

Hartburn Primary School

Adelaide Grove, Stockton-on-Tees, County Durham, TS18 5BS

Inspection dates 15–16 January 2014

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

Summary of key findings for parents and pupils

This is a good school.

- Children get off to a good start in the Early Years Foundation Stage and make good progress by the end of Year 6.
- By the end of Year 6, pupils achieve well in mathematics and reading and standards are well above average.
- The achievement of pupils supported by the pupil premium at least matches that of other pupils in school.
- The learning of groups of pupils, particularly those who are disabled or have special educational needs, is generally good.
- Teaching is good. There are some examples of outstanding teaching in the school.
- The school contributes effectively towards pupils' spiritual, moral, social and cultural development.
- Leaders and managers have a positive effect on improving teaching and achievement. The school is well placed to improve.
- Pupils' behaviour is good in and around the school. They are cared for well. Moreover, they say they enjoy their learning, like their teachers and feel safe.

It is not yet an outstanding school because

- Pupils do not make outstanding progress throughout all year groups, particularly in writing. Some of the most-able pupils do not make as rapid progress as they should.
- A small minority of teaching requires improvement and not enough is outstanding.
- Teachers do not always provide the most-able pupils with demanding enough activities to increase their progress.
- Leaders do not always use and present information which tells them about pupils' progress as well as they could do.

Information about this inspection

- The inspectors visited 21 lessons, a number of small group and one-to-one teaching sessions and listened to pupils reading.
- Meetings were held with groups of pupils, the Chair of the Governing Body, a local authority representative and school staff.
- Inspectors took account of the 60 responses to the on-line questionnaire (Parent View), letters from parents and a number of staff questionnaires.
- A range of documents were looked at, including the school’s analysis of how well it is doing and the improvement plan, information about pupils’ progress and the observations of the quality of teaching, minutes of the governing body meetings and records relating to behaviour, attendance and safeguarding. The inspectors also examined pupils’ work.

Inspection team

Sue Eland, Lead inspector	Additional Inspector
John Pattinson	Additional Inspector
Jonathan Chicken	Additional Inspector

Full report

Information about this school

- Hartburn Primary School is a larger than average-sized primary school.
- The proportion of pupils eligible for the pupil premium funding (additional funding provided for children in local authority care, those from service families and children known to be eligible for free school meals) is below average.
- The majority of pupils are of White British heritage.
- The proportion of pupils supported through school action is well below average.
- The proportion of pupils supported at school action plus or who have a statement of special educational needs is well below average.
- The proportion of pupils starting and leaving the school at times other than expected is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Improve progress in writing so that it matches that of reading and mathematics by:
 - providing pupils with more regular opportunities to write and to practise their basic skills as often as possible in other subjects
 - checking that the most-able pupils are set work that is hard enough so that they make faster progress.
- Improve the impact that leaders and managers have on achievement by:
 - using and presenting data about pupils' progress in a clearer and more accessible way in order to help staff maximize the progress of all pupils
 - ensuring that governors monitor and evaluate the work of the school more effectively in order to have a more accurate picture of the school's performance.

Inspection judgements

The achievement of pupils is good

- Most children start in the nursery with skills and knowledge that are below those typically expected for their age. They make good progress across the Early Years Foundation Stage. Teaching is good and the quality of the internal learning environment in nursery is outstanding. Adults ensure opportunities for playing and exploring, active learning, creativity and critical thinking. Pupils are well prepared for Year 1.
- Progress in Key Stage 1 is good from pupils' individual starting points. Attainment by the end of Year 2 is well above the national average overall and writing is a strength. Letters and sounds are taught successfully and pupils use this knowledge in reading and writing.
- By the end of Year 6, attainment in mathematics and reading is close to or exceeding national expectations. Attainment in writing has yet to match that of mathematics and reading. Pupils make good progress in mathematics and reading, but progress is more variable in writing. However, pupils are now showing improved progress in writing throughout Key Stage 2.
- The school provides good support for the small number of disabled pupils, those with special educational needs and pupils who speak English as an additional language. Individual needs are effectively assessed and these pupils make good progress across the school.
- The small number of pupils supported by pupil premium, including those known to be eligible for free school meals, achieve at least in line with other pupils. These pupils in general make progress as good as that of other pupils in school.
- In some cases, the most-able pupils could work at a faster pace, especially in reading and mathematics at Key Stage 1 and writing at Key Stage 2. Despite this, their overall progress is good, especially in mathematics and reading by the time they leave school. This reflects the effective promotion of equality of opportunity for pupils.

The quality of teaching is good

- Teaching is good overall, with some examples of outstanding teaching. Lessons include a number of strengths that lead to effective learning and good progress.
- Teachers and other adults create a positive climate for learning both in lessons and in the learning environment. Pupils are generally interested and engaged with learning and feel confident to do their best.
- Teaching, in particular the teaching of mathematics, is good and has remained consistently good since the last inspection. For example, in mathematics, pupils understand different methods of calculating their answers because of the guidance they receive.
- Most teachers have high expectations of pupils and pupils respond by working hard. However, sometimes pupils find work too easy or too hard. This especially led to the most-able pupils not making as much progress as they should.
- Where pupils learn very well, teachers' expectations are high, pupils are keen to answer questions and to do well, and no time is lost. Teachers' questioning is probing and pupils know how to improve their work and are involved in checking how well they have done. In addition, work is pitched at the right level to help pupils of all abilities to achieve as well as they can.
- The quality of support in lessons is good across the school and adults are clear about their role in helping pupils to learn effectively.
- In writing, pupils do not always write often enough or have the opportunity to write about a wide range of topics. The most-able pupils are not challenged enough and basic writing skills are not applied well enough in other subjects, for example, in science.
- A variety of teaching methods and effective, targeted support, help most pupils to achieve well. However, in some lessons, teachers do not always use assessment information well enough to set

work that is sufficiently challenging for the most-able pupils.

- Teachers mark work regularly. In some classes, pupils are given clear guidance on how to improve their work. Pupils know their targets and in many lessons, these are used successfully to help pupils improve their work. However, the opportunity to respond to teachers' comments is not yet happening in all lessons across the school, limiting some pupils' ability to improve their work.

The behaviour and safety of pupils are good

- Behaviour is good. Pupils get on well with each other and this helps them to make progress. There is a very positive atmosphere in school and pupils are extremely polite and courteous when moving around school, in classrooms and in the playground.
- Pupils who spoke with inspectors said 'pupils are nice to one another, there is no bullying in our school, we have older children who act as our buddies'.
- In lessons, pupils' positive attitudes help them to respond quickly to instructions and the majority of lessons flow smoothly without disruption. Only when pupils are not totally captivated in the lesson, does their behaviour start to deteriorate.
- Pupils' behaviour is managed successfully and the school has effective systems in place to ensure pupils' safety. Teachers ensure that pupils understand what is expected of them and know where to seek help if they have any worries. As a result, pupils feel safe and happy in the school.
- Pupils have a good awareness of the different forms of bullying, in particular cyber-bullying. They consider this not to be a problem in the school and are confident that should bullying happen, it will be dealt with quickly. The anti-bullying week, e-safety day and a visit to see Crucial Crew are examples of how the school is supporting pupils.
- Parents agree that their children are cared for very well. Very effective relationships with parents and external agencies ensure that any pupils who give cause for concern are identified early and appropriate support is provided.
- The school provides good opportunities for pupils to take responsibility. Pupils are keen to contribute to their school community, for example, as school councillors. They are proud of their school and were keen to tell inspectors about it.
- Attendance is above average compared to schools nationally. The school is taking effective action to reduce the number of pupils who take holidays during term time.

The leadership and management are good

- The headteacher is passionate about the school and inspires pupils and staff. Morale is high and staff appreciate the positive and supportive leadership within the school. As a result, staff work well together as a team.
- The leadership of teaching is good and effective performance management and training are closely matched to the needs of the school and the staff.
- Middle leaders know pupils very well and some are involved in the checks made on the quality of teaching. In some subjects, these checks are not fully effective, especially in writing.
- The school's view of its own performance is mostly accurate in identifying where achievement is best and where good teaching is taking place. Leaders are aware of strengths and weaknesses and overall they know how to make further improvements.
- Systems to assess pupils' performance are established within the school. However, leaders and managers need to present a clearer and more manageable picture of performance across all the different groups of pupils so that this can more effectively indicate to staff where improvements need to be made.
- The curriculum provides a number of imaginative experiences which make learning exciting. An excellent example of this was seen in the 'Superheroes' topic in Key Stage 1. The school promotes

the spiritual, moral, social and cultural development of pupils very effectively. This is a strength of the school and is reflected in the way in which pupils work together, their care and concern for others and the positive way in which they enjoy coming to school.

- When requested by the headteacher, the local authority has provided effective support to help the school improve. The new Primary School Sport funding has been used effectively. For example, funding has been used to develop a multi-use games area which pupils say 'is fantastic!'

■ **The governance of the school:**

- The governing body has a range of priorities which are clearly identified in the school improvement plan. Governors are involved in the school's evaluation of its performance and in compiling the school's improvement plan. They have an understanding of the school's data and the strengths of the school but are not as clear about its weaknesses.
- They have agreed how to allocate pupil premium funding, such as how to pay for additional staffing and to provide enrichment activities to benefit those pupils for whom it is intended. Governors know that this is having a positive impact on pupils' progress.
- Governors manage the school's finances well and funding is spent on the correct priorities.
- An effective performance management system is in place which clearly holds school leaders to account. Any underperformance is tackled and good teaching is rewarded.
- Whilst governors have an understanding of the school, there could be a clearer system to check and report back more rigorously on the impact of the school's work and their own.

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	111543
Local authority	Stockton-on-Tees
Inspection number	431381

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	569
Appropriate authority	The governing body
Chair	Janet Appleby
Headteacher	Tom Gittins
Date of previous school inspection	6 February 2009
Telephone number	01642 391728
Fax number	01642 646002
Email address	tom.gittins@sbcschools.org.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

