

Haggonfields Primary and Nursery School

Marjorie Street, Rhodesia, Worksop, Nottinghamshire S80 3HP

Inspection dates

9–10 January 2019

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

Summary of key findings for parents and pupils

This is an inadequate school

- Leaders and governors, have not ensured that safeguarding arrangements are effective, including in the early years. Pupils' safeguarding records and staff recruitment records are not as precise, accurate or detailed as they should be.
- Staff are not fully aware of their responsibilities to protect pupils from radicalisation and extremism.
- Leaders did not respond promptly to advice to bring about improvements. They did not implement systems to monitor and evaluate the quality of the provision quickly enough.
- Governors do not hold leaders to account effectively. They are too reliant on the information provided by school leaders and do not challenge leaders in sufficient depth about their actions.
- Some teachers do not use assessment information effectively to meet all pupils' needs, including those with special educational needs and/or disabilities (SEND).
- Teachers' expectations of all pupils are not consistently high. They do not challenge pupils consistently, particularly the most able. Too few pupils achieve the higher standards.
- Teachers do not provide enough opportunities for pupils to write at length across the curriculum or consistently reinforce high expectations for pupils' grammar, punctuation and spelling.
- Leaders do not use and evaluate the impact of additional funding effectively, including for disadvantaged pupils, for pupils with SEND and for physical education (PE) and sport.
- The proportion of pupils who are regularly absent is too high, particularly pupils with SEND.

The school has the following strengths

- Recently introduced strategies to improve pupils' reading and the teaching of phonics are beginning to have a positive impact.
- Pupils achieve well in mathematics.
- Pupils and their families are known well by all staff.
- Through good teaching, children in the early years make a positive start to school life.
- Pupils behave well, respect each other and have positive attitudes to learning.

Full report

In accordance with section 44(2) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

What does the school need to do to improve further?

- Urgently address the serious weaknesses in the school's safeguarding arrangements by ensuring that:
 - all leaders responsible for safeguarding, including governors, know, understand and carry out their duties in line with statutory guidance, including in the early years
 - leaders record and monitor all safeguarding incidents and leaders' actions to keep pupils safe
 - leaders, staff and governors are fully aware of the actions they must take in order to protect pupils from radicalisation and extremist views.
- Improve the effectiveness of leadership and management by ensuring that:
 - leaders respond promptly to advice and support on how to improve the provision
 - leaders check that the new systems for monitoring and evaluating the quality of the provision lead to improvements in teaching, learning and assessment, and pupils' outcomes
 - leaders use and evaluate additional funding effectively, including for disadvantaged pupils, for pupils with SEND, and for PE and sport
 - the role of governors is strengthened, so that school leaders are effectively supported, challenged and held to account.
- Improve the quality of teaching, including in the early years, by ensuring that:
 - teachers use information about pupils' abilities to plan activities that meet the needs of all pupils, including pupils with SEND
 - teachers have high expectations of all pupils and set work that provides sufficient and appropriate challenge, particularly for the most able, so that they achieve the higher standards
 - teachers provide pupils with increased opportunities to write at length across the curriculum and insist they use their grammar, punctuation and spelling skills accurately.
- Improve pupils' personal development, behaviour and welfare by:
 - reducing the proportion of pupils who are regularly absent from school, particularly pupils with SEND, so it is below the national average.

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

An external review of governance should be undertaken in order to assess how this

aspect of leadership and management should be improved.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- Leaders at all levels have failed to ensure that the school meets its statutory responsibilities for safeguarding. Safeguarding is ineffective.
- Safeguarding systems and procedures used by leaders are not sufficiently secure to ensure that the safety of pupils is not compromised. Leaders responsible for safeguarding do not keep secure safeguarding records relating to either staff or pupils. They have not ensured that all staff and governors have read and understood the necessary policies and guidance.
- Leaders have not ensured that all staff are aware of, and able to carry out, their statutory responsibilities to keep pupils safe from radicalisation and extremism.
- Leaders did not respond swiftly enough to a decline in the quality of the provision. They have failed to address all of the areas for improvement identified at the last inspection and have only recently begun to tackle the weaknesses in the quality of teaching.
- Leaders' plans for the use of additional funding to support disadvantaged pupils lack precision and clarity. For example, the plans do not identify the specific barriers to learning that these pupils face or show how these barriers will be overcome to raise pupils' achievement.
- The coordinator for pupils with SEND knows these pupils well. However, leaders do not assess the impact of the support that pupils with SEND receive, to ensure that additional funding is being used to improve the progress that these pupils make.
- Leaders' plans for using the additional primary funding for PE and sport are weak. They do not analyse pupils' participation rates, or the impact on pupils' health and well-being, to ensure that the funding has the maximum impact.
- Leaders do not make effective use of information about behaviour and attendance to identify patterns or groups of pupils who are underperforming and plan appropriate support strategies to help these pupils to improve.
- The local authority has recently brokered support for the school from a local partnership primary school. Leaders have received training to improve their practice and, as a result of this training, have put new systems in place to monitor the quality of teaching and pupils' outcomes. However, some of the strategies have only been introduced recently and have not yet led to sustained improvements in teaching.
- Senior leaders have recently created middle-leadership roles to take closer responsibility for specific aspects of the school's provision. For example, the leader of literacy has evaluated the quality of phonics teaching and implemented strategies that are already leading to improvements.
- The curriculum allows pupils to learn a broad range of subjects. A recent review has created a more coherent approach to curriculum planning. Strengthened cross-curricular links between subjects help teachers reinforce new ideas with pupils, deepening pupils' understanding. However, the curriculum does not enable pupils to practise writing at length in different subjects.

- Leaders have successfully introduced a new behaviour policy, based around the principle of respect. Staff, parents, carers and pupils all agree that behaviour has improved markedly in the school.
- Leaders provide pupils with opportunities to develop their spiritual, moral, social and cultural understanding. For example, one pupil who spoke with the inspector about their understanding of different religions stated, 'People in different religions should all be treated the same.' Pupils also have a good understanding of democracy and how it relates to them. However, their appreciation of other aspects of British values is less well developed.

Governance of the school

- Governors' oversight of the school's strategic direction has not been sufficiently close. Their checks on the quality of the school's provision lack focus and they fail to challenge leaders sufficiently well. While governors have begun to hold leaders more rigorously to account, this is not consistent across all their areas of responsibility.
- Governors have not ensured that additional funding received by the school for disadvantaged pupils, pupils with SEND, and PE and sport is spent wisely by leaders.
- Since September 2018, the local authority recognised the need for a school-to-school support plan. Since that time, governors have begun to challenge leaders more effectively.
- While local authority officers have worked closely with leaders to improve the accuracy of their self-evaluation of the school and the quality of their improvement plans, governors have not ensured that leaders have acted on their recommendations fully to help bring about more rapid improvements.

Safeguarding

- The arrangements for safeguarding are not effective.
- Leaders and those responsible for governance have not ensured that safeguarding procedures are secure. They have not shown the attention to detail necessary to be confident that the pupils are safe.
- Leaders do not record incidents which could affect the welfare and safety of pupils in sufficient detail. Prior to September 2018, leaders failed to maintain detailed records of safeguarding concerns related to pupils. More recent pupils' records indicate that staff make safeguarding referrals to the leaders responsible for safeguarding. However, leaders responsible for safeguarding do not record consistently their actions in response to the issues raised.
- Leaders are not confident that all staff have received safeguarding training and have read and understood the necessary guidance, including the school's safeguarding policy.
- Leaders responsible for safeguarding have received up-to-date training; however, this has not resulted in them carrying out their statutory responsibilities adequately. Until the inspection, governors had not ensured that the statutory responsibilities of the designated safeguarding leader were clearly outlined.

- At the time of the inspection, staff and governors were unable to explain their statutory responsibilities to protect pupils from radicalisation or extremism and report any concerns they may have.
- Despite the shortcoming in safeguarding arrangements; pupils say they feel safe in the school and have confidence that any concerns they have will be addressed by staff.
- A new governor with responsibility for safeguarding has recently joined the governing body. It is too soon for the governor to have a clear oversight of safeguarding procedures and practices within the school.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching is not consistently good across the curriculum and within all year groups. Teachers' expectations of all pupils are not consistently high.
- Too often, teachers do not provide pupils with tasks which are appropriately challenging. As a result, some pupils do not make good progress by the end of Year 6.
- Similarly, the needs of some pupils with SEND are not sufficiently well met, resulting in them not making the progress of which they are capable.
- Not all teachers provide opportunities for pupils to write in greater depth, across the curriculum.
- Teachers do not consistently promote accurate grammar, punctuation and spelling in pupils' written work, leading to some pupils making the same mistakes repeatedly.
- Leaders have introduced new strategies to promote reading in school. Pupils are more familiar with talking about and interpreting different texts, which is aiding their understanding. As a result, most pupils are becoming confident readers and making good progress in reading.
- Pupils who the inspector heard read did so with fluency and comprehension. Most said they enjoyed reading at home. However, pupils' reading books did not always match their abilities closely enough, providing too few challenging words.
- The teaching of phonics is improving. Adults have a secure knowledge of phonics and structure the learning effectively. They model examples well and allow pupils to practise their letters and sounds successfully. By assessing pupils' phonic skills closely, adults move pupils readily to the next stage. Current pupils are making good progress in phonics.
- Many pupils know how to improve their work. They receive regular feedback from teachers, in line with the school's policy. When this is most effective, pupils' misconceptions are clarified, and they commit to improving their work in response.
- The teaching of mathematics is good in most year groups. Pupils are given opportunities to practise applying their mathematical understanding by solving problems and providing explanations. However, on occasion, the most able pupils are not moved on to more challenging work quickly enough.
- Most pupils take pride in their work. Leaders' focus on improving pupils' handwriting has had a positive impact.
- Adults have nurtured positive working relationships with pupils.

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Leaders have not ensured that safeguarding arrangements meet the statutory requirements. However, adults know the pupils well and pupils say they have someone they can talk to if they have any concerns.
- Pupils feel safe in the school and know how to reduce the risks they may face. For instance, pupils use SMART (safe, meeting, accepting, reliable and tell) principles effectively, to stay safe online. They also receive clear guidance on issues such as substance abuse.
- Pupils are enthusiastic and cooperate well with each other and with adults. Most pupils respond quickly to adults' requests and engage readily with each task. Those pupils who spoke with the inspector about their learning did so with confidence and interest. They appreciate the support they receive from adults, helping them to improve.
- Pupils have a clear sense of right and wrong. Adults actively promote and encourage pupils to reflect values such as patience and respect of each other. This helps to develop a positive learning atmosphere, where all pupils feel appreciated.
- Pupils make their peers feel welcome at the school. They have a good understanding of equality and diversity, for instance through learning about the activist Rosa Parks and her promotion of civil rights. They are confident in challenging any intolerant behaviour or views. Pupils are in no doubt that: 'Everyone is the same and no one is better than another.'
- Pupils enjoy being able to take on leadership roles. For example, the recently established school council provides pupils with the opportunity to elect representatives and present their ideas to their peers. Pupils appreciate that adults value their opinions.

Behaviour

- The behaviour of pupils requires improvement.
- Pupils' attendance has been below the national average and declined over the last three years. The attendance of current pupils has notably improved, including of disadvantaged pupils. However, too many pupils are still persistently absent, particularly those pupils with SEND.
- The proportion of pupils excluded from school has been above the national average for the last three years. However, following leaders' successful introduction of a new behaviour policy, no pupils have been excluded in the current academic year.
- Pupils are confident that bullying is rare in the school. When it does happen, pupils say they can speak to any adult and it will be resolved swiftly. One pupil commented to the inspector: 'Teachers are always there when you need them.'

- Pupils respect each other and adults. Most pupils behave well throughout the school day. They understand what staff expect of them and value the rewards they receive.

Outcomes for pupils

Requires improvement

- Pupils' progress in writing is weak in too many year groups. This reflects a pattern of uneven progress in pupils' writing over time. Recently introduced strategies to improve pupils' writing skills are yet to have a sustained impact.
- In 2018, too few pupils achieved the expected standard in grammar, punctuation and spelling at the end of key stage 2. The achievement of current pupils remains inconsistent.
- Disadvantaged pupils and pupils with SEND make inconsistent progress in reading, writing and mathematics. Additional funding provided for these groups of pupils is not resulting in them making strong progress.
- Over time, too few pupils have achieved the expected standard in mathematics, reading and writing combined. Leaders' recent actions to improve the quality of teaching mean an increased proportion of current Year 6 pupils are making good progress.
- Too few pupils in key stage 1 and key stage 2 achieved the expected standard in reading, in 2018. The progress of current pupils in reading, while improving, remains inconsistent.
- The proportion of pupils who passed the phonics screening check was well below the national average in 2018. Leaders have improved the consistency and the quality of the teaching of phonics. Current pupils are making good progress.
- Pupils' achievements in mathematics are a strength of the school. In 2018, at both key stages 1 and 2, pupils achieved well at the expected standard. This positive picture is also to be found with current pupils, across almost all year groups. However, too few pupils attain the higher standards.

Early years provision

Inadequate

- Provision in the early years is inadequate because the safeguarding arrangements do not meet statutory requirements. However, inspectors identified several strengths in the provision.
- Leaders have an accurate awareness of the provision's strengths and weaknesses. The leader of the early years has accurately identified areas for improvement and is implementing the changes necessary, with support from the local authority where necessary.
- Leaders provide a positive and welcoming environment and have established clear routines. Children know what is expected of them and forge positive relationships with adults and each other.
- Leaders' assessments of children on entry to the provision are accurate. They regularly track the progress made by children from their individual starting points. All adults are

confident in assessing children's progress, closely overseen by the leader of the early years and verified through external moderation.

- Children behave well and safely. Staff provide secure environments and make their expectations of behaviour and safety clear. Children respond well.
- Leaders include appropriate opportunities to promote children's spiritual, moral, social and cultural awareness, for instance by exploring issues such as honesty. However, the curriculum does not offer all children sufficient challenge.
- Children enjoy choosing their own activities and many can concentrate and persevere with a task, without direct adult support. However, leaders do not always ensure that children's learning is focused precisely, particularly in the outdoor environment.
- Additional adults are well trained and work effectively with small groups of children. They use skilful questioning to develop children's speech, language and communication skills, although adults do not always ensure that all children participate in this dialogue. Some errors in children's speech go uncorrected.
- Leaders nurture links between home and school, for instance by inviting parents into school and sharing children's 'next steps' with them.
- Many enter the early years with skills well below those expected for their age. Over time, the proportion of children achieving a good level of development has increased, although it remained below the national average in 2018, according to provisional information. Many, although not all, children are well prepared to be successful in key stage 1.

School details

Unique reference number	122604
Local authority	Nottinghamshire County Council
Inspection number	10057676

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

Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	102
Appropriate authority	Local authority
Chair	Peter Elgy
Headteacher	Brian Huxley
Telephone number	01909 473992
Website	www.haggonfields.net/
Email address	office@haggonfields.org.uk
Date of previous inspection	1 October 2015

Information about this school

- The current headteacher and chair of governors have been in their roles since the last inspection in October 2015.
- The school is much smaller than the average-sized primary school. All year groups have one class, other than Year 2 which has two classes.
- The proportion of disadvantaged pupils is well above the national average.
- The proportions of pupils with SEND and with an education, health and care plan are below the national average.
- The large majority of pupils are of White British heritage. The proportions of pupils from minority ethnic backgrounds and of pupils who speak English as an additional language are below those seen nationally.
- The school is supported by a local authority school improvement adviser and is also receiving support from Walesby Church of England Primary School.

Information about this inspection

- The inspector observed learning in 10 lessons. All of these lessons were visited jointly with the headteacher.
- The inspector looked at samples of pupils' work covering a range of subjects, abilities and year groups. The inspector also reviewed learning journals for children in the early years.
- The inspector heard pupils read. She also spoke with pupils in a discussion group and informally during lessons and at playtime.
- The inspector observed pupils' behaviour during lessons, at playtime and as pupils moved around the school.
- The inspector held a number of meetings, including with: the headteacher; senior leaders; subject leaders; the leader responsible for the early years; and the coordinator for the provision for pupils with SEND. She met with two members of the governing body, including the chair. The inspector also met with a representative of the local authority.
- The inspector met with parents at the start of the school day. She also considered the seven responses from Ofsted's online survey Parent View, including five responses made through the free-text service, and the responses to a parent survey carried out by the school.
- The inspector took into account the four responses to the staff online survey.
- The inspector reviewed a wide range of documentation, including the school improvement plan and the self-evaluation summary, safeguarding procedures and records, and minutes of meetings of the governing body. The lead inspector checked the school's single central record and the school's system for recruiting staff. She also considered information about pupils' progress and achievement, attendance records, behaviour logs, plans related to additional government funding, external reports on the work of the school and information on the school's website.

Inspection team

Rachel Tordoff, lead inspector

Her Majesty's Inspector

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