

Hooton Pagnell All Saints Church of England Primary School

Hooton Pagnell, Doncaster, South Yorkshire DN5 7BT

Inspection dates

17–18 January 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leaders and governors have not maintained the previous good quality of teaching. Leaders' checks on teaching do not focus strongly enough on pupils' learning and progress.
- Teaching requires improvement. It is very variable and does not consistently help all pupils to make expected or better progress. Consequently, outcomes are variable. Too few pupils reach the more challenging requirements of the new national curriculum to greater depth in reading, writing or mathematics.
- Teachers do not consistently use what they know about pupils to tailor tasks and questions to meet the needs of all pupils.
- Pupils' progress in reading across the school is uneven. The development of early phonic skills is not always secure enough for pupils to succeed in the national phonics check in Year 1. In key stage 2, although pupils read regularly, their comprehension skills are underdeveloped.
- Pupils do not make enough progress in writing. Handwriting is not taught well enough to ensure that pupils form letters correctly. Teachers' expectations are not always high enough. Good-quality writing and presentation is not insisted on.
- In the early years opportunities are not maximised to develop children's writing skills.

The school has the following strengths

- The headteacher and staff know pupils well. Despite the many staff changes they have successfully maintained the school's welcoming and caring ethos.
- Pupils' behaviour and personal development continue to be good. Their good attitudes to learning are a credit to the school and community.
- The headteacher and governors correctly identified the need to secure external support and this is showing some early signs of impact on some aspects of teaching.
- Pupils' spiritual, moral, social and cultural development is good. They are well prepared socially for the next stage of their education.

Full report

What does the school need to do to improve further?

- Improve the effectiveness of leadership and management by:
 - developing the skills of leaders at all levels so they are able to have an impact on teaching and learning beyond their own classrooms
 - making sure that the arrangements for checking on the work of the school are thorough, systematic and linked precisely to the school's plans for improvement
 - ensuring that all checks on the quality of teaching consider the impact of teaching on pupils' progress and link to clear feedback for staff about how to improve teaching
 - making sure that induction includes safeguarding training for all staff
 - ensuring that there is a systematic approach to updating policies and documents that need to be published on the school website.
- Improve the quality of teaching, learning and assessment in order to improve progress and raise attainment by ensuring that:
 - teachers use what they know about pupils to tailor questions and tasks to better meet the learning needs of all pupils, particularly the most and least able
 - handwriting is taught more effectively and work is presented well
 - teachers' expectations of the quality and quantity of work they expect pupils to produce are consistently high and made explicit to pupils
 - teachers check and influence the books that pupils select to read at home so that the texts are not too easy or too difficult and encourage pupils to read widely
 - pupils' skills at reading for meaning, particularly their skills of inference and deduction, are developed more fully.
- Improve the effectiveness of the early years by:
 - optimising opportunities for children, particularly boys, to write independently and with the staff, modelling how to write sentences
 - ensuring that staff have higher expectations of children's attainment and progress in writing
 - provide more modelled examples of writing and encourage children to form letters in line with the school's policy.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- The capacity of leaders to tackle and halt the decline in the quality of teaching and learning has been adversely affected by staff changes and staff absence. A large proportion of teachers and leaders who taught at the school at the time of the previous inspection have left. Senior leaders have worked hard to recruit new members of staff. However, the lack of consistency in the quality of teaching has resulted in a decline in pupils' outcomes across all key stages.
- Checks on the quality of teaching and on the impact of planned improvements have not been regular, rigorous or sharply focused on the progress that pupils, including the most able and least able pupils, make from their starting points. Leaders' feedback to teachers is not precise in identifying ways to improve pupils' learning. As a consequence not all teachers are benefiting fully from the guidance and support they require to improve their work.
- The skills and experience of teachers who have very recently taken on responsibility for leading subjects across the whole school are underdeveloped. Where there are strengths in the teaching and impact of individual teachers, this is not helping to improve the work of others across the school.
- There are appropriate systems in place to manage the performance of teachers. Targets are not precise enough and do not link clearly to the progress made by pupils or the areas identified for improvement in the school's plans.
- Pupils enjoy a wide range of experiences across the curriculum, organised into termly topics. They benefit from a range of visitors, such as sports coaches and singing teachers, and from educational visits to places outside of school. Pupils say they enjoy the after-school clubs. However, the academic curriculum does not provide sufficient challenge, especially for the most able, or support for those who need to catch up.
- The ethos of the school, along with planned activities such as the election of head boy and head girl, helps to actively promote fundamental British values. Pupils are taught about Christianity and other world religions. This contributes to their tolerance and respect for others. They are very accepting of each other's differences.
- The primary school sport funding has been used effectively to increase pupils' participation in competitive sport with other schools. Older pupils say they enjoy taking part in sports.
- Additional pupil premium funding is used to purchase additional resources and to support disadvantaged pupils. However, the impact of this work is uneven and the published statement connected with its use does not provide all of the required information.
- Local authority officers have correctly identified the issues facing the school. Their review of the school was a catalyst for the leaders and governors to begin their work with a better-performing school. Teachers have observed better teaching in another school and this is helping them to improve their understanding of the expectations of the new curriculum.

Governance of the school

- Governance requires improvement.
- Governors' knowledge and understanding of the school's outcomes, and particularly the progress made by pupils, is underdeveloped. Some governors are relatively new and are still coming to grips with their roles and responsibilities. Consequently, some policies have not been updated or published on the website and some required staff training has been overlooked.
- Governors are very supportive of the headteacher and staff. They value the role of the school in the local community and make regular visits to the school. Although there is some evidence of governors questioning and probing the work of the school, this does not always challenge leaders.

Safeguarding

- The arrangements for safeguarding are effective.
- The headteacher has fostered a culture of safeguarding so that children are protected and safe. Staff take pride in knowing every child and every family well. This enables them to work well with children and families to overcome barriers to learning, for example where a child is experiencing difficulties at home or has particular medical needs. All of the appropriate pre-employment checks are carried out on new staff before they take up post at the school. Although safeguarding is effective, not all staff have received the required safeguarding training as part of their induction to the school. Nevertheless, staff are largely clear about the procedures they would follow if they had any concerns about the safety and welfare of pupils.
- The ratio of staff to pupils is high. Pupils say this helps them stay safe and feel safe. Pupils said there is always someone close by to help if they have any difficulties.

Quality of teaching, learning and assessment

Requires improvement

- Teaching does not enable pupils to make consistently strong progress in their learning. As a result, pupils do not always attain as highly as they could. Leaders have not given teachers specific enough feedback about their performance for the quality of teaching to improve at a quicker rate.
- Teachers' expectations of what pupils can achieve are too low; consequently, they do not ensure that pupils produce their best work or build on their existing skills. Work is too often poorly presented because teachers are not precise in their expectations of either the quality or quantity of work expected. Occasionally, errors are not picked up by staff, even when they are sitting next to pupils.
- Although teachers tend to know pupils and their abilities well because of their ongoing assessments of pupils, they do not always use this information to pose questions and tasks that match the learning needs of all abilities. Sometimes tasks are undemanding and do not always challenge the most able pupils. At other times tasks are too difficult for other pupils. At these times, pupils switch off from their learning and this prevents them from making faster progress.
- Previously, the teaching of reading was a strength of the school but has declined in recent years. The teaching of phonics is too variable and pupils do not always use their developing skills to work out unknown words. Some recent improvements in the

teaching of reading are evident, for example in the use of a learning support assistant to work with small groups to teach phonic skills to the younger pupils. When working with individual pupils, staff are highly skilled at modelling the correct pronunciation of sounds and insisting on the correct reading of words.

- Pupils regularly take books home to read. However, their choice of books is not monitored by class teachers. Consequently, some choose books that are too difficult or too easy. They do not always read with understanding. The development of comprehension skills, specifically the use of inference and deduction, is underdeveloped. This is a barrier to pupils securing a greater depth of understanding. Some pupils are not encouraged to read a wide range of books.
- There are some good practices in teaching, and particularly in the feedback and guidance given to pupils about how to improve their work in line with the school's policy. However, this is not consistent and even where comments and feedback are provided this is not always precise and does not lead to improved work.
- Teachers and support staff enjoy good relationship with pupils and all contribute to the very caring and nurturing environment. Pupils in turn have very positive attitudes to their learning and generally want to do well. Recent improvements mean that learning support assistants are better deployed and are beginning to make a positive contribution to learning.
- Teachers plan activities which build on pupils' interests. For example, in the Year 5/6 class video clips of news coverage of a ferry disaster were used very well to engage pupils and as a consequence pupils wrote appropriate notes and were able to identify features of a news report.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils on the school council are confident and proud of the school and the classes they represent. Older pupils take on responsibilities very willingly and seriously. For example, older pupils prepare the hall for the whole-school worship sessions. Pupils talked enthusiastically about their roles as 'worship warriors', who ask other pupils about the topics and concerns that should be considered in worship.
- Pupils understand the importance of exercise and a balanced diet to a healthy lifestyle. They learn to keep safe in different situations inside and outside of school.
- Pupils say that bullying is extremely rare. They know about different types of bullying, such as cyber bullying. They trust staff and teachers to sort out any issues quickly and fairly.
- Older pupils have well-developed social skills. These and their values such as respect for others mean they are well prepared for their move to secondary school and these skills will help them to succeed in modern-day Britain.
- Links with the community, including the local church, and fund-raising for charities, all contribute well to pupils' spiritual, moral, social and cultural development. Pupils enjoy helping each other. As one pupil said, 'It is like one big family here so we all get on well.'

Behaviour

- The behaviour of pupils is good.
- Pupils understand school and class rules and keep to them. They said that the good behaviour seen during the inspection was typical. Older pupils are respectful of each other and enjoy focusing on and discussing their learning. The youngest pupils are able to take turns and listen well to each other's ideas. Pupils are sensible when moving around the school, in the dining hall and outside.
- On the small number of occasions where behaviour was observed to be less than good it was because the tasks were not pitched at just the right level. Pupils then became restless and went off task.
- A very large majority of parents believe that the school ensures that its pupils are well behaved. Support staff are used well to provide appropriate support to pupils whose special needs mean that they sometimes find behaving well difficult.
- Pupils enjoy coming to school so attendance is above average. They arrive promptly and are ready to learn when they arrive. They settle very quickly to their morning classroom tasks.

Outcomes for pupils

Requires improvement

- Not enough pupils are making consistently good progress and attainment is variable from year to year. Progress from pupils' different starting points varies between classes and subjects and for different ability groups. Progress directly reflects the quality of teaching and learning. Over the last two years pupils' progress has been adversely affected by the high incidence of staff absence. As a consequence, across the school pupils have gaps in their skills and have ground to catch up in order for them to reach the required standards at the end of their time at the school.
- Written work is not always well presented. Pupils do not secure a legible style of handwriting by the time they are in key stage 2. In part this is because in the early years and key stage 1 the teaching of handwriting has not securely led to all pupils being able to form letters correctly.
- Outcomes in the Year 1 national phonics check on pupils' skills at recognising letters and the sounds associated with them have improved over the last two years, but remain below average. Some boys do not do as well as girls and given pupils' starting points this represents only expected progress. The recent deployment of a learning support assistant to work with small groups of pupils is helping to accelerate progress. Outcomes for pupils at the end of Year 2 have shown steady improvement so that attainment was broadly average in the most recent statutory assessments.
- The Year 6 outcomes in 2016 were an improvement on 2015 and standards overall were close to those expected nationally. However, for this group of pupils it represented less than expected progress in reading and mathematics.
- In current groups across the school, the small number of disadvantaged pupils make similarly variable progress and attain broadly similar standards to their classmates.
- Pupils' attainment and progress in other subjects, such as history, geography and science, are similarly variable. Although older pupils are generally articulate and have a wide range of general knowledge their variable skills in writing mean that the written

work in these subjects does not always reflect this.

- Because of the good care and nurturing of pupils who have special educational needs and/or disabilities they are fully included in classrooms and make good gains in their social skills. Although some of these pupils make good gains in reading, writing and mathematics their progress overall is as variable as that of other pupils.
- Outcomes in the early years have improved year on year over the last three years so that more children leave the Reception class with a good level of development. They make particularly strong gains in their personal and social skills. Despite these improvements, boys do not do as well as girls in writing. This limits the proportion of children who reach a good level of development.

Early years provision

Requires improvement

- When children join the Reception class their skills and abilities are broadly typical for their age overall. They make typical progress from these starting points. The proportion reaching a good level of development at the end of Reception, while improving, remains close to average. A particular issue is the progress children make in writing, with few boys reaching the expected standard.
- Teaching does not challenge children to make better than typical progress, particularly in writing. The expectations of children's progress as the year progresses are not high enough to ensure that children make better than expected progress.
- Opportunities to maximise writing skills are not exploited enough. Children do not have enough opportunities to write independently or have sentence construction modelled for them. The Reception classroom does not provide enough models of the school's chosen handwriting script and this limits children's opportunities to copy the script correctly.
- As with the rest of the school, leadership capacity has been adversely affected by staff change and staff absence. There is not a dedicated plan for improving this aspect of the school's work. Although the shortcomings in writing have been noted, a robust action plan to address this has not been implemented.
- In common with the rest of the school, children enjoy good relationships with staff. They are happy and enjoy their time at school. The outdoor learning environment has successfully been improved since the last inspection and is used well to develop children's physical and imaginative skills.

School details

Unique reference number	106763
Local authority	Doncaster
Inspection number	10002797

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	84
Appropriate authority	The governing body
Chair	John Hardaker
Headteacher	Jan Gillard
Telephone number	01977 642 054
Website	www.hootonpagnellallsaintschurchofenglandprimaryschool.schooljotter2.com/
Email address	office@hooton.doncaster.sch.uk
Date of previous inspection	January 2012

Information about this school

- The school does not meet requirements on the publication of information connected to governors, the curriculum, the impact of the pupil premium grant, the end of key stage 2 assessment and progress information or the information related to equalities duties.
- This smaller-than-average primary school draws its pupils from a wide geographic area.
- The proportion of pupils supported through the government's pupil premium funding is well below average.
- The vast majority of pupils are of White British heritage. The proportion of pupils who have special educational needs and/or disabilities is below average.

Information about this inspection

- The inspector observed the quality of learning in all classes. He also visited shorter sessions where pupils were being taught phonics or were receiving additional support to catch up with their peers.
- The headteacher undertook three joint observations alongside the inspector. The inspector observed the headteacher giving feedback to one member of staff. He scrutinised pupils' exercise books and work from all classes.
- The inspector listened to pupils read. He talked to pupils about their learning and experiences at school during lessons and when playing with their friends at break and lunchtimes.
- Discussions were held with the headteacher and five members of the governing body, and a group of pupils.
- The inspector met with a representative from the local authority.
- The inspector evaluated a wide range of school documents, including the school development plan, the school's self-evaluation, information on pupils' progress, records of the checks made on the quality of teaching, minutes of governing body meetings and information on safeguarding.
- The inspector spoke to parents at the end of the first day of the inspection and reviewed the 18 responses submitted through Ofsted's online questionnaire, Parent View.

Inspection team

Amraz Ali, lead inspector

Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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