its information about the achievement of groups of pupils in each year. They checked the records of the quality of teaching, looked at samples of pupils’ work, policies relating to the safeguarding of pupils and behaviour records.

## Inspection team

Lynne Blakelock, Lead inspector

Additional Inspector

Karen Foster

Additional Inspector

## Full report

### Information about this school

- Hatfield Woodhouse Primary School converted to become an academy school in April 2012. It is sponsored by the School Partnership Trust Academies. When its predecessor school, of the same name, was last inspected by Ofsted, it was judged to be outstanding.
- It is similar in size to an average-sized primary school.
- Most pupils are from White British backgrounds and speak English as their first language.
- The proportion of pupils eligible for support through the pupil premium (additional government funding for looked after pupils, pupils known to be eligible for free school meals and those from service families) is below the national average.
- The proportion of disabled pupils and those who have special educational needs supported by school action is above average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The principal took up her post four years ago and the vice-principal was appointed in September 2011.

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

- Accelerate pupils' progress so that teaching is at least consistently good and by ensuring that:
  - activities always provide accurate challenge to pupils of all abilities
  - the pace of learning is always brisk and keeps pupils involved and engaged
  - marking tells pupils what they have learnt well as well as the next steps in their learning, and teachers check that their advice has been followed.
- Promote pupils' consistently good or better achievement in reading, writing and mathematics from Foundation Stage 1 onwards, by making sure that:
  - information about pupils' progress is used to plan all lessons and to provide the necessary support for pupils who find some aspects of learning difficult
  - spelling, punctuation and mental mathematics skills are incorporated into daily teaching and learning
  - pupils have opportunities in all lessons to practise specific literacy and numeracy skills.
- Ensure that behaviour is at least good or better in lessons and around the school, through:
  - consistent use of the behaviour policy and the sanctions detailed within it
  - training for all staff in managing behaviour.
- Raise attendance to above average by making sure that:
  - the senior leadership team check that the strategies to improve attendance are effective for all groups of pupils, and adapt them where necessary
  - all pupils and parents understand the link between attendance and progress.
- Improve the impact of leadership and management by ensuring that the senior leadership team:
  - check all aspects of the school work very thoroughly and take prompt action to address their findings

- strengthen the partnership between home and school by making sure that parents feel well informed about school matters, have a regular forum to air their views and have confidence that these are valued, and their concerns are listened to and responded to.

## Inspection judgements

### The achievement of pupils requires improvement

- Pupils do not achieve well throughout the school because the quality of teaching is not consistently good. While pupils are making expected progress, not enough pupils make better than expected progress from their individual starting points.
- Standards are nearing average by the end of Year 2 and average by the end of Year 6. There are weaknesses in pupils' spelling and punctuation and in their mental mathematics skills, which hampers pupils' progress in English and mathematics.
- While the school predicts improvements this year in the proportion of pupils reaching higher levels of attainment, the tasks pupils are given do not consistently enable them to develop the necessary skills to achieve them.
- In the Early Years Foundation Stage, the children start school with levels of skill and knowledge typical for their age. They make expected progress in all areas of learning, with numerous opportunities to practise speaking, listening, and the skills of working together. Progress is not quicker because activities do not consistently challenge them as well as they could or encourage them to enquire and consider.
- Many pupils can accurately sound out letters and groups of letters (phonics) by the end of Year 1. Some less-able pupils struggle to break down words into accurate sounds. They are not always encouraged to further develop their phonics skills in other lessons and this slows their progress in learning to read and write.
- Pupil premium money is spent carefully to reflect the literacy and numeracy needs of those pupils known to be eligible for free school meals. It has financed small teaching groups for phonics, a teaching assistant for each class and single year group classes. Last year, the average attainment scores of pupils eligible for free school meals in English and mathematics were two terms ahead of their class mates.
- Most groups of pupils achieve similarly, including those who speak English as a second language, disabled pupils and those who have special educational needs. The individual needs of these pupils are identified quickly. Where support accurately matches their needs, they make quicker progress in constructing sentences and understanding how the placing of numbers affects their meaning.
- The rate of progress of boys and girls is similar. Boys' reading levels have increased this year, helped by books that they like and topics that they find much more interesting.

### The quality of teaching requires improvement

- Not enough teaching is consistently good. It varies between lessons and subjects and as a result, pupils make expected, rather than good progress.
- There is inconsistency, in particular, in the accuracy of challenge in pupils' work and in the pace of learning. Staff has the necessary information about the levels at which pupils work but are not always using it to plan suitably challenging tasks. Not only does this slow down pupils' progress but it results in some pupils becoming disinterested and restless.
- The quality of marking is variable in the usefulness of the information it gives to pupils about what they have learnt well and how to make further progress. Most work is marked regularly but comments are often too general and teachers do not often check that any advice they have given has been taken by pupils. However, some teachers guide pupils' learning very effectively in lessons through the advice they give.
- In good lessons, pupils are interested and involved in their learning and their progress quickens. For example, in a Year 2 numeracy lesson, pupils knew exactly what they had to achieve and how to achieve it. Tasks were well matched to pupils' levels of ability and they were able to take responsibility for their learning. The teacher was demanding in her expectations of pupils'

learning and the pupils responded well. Consequently, by the end of the lesson they made good progress in using addition, subtraction and multiplication to solve number problems.

- Teachers are beginning to include literacy activities much more often in other subjects. Numeracy skills are less often planned for in lessons other than mathematics.
- Teaching assistants provide good encouragement for pupils who find some learning difficult, although, as with other aspects, the impact of this support is variable because it is not always specific enough to pupils' individual needs.

### **The behaviour and safety of pupils** requires improvement

- A small number of pupils struggle to meet the school's expectations of behaviour. When teaching is not interesting or pupils do not have enough to do, some become restless.
- Not all of the staff have the specific skills to manage behaviour successfully, including at breaktimes and do not consistently follow the school behaviour policy.
- The school has enlisted external support to help staff manage those pupils' whose actions and words are unacceptable, and to make sure other pupils can always learn without distractions. Individual teachers are providing effective support for such pupils. The school and governing body continue to address the issues and know that behaviour can improve further. Behaviour records do show, however, that incidents have reduced significantly.
- The significant majority of pupils behave sensibly, enjoy school greatly and show very positive attitudes to school and learning. They like the reward system and are very proud that the teachers acknowledge their hard work and efforts. Records show, and pupils agree, that there is not very much bullying and when it does happen it is usually dealt with promptly.
- The majority of parents who responded to the questionnaire believe that bullying is dealt with effectively. However, the concerns raised by a few parents about behaviour, which included bullying, have not been resolved promptly and this has led to some loss of confidence in the school's procedures.
- From Foundation Stage 1 onwards, the school warns pupils of the dangers they may face, such as talking to strangers and the potential problems in using the internet. As a result, pupils speak confidently about how to respond to such dangers and keep themselves safe.
- Pupils enjoy being involved in the school and take their responsibilities seriously. Year 5 pupils, for example, enjoy being reading buddies to Year 1 pupils.
- Although many pupils' attendance rates are above average, overall, attendance remains average. The school has a range of strategies to improve attendance but they are not proving effective for all groups of pupils. Not all pupils or parents understand the link between attendance and progress.

### **The leadership and management** requires improvement

- Leaders have not checked all aspects of the school's work thoroughly and accurately. This has led to an over generous view of the impact of the quality of teaching on pupils' achievement and has slowed down the rate of improvement.
- Parents' satisfaction with the school has fallen, mainly because some do not feel well informed or feel their concerns are taken into sufficient account. The school has begun a parents' forum to help parents have a better voice in the school's development. A range of workshops to help parents support their children's learning are also held throughout the year.
- The principal and vice-principal, supported by the academy trust, are beginning to put the school on a more secure footing to make and sustain improvements. Crucially, supported by accurate information gathered from tracking pupils' progress, they know why and where progress is not fast enough. They are systematically working to improve teaching practices, which is their major priority.
- Teaching is observed regularly and in detail. The school's judgements about teaching are over

generous in the proportion of lessons graded as good. However, the school development plan reflects the areas of teaching that require improvement. Performance management of staff rewards those teachers who are successful in meeting their individual goals.

- All of the staff understand and support the school's priorities. Staff has much more accountability, including understanding what the school's data is saying about pupils' progress. However, lesson observations during the inspection show that information about pupils' levels of attainment is still not considered carefully enough in planning some pupils' tasks.
- Subject leadership in its present form is a recent development. It is carefully structured to strengthen teaching and leadership and is providing a good basis for making and sustaining improvements. This improvement is however at too early a stage to have impacted significantly on measurable outcomes for pupils.
- The subjects taught provide broad and balanced experiences for pupils throughout the school, both academically and in their personal development. Topics really interest pupils and incorporate visits and visitors. Pupils' spiritual, moral, social and cultural understanding is supported appropriately in lessons, assemblies and in the daily life of the school. All groups of pupils have equal opportunities to succeed because there is no discrimination.
- Partnerships, particularly the trust, support leaders and managers in developing the skills to make the school more effective, including helping staff to quicken the achievement of less able pupils.
- **The governance of the school:**
  - The governors understand their roles and responsibilities. They are very well informed by the principal and trust, and find out a good amount about the school's work for themselves. They have individual responsibilities and are at the early stages of working in groups to check the major aspects of the school's work. Their understanding of data is improving. Consequently, the governors' ability to support the school as well as challenge it is becoming more effective, although they still do not always ask the questions they need to. However, they are realistic about the school's performance, which they know needs to improve, including the quality of communication between home and school. The governing body knows how pupil premium funding is allocated although not its impact. They are very clear about their roles in performance management and how this is used to reward good teaching or tackle any underperformance.

## 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

<b>Unique reference number</b>	138007
<b>Local authority</b>	Doncaster
<b>Inspection number</b>	411929

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

<b>Type of school</b>	Academy Converter
<b>School category</b>	Non-maintained
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	235
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Brown / Lesley Bailey
<b>Principal</b>	Helen Acton
<b>Date of previous school inspection</b>	Not previously inspected
<b>Telephone number</b>	01302 840448
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