

Hatfield Sheep Dip Lane Primary School

Sheep Dip Lane, Dunscroft, Doncaster, South Yorkshire DN7 4AU

Inspection dates

22–23 May 2018

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Early years provision	Good
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 managed to prevent a decline in pupils' achievement in reading and writing since the last inspection.
- Standards of literacy are too low across much of the school. Too few pupils, by the time they leave the school, are sufficiently well prepared for secondary school.
- Instability in staffing has contributed to pupils' weak progress over time. Notwithstanding some recent improvements, the quality of teaching continues to vary too much.
- A minority of the many teaching assistants are not well trained to carry out their duties effectively. Sometimes, teachers do not effectively direct the work of teaching assistants to support pupils' learning.
- Too many of the least able pupils, many of whom have special educational needs (SEN) and/or disabilities, are not catching up. Teachers do not help the most able pupils to reach high standards.
- A big difference remains between the attainment of disadvantaged pupils in the school and that of other pupils nationally.
- Despite an otherwise broad and balanced curriculum, leaders do not ensure sufficient religious education (RE) is taught. Pupils do not learn enough about the beliefs, faiths and genders of people in modern Britain.
- Too many pupils, in some classes, disrupt their own and others' learning.

The school has the following strengths

- Senior leaders have managed to stabilise staffing. Teaching is improving.
- Across the school, pupils' progress in mathematics is stronger than in other subjects. This is because of more effective teaching in this subject.
- Leaders work tirelessly and effectively to protect and involve the most vulnerable and challenged pupils.
- Teaching in the early years has gone from strength to strength and gives children a good head start.
- The very effective leadership and teaching of art results in pupils producing high-quality work.
- Pupils benefit from, and enjoy, a wide range of extra-curricular activities. Many visits and visitors to school broaden pupils' horizons.

Full report

What does the school need to do to improve further?

- Improve the effectiveness of leadership, management and governance by:
 - continuing to train and support middle leaders so they make an independent and more effective contribution to improvements in teaching and in pupils' progress
 - reducing the burden of the day-to-day work of the headteacher by devolving more responsibility from the headteacher to other leaders
 - making sure the checks on the quality of teaching result more quickly in consistently effective teaching across the school
 - more effectively evaluating the specific impact of the spending of the pupil premium
 - making sure governors concentrate their efforts on the most important work and are not involved in day-to-day management matters
 - helping governors to more effectively evaluate pupil progress information to better hold leaders to account.
- Improve the quality of teaching, learning and assessment so all groups of pupils make faster progress and reach the standards of which they ought to be capable, especially in literacy, by:
 - ensuring that leaders and teachers identify and challenge the most able pupils
 - ensuring that all teachers and support staff have the skills, knowledge and direction to help the least able pupils, those who have SEN and/or disabilities, and disadvantaged pupils who have fallen behind, to catch up more quickly
 - helping teachers to make more consistently effective use of assessment information to match work more precisely to the needs of pupils of different abilities
 - deepening pupils' thinking in a wide range of subjects.
- Improve the behaviour of those pupils who have less positive attitudes to learning by:
 - making sure that teaching, where it is weaker, more often inspires and challenges pupils so they become more fully engaged in lessons
 - reviewing the behaviour policy and implementing it effectively so the consequences of poor behaviour are consistent across the school.
- Ensure all pupils develop open-minded and positive attitudes to diversity by:
 - teaching RE more systematically and regularly
 - engaging pupils more often in debate and discussion about current affairs
 - developing pupils' knowledge and understanding about gender stereotyping and different ways of living.

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

An external review of the use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Considerable and difficult-to-manage instability in staffing has adversely affected leadership and the quality of teaching since the last inspection. Leaders did not manage to prevent the substantial negative impact this has had on pupils' progress, especially in reading and writing. Furthermore, leaders did not prepare well for the more challenging national curriculum in the last few years. As a result, too many pupils have not met the nationally expected standards in reading and writing.
- The regular checks leaders have made, over time, on the quality of teaching, learning and assessment have not secured consistently good-quality teaching. More recently, leaders have successfully restored stability in staffing. Training of teachers and checks on their work are beginning to result in some improvements. However, the quality of teaching still varies too much, limiting pupils' progress.
- Much of the work of the headteacher is very effective. She has rightly prioritised the safety and welfare of pupils but carries too much of the burden of the management of the school. Middle leaders have not been developed well enough to contribute effectively to improvement. More recently, middle leaders have been more involved. They are beginning to have a more positive impact.
- The recently appointed, experienced and knowledgeable special educational needs coordinator (SENCo) has hit the ground running. He is making a positive difference to the provision for pupils who have SEN and/or disabilities. Over time, too many of these pupils have made too little progress in reading and writing. It is too early for this work to have helped pupils to make the stronger progress they need to make.
- Leaders have not fully evaluated the specific impact of the use of pupil premium funding. Therefore, it is not clear which spending has been effective and which has not. Consequently, the progress of disadvantaged pupils over time has not been sufficient to help them catch up with other pupils nationally.
- Leaders make effective use of additional government funding for sports and physical education (PE). All pupils engage in regular physical activity. Increasing numbers have been involved in sports clubs and competitions.
- Leaders overhauled the curriculum about two years ago. The curriculum is largely broad and balanced. Pupils acquire knowledge steadily in subjects such as science, history and geography. Leaders plan many activities to give pupils access to experiences they might not otherwise have outside school. Regular visits to places of interest and visitors such as artists and authors, who bring exciting activities to school, broaden pupils' horizons and enhance their engagement.
- Leaders promote pupils' spiritual, moral, social and cultural development through assemblies and projects. Pupils learn about how they should respect others. Many pupils have learned about parliament and democracy. However, pupils do not know enough about major world faiths because they do not do enough RE. Some pupils demonstrate open-minded attitudes to different ideas about gender, but pupils do not learn enough about gender differences and stereotyping. Leaders do not do enough to help pupils think about the different ways people live in modern Britain.

- The headteacher has been wise in seeking out examples of the best practice in other schools. She has sought additional challenge and support from a local multi-academy trust. She has made good use of the support the trust has given to help improve the assessment system and to sharpen plans. The headteacher has taken advantage of the extra support the local authority has recently been providing. It is too early to judge the impact of this work.

Governance of the school

- Governors bring a range of relevant skills and experience to the governing body. Some of the governors are very experienced. They are committed, highly organised and work very hard for the school and the pupils. They are thorough in their work, including watching over safeguarding arrangements. However, they occasionally concern themselves a little too much with day-to-day operational matters, rather than restricting their efforts to strategic issues.
- The governing body generally knows where the main strengths and weaknesses are. However, they do not have a detailed and accurate knowledge of the progress of key groups of pupils across the age range. For example, governors have an overly positive view of the progress of disadvantaged pupils and the impact of the spending of pupil premium funding.

Safeguarding

- The arrangements for safeguarding are effective.
- The headteacher, who is the designated safeguarding lead, and other pastoral staff, are effective in securing timely help for pupils who are at risk of harm or being harmed. Leaders have ensured that staff understand their duties. Consequently, adults diligently report and record their concerns. Leaders keep a meticulous record of all actions and check that professionals act on what they say they will do.
- Leaders follow statutory guidance regarding safer recruitment. They make sure all the required checks are carried out when appointing new staff. The business manager keeps a detailed record of these checks and governors keep a very close eye on this record.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching varies too much across the school. Some teaching helps pupils to engage positively with learning so they behave well, work hard and make progress. Some teaching does not inspire pupils and is not suited to their needs. Consequently, some pupils do not pay attention, do not behave well in lessons and make limited progress.
- Where teaching is weaker, teachers ask questions that expect pupils to give one-word answers and that do not help them to think deeply. Where teaching is stronger, teachers ask questions that help pupils to think more carefully and to explain their ideas. Teaching that is more effective results in more work from pupils and better handwriting and presentation. Less effective teaching results in poor attitudes that are

evident in unfinished work and careless presentation.

- Most teachers, when planning and teaching mathematics lessons, consider what pupils already know and can do. This generally helps teachers plan work that is not too hard or too easy. In other subjects, this practice is much more variable. Too often, pupils do the same work regardless of their abilities. Occasionally, teachers expect pupils in different year groups to do the same activities without adjusting the amount of challenge, especially for the most able pupils.
- Some teaching assistants are adept at helping pupils to think and to work out answers for themselves. Some teaching assistants are less effective because they do not have the right training and/or the right guidance from teachers. Despite the daily support teaching assistants give to the least able pupils and those who have SEN and/or disabilities, too many of these pupils do not make enough progress.
- Leaders have devoted much training and resources to the teaching of reading. As a result, the teaching of reading, in some classes, is much improved. Many pupils are becoming much more interested in reading and this year many are making faster progress. However, most pupils still have a lot of ground to make up because of previous weaker teaching.
- The quality of the teaching of early reading has been variable. The proportion of pupils meeting the required standard in phonics, by the end of Year 1, has been below average over time. Those pupils who do not meet the standard fall further behind. School assessment information shows that the least able pupils are making the least progress in reading.
- Too many pupils leave key stage 1 with poor basic writing skills. Teaching in lower key stage 2 does not help these pupils to build stamina or learn to write accurately, confidently and fluently. Because of this, despite their improving vocabulary and growing knowledge about how grammar can improve their writing, they do not manage to use this knowledge. Teachers give pupils opportunities to do longer pieces of writing in a range of subjects. However, many pupils struggle to complete an accomplished piece of writing.
- The very effective teaching of art helps pupils to produce some excellent artwork using a range of media. This beautiful work adorns the walls, alongside pupils' writing, which teachers showcase to attempt to build pupils' confidence and appreciation for writing.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development requires improvement.
- Too many pupils have not developed resilience in their learning or independence. Pupils do not have nearly enough opportunities to work without the help of adults. As a result, too many pupils do not develop the confidence to attempt work on their own.
- Where teaching is weaker, pupils sometimes do not fully understand what they need to do, so they lose interest in their work.
- Pupils do not receive enough RE teaching, so know little about major world faiths in

this largely monocultural community. They do not learn enough about gender diversity and stereotyping. However, school assemblies are positive events where adults teach pupils about respect and tolerance. Some pupils show open-minded, positive attitudes.

- Adults have developed a well-ordered and attractive environment. They display pupils' work beautifully, reinforcing the values of hard work and persistence.
- Adults teach pupils how to stay safe. For example, they help them understand risks associated with 'trick or treat' night, fireworks and crossing the road. Pupils understand the basic rules about how to stay safe online.
- Pupils say bullying is rare and that adults deal with it effectively so it eventually stops. Pupils feel safe in school.

Behaviour

- The behaviour of pupils requires improvement.
- Where teaching is weaker and pupils are less interested in their work, they disrupt each other's learning. Occasionally, pupils in these lessons do not respect adults or follow their instructions.
- The lack of consistent guidelines for how to manage behaviour means some adults are less effective than others in managing pupils' behaviour. In addition, pupils are not always clear about what the consequences are of poor behaviour in lessons.
- The conduct of the vast majority of pupils around the building and in the playground is positive. Pupils are at their best when adults organise games to help them play constructively. Pupils are well supervised.
- 'Thrive' workers are very skilled at de-escalating potential problems for some of the most vulnerable pupils because they understand the pupils so well. They improve pupils' engagement with learning by helping them to spend more time in class following the considerable support they receive out of class.
- Leaders are tireless and relentless in monitoring the attendance of each pupil and acting where absence is at risk of becoming unacceptable. Leaders have successfully worked with several families to improve attendance. Although attendance is a little below the national average, no group is disadvantaged by low attendance.

Outcomes for pupils

Requires improvement

- Since the last inspection, overall, pupils' progress in reading and writing during their time in key stage 2 has weakened considerably. In 2017, the school was in the bottom 10% of schools nationally for progress in these subjects. Pupils currently in the school are beginning to make faster progress. However, many have much to do to catch up if they are to meet the expected standards by the end of key stage 2.
- The progress of last year's Year 6 pupils in mathematics was broadly in line with that of pupils nationally. This is an improvement on the performance of the previous Year 6 group. Pupils throughout the school are generally performing better in mathematics than in English because of improvements in the teaching of mathematics.
- In the last two years, fewer than half of the Year 6 pupils have reached the expected

standard in reading, writing and mathematics combined. As a result, too many are unprepared for secondary school.

- Attainment in reading and writing has been low by the end of key stage 1. The least able pupils continue to struggle, particularly in writing. Too many pupils do not learn to write fluently and accurately by the end of Year 2.
- The progress of disadvantaged pupils has not been substantially different from that of other pupils in the school, progress being slow for both disadvantaged pupils and others. There remains a big difference between the attainment of disadvantaged pupils in the school and that of other pupils nationally.
- Over time, too few of the most able pupils in both key stage 1 and key stage 2 have reached the high standards they should. Too few pupils currently throughout the school are on track to reach above average standards.
- Pupils steadily acquire knowledge in a range of subjects. However, too often, teachers do not deepen pupils' understanding in subjects such as history and science. Pupils' knowledge in RE is weak. Conversely, attainment in art is exceptional because of the strong subject knowledge and high expectations teachers have of pupils in this subject.

Early years provision

Good

- Strong leadership of the early years has resulted in improvements over time. Improved outcomes are chiefly because of the success of leaders in securing consistently strong teaching from all adults.
- Most children enter the school with skills, knowledge and understanding below those which are typical for their age. The proportion of pupils, including the disadvantaged, that reach a good level of development by the end of the early years has improved year on year. This is now approaching the national average and represents good progress. The large majority of children are well prepared for learning in Year 1.
- Leaders recognise there is scope for more pupils to exceed the early learning goals by the end of the Reception Year. Adults are making greater demands of children so they have the opportunity to demonstrate increased knowledge and skills. Adults also recognise that a few boys each year do less well than the girls.
- All adults in Reception and in Nursery work highly effectively with groups of children. Appealing, relevant, challenging and purposeful tasks get children working hard and sustain their concentration. Children enjoy these challenges immensely, acquire knowledge progressively and apply what they learn in a range of contexts.
- Adults interact with children effectively as they play and explore, asking them questions which stimulate their interest, and which get them to think and talk. Children concentrate, persist and are often engrossed in what they are doing.
- Children behave well. They learn to get on well together, cooperating and collaborating. Adults, who are well trained in how to keep children safe, are alert to risks. Children feel safe and secure.
- Adults teach phonics effectively so children make good progress with their early reading. Adults develop children's conceptual understanding of mathematics through

the creative use of toys and apparatus.

- Leaders have successfully engaged the large majority of parents in their children's learning and assessment.

School details

Unique reference number	106717
Local authority	Doncaster
Inspection number	10047608

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

Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	283
Appropriate authority	The governing body
Chair	Jenny Thomas
Headteacher	Faye Parish
Telephone number	01302 842464
Website	www.sheepdiplane.doncaster.sch.uk
Email address	sdlp@sheepdiplane.doncaster.sch.uk
Date of previous inspection	17–18 June 2014

Information about this school

- Hatfield Sheep Dip Lane Primary School is a broadly average-sized primary school.
- Just over half the pupils in the school are eligible for the pupil premium.
- The vast majority of pupils are White British.
- The proportion of pupils who have SEN and/or disabilities is broadly in line with the national average. The proportion with an education, health and care plan is above average.
- The school exceeds the government floor standards, which are the minimum standards of achievement set by the Department for Education.

Information about this inspection

- Inspectors observed parts of lessons in all classes at least once. Some of these lesson observations took place jointly with senior leaders. Inspectors asked pupils about their learning and scrutinised a sample of pupils' workbooks.
- Inspectors listened to what pupils had to say about what it is like to be a pupil at the school. Inspectors considered the responses of 13 pupils to the Ofsted pupil online questionnaire. Inspectors observed pupils as they played and socialised.
- Inspectors met with school leaders to discuss what they have done to improve the school since the last inspection. The responses of 10 members of staff to the staff questionnaire were considered.
- The lead inspector met with four members of the governing body, including the chair of governors. He met with a representative of the local authority and the executive principal of a local multi-academy trust that has been supporting the school.
- A number of documents were scrutinised, including the school's self-evaluation, school improvement plans and records of the check leaders make on the quality of teaching. Minutes of governing body meetings were examined. Inspectors looked at information about the achievement of pupils currently in the school. Documents relating to safeguarding and child protection were examined.
- Inspectors listened to the views of a number of parents, took account of 18 responses to Ofsted's online survey, Parent View, and considered 10 written responses from parents.

Inspection team

Philip Riozzi, lead inspector	Her Majesty's Inspector
Alison Ashworth	Ofsted Inspector
Helen Hussey	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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