

# Haxey CofE Primary School

The Nooking, Haxey, Doncaster, DN9 2JQ

## Inspection dates

26–27 March 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	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		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

- Pupils make expected progress but not enough make good progress.
- Standards are average but the quality of teaching is too variable and not enough is regularly good to consistently raise standards over time.
- Boys in Key Stage 1 make slower progress than girls because tasks do not always interest them or take into account the ways in which they prefer to learn.
- Work is sometimes either too hard or too easy for the pupils and slows their progress.
- Marking is very variable in how effectively it tells pupils what they have learned well, what to do next and in expecting pupils to respond to advice in order to improve.
- Teaching assistants sometimes give the pupils they support too much help, rather than questioning them carefully to enable them to learn more for themselves.
- The school is not improving fast enough because senior and subject leaders do not have an accurate picture of teaching, learning and achievement in their areas. They do not carry out comprehensive and regular checks. Several are new to the school and not all have had training to help them do this effectively and to make the necessary improvements.
- Although the governing body finds out quite a lot about the school's work for itself, the governors do not have a sufficiently comprehensive understanding of the quality of teaching and achievement. Consequently, not enough has been done to challenge leaders or offer the support needed to ensure teaching and achievement improve consistently.

### The school has the following strengths

- Children in the Reception class achieve well.
- Pupils make good progress throughout the school in reading and standards are above average.
- Pupils behave well in lessons and around the school.
- Pupils feel safe in school. They are cared for well and are taught effectively how to keep safe and stay safe.
- Their spiritual, moral, social and cultural development is good.

## Information about this inspection

- The inspectors watched 12 lessons. Three of them were watched jointly with the headteacher.
- The inspectors spoke with lots of pupils during learning and playing, watched an assembly, and listened to some Year 1 pupils reading. They also watched several groups of pupils being supported in small groups. One inspector met formally with a group of pupils to find out what they think about their school.
- The inspectors held meetings with the headteacher and senior and subject leaders, three members of the governing body and a representative of the local authority.
- The inspectors looked at a wide range of documents, including information about the standards and progress of pupils, the school's improvement planning, pupils' work, and policies to keep them safe.
- In carrying out the inspection, the inspectors took into account the 37 responses to the on-line questionnaire (Parent View) and the 16 responses made by staff to the questionnaire.

## Inspection team

Lynne Blakelock, Lead inspector

Additional Inspector

Peter Marsh

Additional Inspector

## Full report

### Information about this school

- The school is smaller in size than other primary schools.
- Most pupils are of White British heritage and all speak English as their first language.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average.
- The proportion supported at school action plus or with a statement of special educational needs is above average.
- A higher proportion of pupils than nationally join or leave the school at other than the expected times.
- The proportion of students supported through the pupil premium is below average. (The pupil premium funding is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that 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.
- The school works in partnership with the Isle of Axholme cluster of schools to broaden opportunities for pupils to learn.
- Half of the teaching staff were new to the school in September 2012. Senior leaders took up their roles in September 2013.

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

- Improve teaching in order to raise standards and quicken pupils' progress, by checking carefully that:
  - the work provided for all groups of pupils, especially the most able, is at the right level to enable them to learn consistently well in writing and mathematics
  - activities take into account boys' interests and how they like to learn, in order to help them to achieve well, especially in Key Stage 1
  - marking tells pupils very regularly what they have learned well, what to do next, and pupils are always expected to act on the advice given
  - teaching assistants guide pupils' learning through careful questioning and encouragement, rather than doing the work for them.
- Increase the effectiveness of senior and subject leaders by ensuring that:
  - they have a full and accurate picture of what is happening in their areas through regular and detailed checking of teaching, learning and achievement
  - they have the skills and training to carry out checks of their areas, determined by the headteacher, resulting in specific actions to improve teaching and learning
  - the governing body has all of the knowledge it needs to be able to both challenge the quality of teaching and achievement and support the headteacher, and to ensure they know the views of parents about the school.

An external review of governance should be undertaken, in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Pupils make the progress expected of them throughout Key Stages 1 and 2 in writing and mathematics, rather than good progress. As a result, achievement requires improvement. Not enough teaching is regularly good to quicken pupils' progress over time.
- Attainment at the end of Key Stage 1 is average overall. Boys make slower progress than girls because activities are not planned carefully to take into account the way they prefer to learn or their interests and they do not always see the relevance of what they are doing.
- Standards by the end of Year 6 are average although they fell last year in reading and writing and have declined in mathematics in recent years. Standards fluctuate because of the small size of the groups and also the number of pupils who start school at different times in Key Stage 2. Although most of these pupils make similar progress to others, some have gaps to close that affect their overall attainment. The school's information and pupils' work show they are on track to reach average standards in 2014 and 2015. The school has concentrated more on improving the accuracy of pupils' punctuation, the quality of their writing when they write at length and their ability to apply their numeracy skills. They are improving pupils' attainment.
- Most able pupils do not consistently achieve their potential in Key Stages 1 and 2 because the work that they are given does not regularly help them to develop the necessary skills to do so. Their overall progress requires improvement with an above average proportion of pupils on track to make good progress in reading, but not in writing and mathematics. In writing and mathematics these pupils are not always clear how to reach the next level and tasks do not always enable them to do this.
- At times disabled pupils and those who have special educational needs receive too much help and this stops them coming up with their own ideas. However, overall they make similar rates of progress to other groups of pupils.
- Children start the Reception class with levels of skills and knowledge that are typical for children of their age. They make good progress towards the early learning goals with an above average proportion achieving a good level of development by the end of Reception. Both indoors and outside, activities promote children's curiosity and interest very well.
- Pupils make good progress in reading, and attainment is above average. From Reception, helped by the good teaching of phonics (the sounds that letters make), children apply their skills and most pronounce letters accurately. Older pupils read for enjoyment and understanding and teachers extend their skills in other subjects.
- The proportion of pupils reaching the required standards in the Year 1 screening check in phonics is in line with the national average and above average for girls. Pupils in Year 1 who sometimes find it hard to sound letters out accurately make good efforts to break down words into groups of sounds.
- Although the number of pupils eligible for pupil premium funding is too small to enable meaningful comparisons to be made between the standards they achieve compared to those not eligible for the funding, the rates of progress of the two groups is very similar. The support they receive, such as additional one-to-one and small group support, in writing, reading and mathematics, matches the skills they need to secure.

### The quality of teaching

### requires improvement

- There is inconsistency in the quality of teaching between subjects and year groups. As a result, pupils make expected, rather than good progress, over time.
- Work is sometimes too hard for some pupils. More often, it is too easy and does not enable pupils, particularly the most able pupils to make the progress of which they are capable. This is especially the case in writing and mathematics where these pupils do not always have work that

deepens their learning and moves them to the next level.

- The support provided by teaching assistants is variable in quickening pupils' progress. Sometimes they do too much of the work for the pupils who rely too much on them rather than coming up with their own ideas. On the other hand, several teaching assistants are very effective in their roles because they question pupils carefully in order to help them think more carefully about what they need to do, how to do it and then let them try it out.
- Marking is variable in the quality of information that it gives pupils about what they have learned well and what they need to do next. Sometimes there are quite long gaps between marking. At other times, pupils are just given encouraging comments. They do not regularly respond to the advice that is given, by acting on it in their next piece of work.
- The school has made it a priority to ensure pupils present their work neatly, and in many cases it is. However, expectations vary between classes and work is not always presented well and handwriting is untidy. Work is usually neater in literacy and in work that is on display than in numeracy and topic work. However, there is some excellent presentation of numeracy work in some classes.
- Despite these inconsistencies, some teaching is good. Pupils learn quickly when they are challenged well. In Year 6, learning was calm, very purposeful and productive because the explanation about ratio and proportion was clear and interestingly delivered and pupils were fully involved.
- Although in Key Stage 1 the interests of boys are not always fully met this is not the case in the Early Years Foundation Stage. Boys made a shed and worked very purposefully and painstakingly, thinking carefully about the best way to proceed. They came up with a range of inventive ideas working well with other boys and girls.
- The teaching of mathematics is improving as more attention is given to securing basic skills. All pupils in the Year 1 class made good progress in making number sentences, through solving problems that were at just the right level to quicken their progress. Teaching ensured that the pupils practised both their understanding of mathematical language in solving problems and their literacy skills. This opportunity to solve problems is not always sufficiently evident to move pupils on at a good pace.
- Pupils have many opportunities to practise their reading, writing and mathematical skills and the emphasis on speaking and listening enables them to share their ideas and learn from each other.

### **The behaviour and safety of pupils are good**

- The behaviour of pupils is good. Pupils want to learn and even when learning is not as interesting as it could be, most continue to try hard. Pupils also behave respectfully in assemblies and in the dining hall. They play sensibly. Lunchtime is a sociable, family occasion where the pupils can eat with their brothers and sisters.
- Pupils' attendance is above average. They like school and keep it tidy. They wear their uniforms smartly.
- A few pupils find it very difficult to manage their words and actions and the school works hard to help them to modify their behaviour and to make sure that the learning of other pupils is not disrupted. The number of behavioural incidents has fallen and most pupils say that behaviour in this inclusive school is good. Pupils have responded very positively to the new rules, including those at lunchtimes.
- The school's work to keep pupils safe and secure is good. Pupils say that they are safe in school and around the site and feel able to approach staff for help if they are upset or worried.
- From Reception, pupils show they know the importance of behaving safely, such as responding immediately to the fire alarm. Older pupils speak confidently of potential dangers when using the internet and mobile phones.
- Through its ethos, the school teaches pupils of the equal value of all groups of people and that their behaviour towards other pupils should reflect that.

- Pupils like helping to run the school. The school council meets with the governing body to share its ideas and actions, including reading to residents in a care home and fundraising for a homeless charity. Other pupils assist through roles such as setting up music for assemblies.

## The leadership and management

## requires improvement

- Although changes are starting to move the school forward, actions have not been fully effective in raising attainment. Leadership from senior and subject leaders requires improvement because they do not check their areas of responsibility comprehensively or with sufficient rigour and so they do not have an accurate picture of the quality of teaching and learning. Teaching is not consistently good across the school and therefore pupils make expected progress than rather good.
- The headteacher knows that she checks too much of the school's work, rather than sharing it out. It is only the headteacher who checks teaching formally. This means that she has a clear idea of how successful the school can be but the deployment of responsibilities to other leaders and training to carry these roles out are not yet fully embedded.
- The literacy and numeracy leaders have developed new writing and mathematical strategies and coach the staff to help them to improve the quality of their teaching. However, along with other senior and subject leaders they have an incomplete picture of the effectiveness of teaching in their areas and how well pupils learn because they do not check it thoroughly. However, improvements are evident in reading and in particular the teaching of mathematics has improved. The new curriculum has been partially introduced to concentrate more on developing pupils' skills, including in oral and mental mathematics.
- The information from the headteacher's checks of the school's work determines the school's improvement planning and teachers' performance targets. The targets match the school's needs accurately, and the staff say they are supported by helpful training. Sometimes the school has an overgenerous picture of the quality of teaching because judgements focus more on the quality of teaching than on the learning of different groups of pupils. During the inspection, the headteacher's judgements matched those of the inspectors.
- Learning provides opportunities for pupils to develop many skills, especially in literacy and numeracy. Pupils often practise their reading, writing and number skills in other subjects, which helps them to appreciate their relevance. The school views pupils' personal development as equally important in preparing them for secondary school and their spiritual, moral, social and cultural understanding is promoted well through learning, playing, responsibilities and assemblies. Not all groups of pupils have equal chances to be effective in their learning due to work not matching accurately the levels at which they work.
- The school has planned carefully how to best use the new primary school sport funding. Although it is too early to judge its impact on pupils' skills, all pupils have opportunities to broaden their sports prowess through extra activities after school, which are proving popular.
- The school encourages parents' involvement in their children's education through events such as yearly target-setting, consulting them on policies such as e-safety and helping them to support their children's phonics learning. A large majority of parents support all aspects of the school's work. A few parents have individual queries which have been shared with the headteacher, while preserving the anonymity of the parent and pupil.
- The partnership with the cluster of schools provides specialist teaching, such as in French, to pupils in Key Stage 2.
- A representative of the local authority visits the school regularly and in recent months has provided training on effective marking to help improve the school's effectiveness. He has carried out observations of teaching with the headteacher and explained to the governing body its roles and responsibilities.
- **The governance of the school:**
  - The governing body takes its roles seriously. Governors want to help standards to rise and progress to quicken and know that teaching is variable. They know a lot about the school,

because the headteacher gives them detailed information, including about the impact of spending of the pupil premium on the progress of these pupils. The governors check the school's work for itself through, for example, meeting with subject leaders and checking samples of pupils work. They are aware that staff have targets as part of the performance management process. Governors have received training about what national data says about the school's performance and have some knowledge of pupils' progress and the standards they reach. However, they do not delve deeply into the achievement of different groups of pupils or find out why there are variations. An external review of governance will assist them in having an accurate understanding of how they can be more effective in questioning and challenging leaders about the school's work.

- Governors do not provide enough opportunities for parents to discuss their views of the school with them. The governing body helps to ensure that the school meets the statutory requirements for the safeguarding of pupils.

## 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>	118011
<b>Local authority</b>	North Lincolnshire
<b>Inspection number</b>	431350

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	198
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	A Franks
<b>Headteacher</b>	L Oldbury
<b>Date of previous school inspection</b>	16 June 2009
<b>Telephone number</b>	01427 752294
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