

Hatfield Academy

Hatfield House Lane, Sheffield, South Yorkshire, S5 6HY

Inspection dates 9–10 June 2015

Overall effectiveness	Previous inspection:	Not previously inspected as an academy	
	This inspection:	Inadequate	4
Leadership and management		Inadequate	4
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Inadequate	4
Achievement of pupils		Inadequate	4
Early years provision		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires special measures.

- From starting points below those typical for children entering school, all pupil groups make inadequate progress and reach below-average standards in reading, writing, mathematics and science by the end of Year 6. Pupils are not well prepared for learning in secondary school.
- In Key Stage 2, pupils underachieve. In the early years and Key Stage 1, due to slightly more effective teaching, most pupils make expected progress but few make more than expected progress.
- Over time, teaching is inadequate and fails to ensure that pupils achieve as well as they should.
- Senior leaders and governors have allowed standards to decline and the quality of teaching to deteriorate. Poor systems for monitoring and evaluating the academy's performance mean that leaders are not held sufficiently to account.
- Arrangements to manage the performance of staff are lax and salary progression is too easily achieved.
- The curriculum fails to meet the needs of pupils. Science is not taught to all pupils and standards reached in this subject are low. Assessment of pupils' learning in science is inadequate.
- Several subjects, including English and science, lack a named teacher to provide much-needed leadership to improve teaching in these subjects.
- Since the academy opened, governance has been poor. It fails to provide a strategic lead to arrest decline and improve the academy's provision and pupils' outcomes.
- Pupils' passive attitudes to learning are seen as good behaviour. It is not and the lack of engagement in their learning hinders pupils' progress. The academy's work to keep pupils safe requires improvement. Levels of exclusions due to inappropriate behaviour are too high.

The school has the following strengths

- The recently appointed headteacher is tackling weaknesses with vigour, speed and decisiveness. She has rapidly reformed the senior teaching team and sharpened their roles and responsibilities.
- Recent improvements to the academy's policies, guidance to teachers and action plans for improvement are beginning to address the many inadequacies in the academy's performance.

Information about this inspection

- The inspectors observed teaching in 28 lessons or parts of lessons. Some lessons were observed jointly with the headteacher.
- Meetings and discussions took place with the headteacher, two members of the local governing body, the academy's external consultant, staff, pupils and parents.
- Some pupils read to inspectors and pupils' work was sampled.
- Inspectors took account of the 25 responses to the online parent survey, Parent View. The inspectors talked to some parents outside the academy and considered the 69 parent responses to a recent academy survey. Two parents wrote to the inspectors and their views were taken into account.
- Inspectors considered 49 responses from the staff questionnaire.
- The inspectors looked at a range of documents including published data and academy evaluations of its work, academy data on pupils' progress and attainment, minutes of Trust and local governing body meetings and the action plans for improving the academy's performance.

Inspection team

John Coleman, Lead inspector

Her Majesty's Inspector

Janet Lunn

Her Majesty's Inspector

Derek Pattinson

Additional Inspector

Full report

In accordance with section 44 of the Education Act 2005 (as amended), Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Information about this school

- Hatfield Academy is larger than the average-sized primary school.
- Governance of the academy is provided through a recently formed local governing body that operates under the Board of Trustees.
- About half of the academy's pupils are of White British heritage. Approximately one quarter of pupils speak English as an additional language.
- The proportion of disabled pupils and those with special educational needs is above average.
- A much larger than average proportion of pupils are disadvantaged and supported by the pupil premium, which is additional funding for pupils who are known to be eligible for free school meals and children who are looked after by the local authority.
- The academy meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The Department for Education (DfE) sent a pre-warning notice to the academy on 25 November 2014 stating concerns about pupils' achievement.
- Children attend the early years provision in the Reception classes on a full-time basis.
- External support for leadership in the provision for disabled pupils and those with special educational needs is provided by an experienced teacher from Silverdale School.
- The headteacher currently holds an interim post to which she was appointed in January 2015. She has been appointed to the substantive post to start in July 2015.
- There is a high level of staff turnover.
- Hatfield Academy converted to become an academy school on 1 May 2012. When its predecessor school, Hatfield Primary School, was last inspected by Ofsted, it was judged to be good overall.

What does the school need to do to improve further?

- Urgently improve the quality of teaching, particularly in Key Stage 2, so that it is at least good in order to raise standards for all groups of pupils by:
 - immediately raising teachers' expectations of pupils' progress in lessons and over time
 - ensuring that teachers take full account of pupils' prior learning, including in science, when planning work
 - planning work which pupils find interesting and challenging so as to improve their concentration and attitudes to learning
 - ensuring that the basic skills in reading, writing, mathematics and science are taught consistently well in all classes, including in the early years
 - consistently implementing the new policy for marking to provide feedback to pupils so they can improve their learning
 - improving the impact of teaching provided by support assistants
 - insisting on higher standards of presentation and a greater volume of pupils' written work
 - providing training to improve teachers' questioning skills
 - ensuring equality of opportunity across each class in any given year group
 - strengthening the responsibility of all class teachers as the prime deliverers of high-quality teaching for all groups of pupils.
- Improve the effectiveness of leadership and management at all levels of governance, senior leadership and subject leadership, including in the early years by:

- increasing the rigour of monitoring and evaluating the performance of the school
- fully implementing the academy’s action plan to improve the use of the pupil premium
- embedding the newly reformed roles and responsibilities of senior leaders
- identifying and creating effective subject leaders for all subjects and most urgently for English and science
- ensuring robust systems are put in place to manage staff performance, holding staff to account for pupils’ achievement and financially rewarding only good and better practice
- providing training for staff matched to any areas which need improvement, paying due regard to those identified in this report
- develop effective links with other schools to learn from the very best practice in teaching
- urgently improving the strategic leadership provided by governance
- providing training for governors to improve their ability to hold leaders to account
- ensuring the curriculum fully meets the needs of all pupils.

■ Improve pupils’ behaviour and safety by:

- ensuring teaching is stimulating and motivating for pupils so that they develop good attitudes to learning
- improving the management of any inappropriate behaviour to reduce the need to exclude pupils.

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 leadership and management are inadequate

- Since the opening of the academy, senior leaders have failed to put in place robust systems for monitoring the school. As a result, senior staff, and governors, hold an overgenerous and inaccurate view of the quality of teaching and pupils' achievement. The tests results in 2014 for Year 6 came as a shock.
- Leaders at all levels have failed to recognise or to tackle the serious decline in the quality of teaching and in the standards achieved by pupils.
- Procedures to manage the performance of staff are not strong enough. There is a high turnover of staff and a lack of professional development for staff to improve their performance.
- The leadership structure, until recently, was not fit for purpose. Ineffective use of the skills of middle leaders is the result of senior staff taking too much responsibility. Subject leadership is vastly underdeveloped and absent from key subjects such as English and science.
- The curriculum does not provide well for the needs of pupils. It is in transition and plans are in place to introduce a new timetable beginning in September 2015. Currently, the curriculum is disjointed. Not all pupils receive the same opportunity to learn scientific skills and knowledge. Where science is taught, the quality is variable. Assessment of pupils' progress is weak. New assessment systems are being considered for the move away from using levels of attainment. However, there is an urgency to ensure effective systems are in place in readiness for the changes planned for the curriculum.
- Pupils are adequately prepared for life in modern Britain. They show an understanding of and tolerance for other faiths, beliefs and cultures. The school actively promotes this, as shown by the example of Year 1 pupils who visited a local mosque during the inspection.
- The academy's use of the pupil premium is inadequate. The majority of pupils in the academy are eligible for support through this additional funding. They make up the largest pupil group. Their progress is inadequate. Over time, the funds have not been used in a specifically targeted way and have made no difference to improving pupils' learning. An external review of the academy's use of the pupil premium was recently completed. A suitable set of actions are planned.
- The academy does not promote equality of opportunity effectively. Overall, all groups of pupils underachieve, and especially in Key Stage 2. Despite additional funds, the pupils eligible for the pupil premium funding are not enabled to catch up with their peers. Some pupils receive little or no science teaching. Some pupils receive poor teaching. Generally, the academy does promote good relations and tackles different forms of discrimination. Pupils of different ethnic origins, boys and girls and those of different faiths mainly get on well together and say they are happy in school.
- The action plan initially devised to address the concerns raised by the DfE is poor. It contains no measurable means of checking the impact of actions and there are no milestones identified to indicate important points at which checks are to be made. Soon after taking up post, the interim headteacher quickly reviewed and sharpened the plan to rectify these shortfalls.
- The senior leaders' roles and responsibilities were reformed by the interim headteacher a short time ago; rightly so. The new structure matches the school's priorities to key individuals. It is an early stage for senior leaders developing their skills, showing potential and increasing their influence on the school's drive for improvement. They show much enthusiasm, and the interim headteacher is harnessing talent and inspiring the team. It is too soon to see sustained impact and the capacity to improve.
- The interim headteacher is quickly creating a culture in which high-quality teaching is at the heart of school improvement. She has gained the confidence of staff, turned the tide of decline and started the process to improve pupils' achievement. She has reviewed and renewed a number of policies, procedures and day-to-day responsibilities. Each is a step forward to improving the school. She is aware that there is a long way to go to fully implement all that must be done.
- The academy's arrangements for safeguarding pupils meet statutory requirements and are effective.
- Inspectors strongly recommend that the academy should not seek to appoint newly qualified teachers.
- Effective use is made of the extra funding available to promote participation in sport and physical education. Pupils take part in a range of clubs and sporting activities. Specialist coaches are employed to teach sports skills. Pupils speak enthusiastically about the improvements in physical education.
- **The governance of the school:**
 - The impact of governance is inadequate. Over time, governors have not met regularly enough; they have lacked sufficiently robust procedures for monitoring the academy's performance and formed a complacent and overgenerous view of this.
 - Governors' knowledge of the quality of teaching and the significance of data on the school's performance is weak. For much of the lifetime of the academy, governors have accepted

- underperformance and rewarded it. They have done so due to their lack of understanding.
- Governors have presided over poor use of pupil premium funding and provided little challenge to academy leaders.
 - The impact of support from the academy Trust is inadequate. Arrangements to share resources and expertise are not implemented effectively, leaving subjects with no leadership or direction.
 - Following the significant decline in standards and very poor results in 2014, the trustees reviewed the arrangements for governance. Furthermore, and in response to concerns from the DfE, a new local governing body was formed in January 2015. The main function of this is delivered through a standards sub-committee. Minutes show three meetings with a much sharper focus on pupils' progress than seen previously. This is a step in the right direction. More needs to be done and an up-to-date external review should be commissioned quickly.
 - Governors are committed to improving the school and acknowledge their impact has not been good enough.

The behaviour and safety of pupils

require improvement

Behaviour

- The behaviour of pupils requires improvement. Most pupils settle quickly in lessons and listen attentively. However, this is sometimes impeded by a small minority of pupils who talk about issues not related to their work. This lack of engagement hinders their progress and that of their peers.
- On the playground and around the academy, pupils generally show respect and courtesy towards staff and each other. Most are keen to please and try hard. Occasionally, rough play leaves some pupils unhappy.
- Pupils say they enjoy school. Most are punctual each day and are ready to learn. Attendance is about average.
- Staff generally manage behaviour well and pupils say inappropriate behaviour is usually dealt with quickly. Over time, some instances of aggressive behaviour have not been managed as well and resulted in fixed and permanent exclusions. Rates of exclusion are higher than seen nationally in primary schools.

Safety

- The school's work to keep pupils safe and secure requires improvement. Most pupils say they feel safe in school.
- Pupils know about different forms of bullying and how to share their concerns. Most instances are dealt with effectively but a small number of pupils feel uneasy when aggressive behaviour occurs.
- Pupils learn about safety when using the internet and in particular the dangers posed by using social media.
- The school site is well managed. There are effective systems to sign in visitors and governors ensure that statutory safeguarding arrangements are met.

The quality of teaching

is inadequate

- Over time, teaching has not enabled pupils to achieve as well as they should. The impact of teaching has led to declining standards and inadequate achievement, especially in Key Stage 2.
- The quality of teaching varies across classes, year groups and subjects. There is some good teaching. For example, the specific skills needed to sound and blend letters are taught well to the youngest year groups. The teaching of science is variable, meaning that not all pupils have the opportunity to learn scientific skills and knowledge. Basic skills in English and mathematics are not consistently taught well.
- Much teaching lacks sufficient pace and challenge to sustain pupils' interest and move learning on quickly. Pupils become passive and lose focus, so learning slows. Planning does not always take account of pupils' starting points to ensure that activities are interesting and with the right degree of difficulty.
- Teachers' expectations for the rate at which pupils learn are too low. Pupils revisit previous learning too often and this means they find it too easy and lose interest. Expectations around the quality of pupils' presentation and the amount of written work are too low. Pupils show insufficient pride in their work.
- Teachers' questioning skills need improvement to ensure pupils' learning is sufficiently challenged and improved. Too often teachers' questions are asked in rapid sequence, resulting in pupils losing track of the original challenge. Sometimes teachers' questions are overcomplicated and confuse pupils' understanding.
- The academy's marking policy is not used consistently well by all teachers. Feedback to pupils is irregular

and does not help pupils to improve their learning.

- Teaching in different groups is not always effective. Routines where pupils are not taught by the class teacher are not ensuring pupils catch up quickly. The teaching skills of support assistants need improvement. Too often, pupils struggle to follow the instructions on worksheets and do not receive sufficient explanations from teachers or support assistants.
- Teachers organise the resources in their classrooms tidily and manage the day-to-day activities well. This results in pupils knowing what is expected and ensures a calm and orderly working atmosphere.
- Teachers have a good knowledge of the subjects they teach. They establish good relationships with pupils.

The achievement of pupils

is inadequate

- From lower-than-typical starting points, pupils make inadequate progress in reading, writing, mathematics and science to reach standards which are below average in Year 6. Overall, this represents inadequate achievement. While achievement in early years and Key Stage 1 requires improvement, in Key Stage 2 it is inadequate.
- In the early years, the proportion of children who achieve a good level of development is similar to that found nationally at age five. However, the proportion of children achieving the early learning goals in communication and language, literacy and personal, social and emotional development are below expectations. In this key stage, achievement requires improvement.
- In Key Stage 1, pupils achieve well in the Year 1 phonics (the sounds that letters make) check. Data show the proportion of pupils reaching the expected standard is above the national average. This is due to focused and effective teaching of these skills. By the end of Year 2, teacher assessments show that the proportion of pupils achieving the expected level in reading, writing and mathematics is similar to national figures. The proportion reaching the higher levels of attainment is less than average. Weaknesses in pupils' comprehension skills hold back their progress and attainment and do not successfully build on the good outcome from the phonics checks in Year 1. In this key stage, achievement requires improvement.
- In Key Stage 2, pupils' progress has dipped sharply since the academy opened. Over three years, standards have fallen significantly in reading, writing and mathematics as shown by published data. School data show this declining trend continuing this year. The proportion of pupils making expected progress is much lower than in previous years. The proportion making more than expected progress, which is necessary to catch up for previous underachievement, is almost none. Pupils do not achieve well in science as shown by work in their books and, in some classes, there is a complete absence of curriculum provision for this subject. In this key stage, achievement is inadequate.
- In 2013, the attainment of disadvantaged pupils, including those known to be eligible for free school meals, at the end of Year 6, shows that compared to other pupils nationally they were approximately 12 months behind in reading, writing and mathematics. The data show they were about six months behind other pupils in the school. In 2014, data show the gaps in attainment narrowed to about six months below other pupils nationally and about one term compared to other pupils in school in reading, writing and mathematics. However, data for the rate of progress made by pupils show the gap has narrowed because the rate of declining achievement is a little less for disadvantaged pupils. Both groups made inadequate progress from their relative starting points at the end of Year 2. Current school data for both groups confirm this continuing decline for both groups.
- Too few pupils achieve the higher Level 3 in Year 2 or Level 5 in Year 6 in reading, writing and mathematics. The most able pupils do not achieve these higher levels in sufficient numbers. School data show the most able make similar inadequate progress to other pupils. Pupils' books show the most able not being stretched sufficiently.
- Disabled pupils, those with special educational needs and pupils who speak English as an additional language make similar inadequate progress to other pupils.

The early years provision

requires improvement

- Children starting at the academy demonstrate levels of skills, knowledge and understanding which are lower than typically found at this age. In particular, their speech and language skills need improving quickly. By the end of the Reception class, most children achieve a good level of development, a similar percentage to the national average. However, overall progress towards achieving the early learning goals in literacy and numeracy and for children's personal, social and emotional development is not as strong,

meaning they are not well prepared for Year 1.

- Teaching in the early years requires improvement. In some aspects such as the teaching of phonics, the impact of teaching is good and children learn the basic sounds which letters make quite well. Teachers track children's progress carefully and use this to pitch the level of difficulty for new words adequately for most. Children eligible for support through the pupil premium funding are making similar progress to their classmates. The teaching of writing is weaker, mainly because writing skills are not consistently well modelled. Children's writing is variable and not all make enough progress in forming initial shapes, letters and words.
- There are good relationships between children and staff. Behaviour is mostly well managed. Supervision is vigilant and children's safety is a high priority for all staff. However, teaching assistants do not always manage the most challenging behaviour well; this allows other children to be distracted and their learning slows. In the outdoors, not all staff engage sufficiently with children and opportunities for developing learning are reduced, particularly in writing and mathematics. Nevertheless, outdoor resources are good and interesting and children's physical development is good.
- Leadership of the early years is improving with an increasing emphasis on good-quality teaching and effective use of assessment to inform the next steps in children's 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	138127
Local authority	Sheffield
Inspection number	461869

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	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	417
Appropriate authority	The governing body
Chair	Anne Nettleship
Headteacher	Charlotte Blencowe
Date of previous school inspection	Not previously inspected as an academy
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