

Hatfield Woodhouse Primary School

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

Inspection dates 20–21 January 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- School leaders, managers and members of the advisory board have an accurate view of how well the school is doing. They know what is needed to improve further. Priorities are being tackled successfully to improve pupils' achievement and the quality of teaching.
- Standards have improved since the last inspection and are now above average in reading, writing and mathematics by the end of Year 6. Pupils make good progress and achieve well.
- Pupils behave well in lessons and are well motivated because they are enjoying the themes of the school's new curriculum.
- Pupils feel safe in school and are confident that teachers and other adults will listen to them and deal with any concerns they may have.
- Provision in the early years is good and gives children a good start to their education.
- The school makes good use of expertise from colleagues in the School Partnership Trust Academies so that improvements are made more rapidly.
- The education advisory board monitors the work of the school effectively and has a clear understanding of what the school does well and what needs to be improved. The members of the board use their individual skills well and make a positive contribution to the work of the school.
- Teaching is good overall. There are some significant strengths and colleagues work well together to ensure pupils are well supported in their learning.
- The school promotes pupils' spiritual, moral, social and cultural development effectively and pupils are well prepared for the next stage in their education.

It is not yet an outstanding school because

- Work is not always planned precisely enough for all pupils to make the best possible progress in their learning.
- Not all marking supports pupils to improve specific aspects of their work effectively, nor provides further challenge to move learning on.
- Teaching is not outstanding. The training and sharing of best practice has not had a full impact on the quality of teaching in all classes.
- Middle leadership is developing but all are not as fully involved as they could be in driving improvements.

Information about this inspection

- Inspectors observed several lessons, including a paired observation with the Principal, and sampled other activities around the school. All classes were seen at least once and various subjects observed.
- Inspectors considered a range of the school's documents. This included the school's own evaluation of its performance, the school's improvement plan and the school's data on pupils' achievement. Inspectors also looked at minutes from meetings of the education advisory board and the records of how the school uses its funding, especially how money from the pupil premium and primary sports funding is used.
- Inspectors held meetings with school leaders and members of the School Partnership Trust Academies who work with the school. Inspectors also talked with members of the education advisory board and groups of pupils.
- Inspectors reviewed pupils' work, both in lessons and in their books over time. They listened to pupils read and talked to them about their enjoyment of reading.
- Inspectors analysed the 48 responses to the on-line questionnaire (Parent View), and took into account these views. They also spoke to a number of parents during the inspection and considered the views in a small number of letters from parents.
- There were 20 responses from staff to the inspection questionnaire and these were taken into account by inspectors.

Inspection team

Jane Salt, Lead inspector

Additional Inspector

David Matthews

Additional Inspector

Full report

Information about this school

- The school is smaller than the average sized primary school.
- The vast majority of pupils are from White British heritage.
- The proportion of disadvantaged pupils, those supported by the pupil premium funding is below average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs is average.
- A significant minority of pupils do not live in Hatfield Woodhouse and are brought to school by bus.
- The school is part of the School Partnership Trust Academies and works in partnership with other local schools.
- Early year's provision includes a nursery setting which children can attend part time; reception provision is full time.
- The school meets the government's current floor standards which are the minimum expectations for attainment and progress in reading, writing and mathematics.

What does the school need to do to improve further?

- Improve standards in reading, writing and mathematics at the end of Key Stage 2 by:
 - ensuring high expectations and appropriate challenge are features of all lessons, and for all groups of pupils, throughout the key stage
 - ensuring all teachers are confident in their use of the new assessment system so pupils' work can be pitched accurately for all abilities
 - ensuring all marking and feedback are focused on supporting pupils to improve their work and develop skills of self-evaluation.
- Improve further the quality of teaching so that it is consistently good or better by:
 - embedding recent initiatives that are having a positive impact on standards in writing and mathematics
 - continuing to provide high-quality support and training for teachers, using the good role models within the school and expert support from within the School Partnership Trust Academies.
- Extend and develop further the roles of middle leaders so they play a greater part in driving up standards.

Inspection judgements

The leadership and management are good

- The Principal, and her colleagues from the Schools Partnership Trust Academies, have high expectations and ambition for the school. The school is a place where learning is engaging and is underpinned by strong values, made clear by the 'Woodhouse Ways' and 'Woodhouse Wows'.
- School leaders have an accurate view of how well the school is doing. Self-evaluation documents make clear what the school does well and what is needed to improve further. There is a comprehensive school improvement plan. Priorities have been identified and are being tackled successfully to improve standards further. Systems are in place to make frequent checks on the quality of teaching and the progress of pupils.
- The work of colleagues from the Schools Partnership Trust Academies supports the Principal to increase the pace of improvement. This enables the school to have access to a wider range of expertise which is helping school staff extend their range of skills. Good-quality training and professional development opportunities are available from within the trust. This support has been effective and is being maintained to ensure the school continues to improve.
- Recently appointed middle leaders are supporting the Principal in introducing and developing new initiatives which are improving standards, particularly in mathematics and writing, and improving provision for disabled pupils and those with special educational needs. They are actively involved in some monitoring and evaluation activities and are beginning to play a greater part in reporting to the education advisory board and analysing and interpreting data. As a result, there is a greater consistency in how aspects of mathematics and writing are taught.
- The performance of teachers is checked regularly. Any pay progression is clearly linked to targets which include the progress made by pupils. Professional development and training needs are addressed as part of this process.
- The quality of the curriculum is good and is planned well to interest pupils of all ages. The school provides many good opportunities for pupils to extend their spiritual, moral, social and cultural development. This is seen in the planned curriculum and through extra-curricular opportunities, for example, participation in 'Young Voices' and through regular circle time. The school promotes a good understanding of British values through events such as electing school council members and a visit to the Houses of Parliament for older pupils.
- The school's chosen values can be seen through the celebration of pupils' work on display around the school, for example, in the art work and poetry about wartime Britain. The school promotes equal opportunities well and ensures all pupils are taught about tolerance and understanding of other people's culture and beliefs.
- Additional funding is used effectively. The pupil premium funding successfully supports the learning of disadvantaged pupils and sometimes provides enrichment opportunities. The primary school sports funding is enabling more pupils to take part in good-quality sporting activities and develop healthy lifestyles.
- **The governance of the school:**
 - The education advisory board effectively supports the school and provides appropriate challenge to ensure it improves. The board has good knowledge of how well the school is doing and what is needed to secure further improvement. The members of this board have skills and experience which are useful in supporting the school to improve. They are fully committed to supporting the school and are actively involved in setting the direction for the school within the structure of the School Partnership Trust Academies.
 - The board regularly checks the school's performance data and provides rigorous challenge to school leaders as demonstrated in the minutes of the board's meetings. Regular visits to the school are documented and comments show that board members are monitoring different aspects of the school's work. They receive regular reports about the quality of teaching and how this is impacting on pupils' progress.
 - The finance committee monitors the school's budget closely, including the use of additional funding to ensure it is spent carefully. The board monitors the process for checking the performance of teachers, including tackling underperformance, and checks that financial incentives are used appropriately.
 - Board members are aware of their statutory duties regarding safeguarding. They ensure the school's arrangements meet the statutory requirements. The school's systems ensure any concerns can be followed up thoroughly.

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

- The behaviour of pupils is good. There are a few pupils who find it difficult to conform to the school's expectations, but any poor behaviour is well managed and learning is not disrupted. The conduct of the vast majority is good.
- Pupils behave well in lessons and demonstrate increasingly positive attitudes to learning. Relationships in the school are good; pupils say that circle time provides them with a good opportunity to discuss and resolve any worries they might have, and helps them to look after their friends.
- Pupils say that behaviour is good and that teachers manage behaviour 'really well'. A large majority of parents agree that behaviour is good.
- Attendance has improved overall and is now above average. Persistent absence is now below average. There are sound systems in place to follow up any absences.

Safety

- The school's work to keep pupils safe and secure is good. Pupils say they feel safe and the responses from the parents' online survey indicate that most agree that their children are kept safe at school.
- Pupils show good understanding of different types of bullying. Older pupils are clear about the difference between falling out with friends and bullying. They know about, and can discuss, the risks associated with the internet, travel, drugs and alcohol and they value the work in school which has helped them to understand more about these issues.
- Pupils also value the different adults who work in the school and the contribution they make to keeping them safe in lessons, on the playground, at lunchtime and at each end of the school day.

The quality of teaching is good

- Teaching continues to improve as a result of focused support and training. These are leading to higher standards and better progress by the end of each key stage. There are some specific strengths and developing expertise among the staff.
- Basic skills are generally taught well. Pupils develop their skills in literacy and mathematics as a result of focused teaching which concentrates on reading, spelling and mental mathematics' strategies. Teachers capture the interest of pupils in lessons through the engaging curriculum. Pupils often develop and practise their basic literacy skills as part of the themed work as it gives them a good purpose for their writing.
- Reading is promoted in the school and the plans for the new library have sparked the interest of many pupils. Reading groups are a regular feature in lessons and pupils say this way of working helps them develop their reading skills.
- Initiatives to improve mathematics and writing which have been recently introduced are having a positive impact on pupils' work. For example, pupils in lower Key Stage 2 rehearsed a story by speaking it aloud with actions. This helped them to write the story in the correct sequence and develop all the ideas they had discussed. Older pupils developed and used their mental mathematics skills to successfully find all the answers to the 24 times table. They later told the inspector that they enjoy this type of challenge because it is helpful in their learning and the teacher 'always makes it fun' even though 'you really have to push yourself'.
- Teachers work at different levels so that pupils of all abilities are catered for, however, sometimes this is not as well matched as it should be and, for a few pupils, the work is too easy or too hard. Assessment information is not always used well enough to move all pupils on quickly in their learning.
- Teachers often use good questioning to encourage pupils to think hard and explain or justify their answers. Teaching assistants also support and encourage good discussion for groups of pupils, particularly for those who need extra help or have additional needs.
- Work in books is generally of a good quality, though sometimes the presentation is careless and handwriting is not as neat as it should be. There is a good amount of work in books and folders and this demonstrates the progress pupils are making. The standard of work in books broadly matches the assessment data.
- Marking in books follows the school policy and is consistent in all classes however, the quality of marking

is variable. In the best examples, comments encourage pupils to improve specific aspects of their work, or engage with further challenge, and teachers have checked the pupils' responses. Where pupils have clear guidance for checking their own work, this helps to move learning on more rapidly and pupils make better progress.

The achievement of pupils is good

- Children join the school in early years with skills and knowledge broadly typical for their age. During their time in the Nursery and Reception classes, they make good progress and are well prepared for Year 1.
- Standards in Key Stage 1 are improving steadily and are now above national averages in reading, writing and mathematics for most pupils. Improvements in the teaching of basic skills have ensured that most pupils achieve the expected standard in the phonics screening check in Year 1. Writing in books shows that pupils are beginning to write more confidently and can use their knowledge of letters and sounds.
- Standards at the end of Key Stage 2 have improved since the last inspection and are now in line with the national average for reading and above the national average in writing and mathematics. Progress made by pupils in Year 6 last year was significantly above the national average overall and was particularly good in mathematics.
- As a result of the recent focus on writing and mathematics, increased rates of progress are evident. Current data for Years 2 and 6 show that pupils are making good progress. Many pupils are already working at levels expected at the end of the year.
- The most able pupils are achieving at the higher levels. Examples of extended writing demonstrate a range of literacy skills and pupils' growing ability to write for different purposes and audiences.
- Pupils read well and accurately from a variety of texts. They are able to use a range of skills to work out the meaning of words that are unfamiliar to them. Pupils know the importance of good reading skills to help them learn in all areas of the curriculum.
- Disabled pupils and those who have special educational needs make similar good progress to that of their peers from their individual starting points. Their progress is tracked carefully and extra help provided where needed. They are well supported by teachers and teaching assistants to make sure they learn well.
- As the number of disadvantaged pupils in each year group is so small, the school is careful not to rely solely on national data comparisons which do not always reflect a full picture. There are no significant differences in the progress of pupils and others in the school. This is because pupil premium funding is providing additional support and broadening their learning experiences.

Early years provision is good

- Children start school at levels broadly typical for their age, with a few below. They settle quickly into school routines and make good progress in all areas of learning from their individual starting points. The proportion of children achieving a good level of development at the end of the Reception Year is above average.
- All groups of children make equally good progress. Disabled children and those with special educational needs are identified early and provided with the support they need to catch up quickly from below typical starting points.
- Teaching is good overall and all adults contribute well to children's learning. They ask questions which make the children think more deeply and this helps to develop their skills of speaking and listening. The teaching of letter sounds is linked well to writing, but occasionally is not matched as accurately to the needs of the less able children.
- There is a good balance of tasks led by adults and opportunities for children to learn more independently through exploration and investigation. The outdoor area is currently being improved as part of the school's building programme, but teachers are making the most of the restricted area through careful planning.
- The early years are well led and managed. The acting early year's leader is knowledgeable and able to use assessment data effectively to ensure provision is good.
- Behaviour is good because children are well cared for, feel safe and enjoy their learning.

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	138007
Local authority	Doncaster
Inspection number	455210

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

Type of school	Primary
School category	Academy converter
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	201
Appropriate authority	The governing body
Chair	Lesley Bailey
Principal	Helen Acton
Date of previous school inspection	25 June 2013
Telephone number	01302 840448
Fax number	01302 351938
Email address	info@hatfieldwoodhouse.org.uk

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