

Hartley Brook Primary School

Hartley Brook Road, Sheffield, South Yorkshire, S5 0JF

Inspection dates

6–7 March 2014

Overall effectiveness	Previous inspection:	Not previously inspected	
	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.

- Pupils at Hartley Brook Primary school receive a good quality education from a committed staff.
- Pupils' achievement is rapidly improving and pupils are now making good progress in each key stage. Therefore, attainment is rising. Pupils with special educational needs make particularly good progress across the school.
- The quality of teaching is good, enabling pupils to make increasingly better progress. Teachers have good subject knowledge and understand the key features that make learning good.
- The quality of teaching and learning experiences in the integrated resource unit is good due to highly trained and ambitious staff.
- The behaviour of pupils is good. Pupils enjoy school, they want to learn and particularly look forward to participating in activities of their own choice provided in 'Green Zones' around the school at various times of the day.
- The school's work to keep pupils safe and secure is good. Parents say their children are looked after well. Pupils are confident that staff will listen to their concerns and take effective actions to resolve any issues quickly.
- Leadership and management are highly effective in improving the quality of teaching and accelerating pupils' progress. The headteacher has been instrumental in making significant improvements to quickly tackle a legacy of underachievement. Governors have a clear vision for the school, giving appropriate challenge to school leaders and set high expectations of all staff and pupils.

It is not yet an outstanding school because

- Teaching is not outstanding. It does not yet inspire pupils, particularly the most able and those who speak English as an additional language, to progress as quickly in writing as they do in reading and mathematics.
- Outstanding and innovative practice is not always shared among staff.
- Pupils' attendance is below the national average.

Information about this inspection

- Inspectors observed 29 lessons or parts of lessons, three of which were observed jointly with senior leaders.
- Inspectors listened to Years 1, 2, 3 and 4 pupils read and looked at the work in the books of pupils in Years 3, 4 and 5.
- Meetings were held with the Executive Headteacher and different groups of people involved with the school. These included pupils, parents, members of the governing body, members of the teaching staff and a representative from the local authority.
- Inspectors took into account the results of the school's recent parental surveys, the 29 responses to the on-line questionnaire (Parent View), letters from parents and 52 staff questionnaires.
- Inspectors looked at a range of documents, including plans for improvement, records of the school's checks on pupils' and teachers' performance, safeguarding and attendance documents, minutes of meetings of the governing body and school policies.

Inspection team

Faheem Chishti, Lead inspector	Additional Inspector
Benjamin Harding	Additional Inspector
Don Parker	Additional Inspector
Pauline Pitman	Additional Inspector

Full report

Information about this school

- Hartley Brook Primary School is a much larger than average-sized primary school.
- The school converted to a sponsored academy in May 2012. The sponsor is HBH Academy Trust.
- The proportion of pupils from minority ethnic groups and who speak English as an additional language is average. It has risen significantly in the past 18 months during which time the school has had an influx of 80 Slovakian gypsy/Roma pupils. For many of these pupils, Hartley Brook is their first experience of school.
- The proportion of disabled pupils and those with special educational needs supported through school action is above average. The proportion of pupils supported at school action plus or with a statement of special educational needs is also above average.
- The proportion of pupils known to be eligible for the pupil premium is above average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school maintains a small integrated resourced unit that currently provides for eight pupils with special educational needs, catering for pupils with complex learning difficulties.
- The Executive Principal leads this school and its sponsor academy.
- The school runs and manages a breakfast club.

What does the school need to do to improve further?

- Improve the quality of teaching to outstanding and thereby raise attainment and further accelerate progress, particularly in writing, by:
 - ensuring that teachers plan and adapt lessons so that they inspire all groups of pupils to achieve their very best
 - ensuring that outstanding practice is shared even more readily among all staff
 - ensuring that work set for the most able, and those for whom English is an additional language, is appropriate and challenging
 - improving the outdoor learning facilities in the Early Years Foundation Stage so that it is as rich as that found indoors, by providing a range of stimulating and inviting activities that excite children and promote good learning.
- Improve overall attendance so that it at least matches national averages by identifying further ways to ensure that children attend regularly and punctually.

Inspection judgements

The achievement of pupils

is good

- Children start school with skill levels which are well below those expected for their age. In the first year of the school, they made only expected progress in the Early Years Foundation Stage but this has been addressed quickly and successfully by school leaders so that most children now make good progress and are well-prepared for their future learning when they start Year 1.
- Reading skills are taught well using phonics (learning letters and the sounds they make) and pupils use these acquired skills successfully in their initial efforts in reading and writing. Given their starting points, pupils perform well in the reading check in Year 1 with only a slightly below average proportion reaching the required standard. Most pupils show good enthusiasm for reading and make a good effort at tackling difficult texts.
- Progress is accelerating in Key Stage 1. Attainment is below average but is improving swiftly, particularly in writing.
- A similar pattern continues at Key Stage 2, where attainment, although below the national average, has improved from previously low levels. The progress of pupils in Key Stage 2 in reading and mathematics is particularly good, with an above average number of pupils making more than expected progress. For example, the current Year 6 pupils have made more than double the amount of progress expected of them in reading and mathematics since September.
- Scrutiny of pupils' workbooks confirmed data which show that the progress pupils make in writing is not quite as swift as in other subjects.
- Slovakian Roma pupils often arrive with no previous school experience, even when entering Key Stage 2. As a result, the school is learning quickly to cater for the specific language needs of these pupils by providing good bilingual support and appropriate teaching techniques that meet their needs. It is too soon to see the impact of these measures on pupils' attainment.
- The attainment of pupils known to be eligible for free school meals lags behind that of their peers in school by about half a term in all subjects. This group of pupils makes good progress, and the gap between their attainment and that of others pupils in the school is closing fast, particularly in mathematics.
- The most able pupils do not progress as quickly as they could because at times they are given work that does not fully challenge them or extend their thinking. Too few pupils attain the highest levels in writing tests at the end of Key Stage 2. The progress of pupils for whom English is an additional language is also not as fast as most other groups in school.
- Disabled pupils and those who have special educational needs receive effective support so that they make good progress, both within the school and in the integrated resource unit. This is because planning and teaching are closely matched to pupils' prior attainment and needs.

The quality of teaching

is good

- A broad range of evidence shows that teaching is good. The large number of recently qualified teachers as well as more experienced teaching staff, mostly provide good learning experiences for pupils. This matches the school's evaluation of teaching, including its monitoring of teaching over time.
- Learning is good because teachers share their good subject knowledge effectively with pupils and use a wide range of teaching techniques that usually capture pupils' interest.
- Excellent relationships are maintained with pupils, with staff expecting high levels of behaviour and engagement. For example, learning was outstanding in a Key Stage 2 lesson where pupils were totally involved in scrutinising each other's work during 'Gallery Time'. This led to an amalgamation of the best ideas to improve writing which resulted in rapid progress in a very short time.

- Activities provided for the most able pupils, however, are not always pitched at the appropriate level. As a result, work is sometimes too easy for them. Occasionally, pupils are left to do very little for too long and insufficient checks are made to make certain that pupils are on task and learning all of the time.
- The quality of teaching in the Early Years Foundation Stage has improved with the Nursery children now having their own dedicated classroom and teaching staff. This ensures that children have access to activities pitched at the right level for them and that their progress is monitored more accurately. The outdoor area, however, still needs further improvements as some areas are not yet inspiring and inviting enough for children, despite the efforts and creativity of teachers.
- The teaching of disabled pupils and those who have special educational needs is good because all adults, and particularly skilled teaching assistants, ensure that pupils receive support which is well matched to their needs.
- The vast majority of parents who responded to questionnaires or met with inspectors are very happy with the quality of teaching experienced by their children and feel that all children at Hartley Brook are respected and now have high expectations of what they can achieve.

The behaviour and safety of pupils

are good

- The behaviour of pupils is good. Pupils enjoy coming to this improving and growing school. Pupils say that they 'like lessons because teachers make them fun'. This is a typical comment and is evident in the number of enjoyable activities inspectors observed. Behaviour has improved significantly over the past two years. Nevertheless, when teaching occasionally is dull pupils sometimes lose concentration and grow restless.
- The excellent behaviour management system, including the incentive of attending one of the multitude of 'Green Zones', ensures that pupils are keen to learn. Gardening, dance, sports, music are just some of the activities that make learning and the whole school experience fun for pupils.
- The school's work to keep pupils safe and secure is good. The high proportion of adults supporting pupils as they walk around school and play in the playgrounds ensures that pupils are kept safe and well looked after. Most adults join in play activities, helping to set up various sports and other team activities. This ensures there is very little opportunity for pupils to misbehave through boredom as there are plenty of engaging activities to participate in.
- Pupils have a good understanding of different types of bullying, including those posed by using the Internet. They say they feel safe and well cared for. They report that bullying did happen in school previously, but this has now stopped - "there used to be bullying before but there isn't much now and teachers deal with it". Logs kept by the school show that any misbehaviour is dealt with swiftly and appropriately by staff.
- Overall attendance at Hartley Brook remains below average. The school has now implemented more stringent measures to check up on poor attendance and is looking to extend the breakfast club to all pupils to encourage better attendance. However, these measures have not had enough time to show significant improvements to current attendance figures.

The leadership and management

are good

- The school is well led and managed by an experienced Executive Principal who leads both this school and its sponsor academy in the local vicinity. She has been instrumental in securing significant improvements in a relatively short period of time. This includes eradicating inadequate teaching and significantly improving pupils' behaviour. The teamwork witnessed by inspectors throughout the inspection is evidence of the leadership's strong drive for improvement.

- Throughout the school, there are effective and regular systems which ensure that all teachers aspire to the same high standards. For example, marking is consistently of a good quality, and pupils are usually very clear about their learning targets. This consistency is a result of the careful guidance provided by senior leaders. For example, the school's "Five Keys to Good Teaching" have been central to raising standards and ensuring that pupils receive a good standard of education.
- The monitoring of teaching is robust. Lesson observations are largely carried out by senior managers and provide clear areas for improvement which are sharp and measurable. Subject leaders have a good understanding of their subjects and are beginning to take a more active role in the monitoring of the teaching of their subjects. However, the best practice is not always shared between staff.
- The performance both of teachers and teaching assistants is monitored well by school leaders, with staff having clear targets linked to their classroom practice. The provision for pupils with disabilities and special educational needs is particularly well led and managed. For example, all teaching assistants have clear targets for self improvement, ensuring that highly trained staff fully understand the drive for accelerating learning at a rapid pace.
- The new sports funding is used effectively to provide additional and very effective sports teaching, largely delivered by a well qualified sports coach. This is also assisting teachers' professional development and has increased the range of pupils participating in activities at lunchtime, break times and in after-school sporting clubs.
- The local authority is providing a good level of support for the school in its early days of academy status. It has high levels of confidence in the academy sponsor and the current leadership in the school to continue to drive standards forward. The local authority also makes good use of the Executive Headteacher (previously a National Leader of Education) in providing support to other local schools.
- **The governance of the school:**
 - Governors are very committed to the school. They provide good levels of support and challenge in equal measure. They have a clear vision for the school and have clear plans in place to enable them to maintain good leadership.
 - Governors are very aware of how well pupils achieve. They keep a careful check on how the pupil premium funding is spent and that the additional funding results in improved achievement. They are aware of the quality of teaching and the use of performance management to reward good teaching and tackle aspects of weaker teaching.
 - Governors endeavour to keep their skills up-to-date through additional training and consultant support, as well as through their close links with the governing body of an outstanding school.
 - The governing body ensures that safeguarding procedures meet current 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	138512
Local authority	Sheffield
Inspection number	409488

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	630
Appropriate authority	The governing body
Chair	Anne Nettleship
Executive Principal	Chris Hobson
Date of previous school inspection	Not previously inspected
Telephone number	0114 245 6882
Fax number	0114 240 2544
Email address	enquiries@hartleybrook.sheffield.sch.uk

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