

# Hodthorpe Primary School

Queen's Road, Hodthorpe, Worksop, Nottinghamshire S80 4UT

**Inspection dates**

21–22 May 2019

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

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- The quality of teaching in writing, though improving, is not consistently good. Teachers in key stages 1 and 2 give pupils too little opportunities to write at length, including across the curriculum, which impedes their progress.
- The most able pupils do not receive enough work that challenges them. Too few pupils attain the higher standards of which they are capable.
- In some subjects, such as science, teachers do not consistently address well enough pupils' errors or lack of understanding.
- In subjects other than English and mathematics, teachers do not plan effectively enough so that pupils acquire and retain sufficient knowledge. Pupils cannot recall clearly enough the things they have learned in, for example, science, geography and history.

### The school has the following strengths

- Strong current senior leadership is rapidly improving all aspects of the school, including the quality of teaching. The headteacher is leading the school with integrity, defined by a 'no excuses' culture and an urgency to make Hodthorpe Primary School the very best.
- The quality of teaching in mathematics is now consistently good. Pupils work with speed and accuracy.
- Phonics is taught well, and greater proportions are currently on track to attain the national expectations for their age in reading.
- Leaders have ensured that the curriculum is now broad and balanced in all year groups.
- Attendance is above the national average.
- The quality of education in the early years is consistently good. Precise teaching is planned well to match the needs of all groups of children. Pupils build up knowledge over time and are well prepared for Year 1.
- The views of parents towards the school which, at the previous inspection, were mixed, are now strongly positive. A very large majority would recommend the school to others.
- Pupils now behave consistently well. Pupils are polite, respectful, and work hard in class. They complete their work neatly. They move sensibly about the school and breaktimes and lunchtimes are happy social occasions.
- There is a strong culture of safeguarding in the school. Staff respond quickly to any concerns.

## Full report

### What does the school need to do to improve further?

- Improve the quality of teaching further, and thereby outcomes, by ensuring that:
  - teachers in all year groups in key stages 1 and 2 give pupils sufficiently frequent opportunities to plan, compose and edit extended pieces of writing, including across the curriculum, so that they can demonstrate the skills that they have learned and build their writing stamina well
  - the most able pupils in key stages 1 and 2 are consistently given work across different subjects that challenges them and makes them think deeply, so that they can reach the standards of which they are capable
  - teachers in key stages 1 and 2 consistently address effectively pupils' misconceptions across different subjects
  - the planned review of the curriculum produces a clear overview which leaders can use to check that teachers design and deliver sequences of lessons effectively across subjects that build systematically to help pupils remember more.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Upon her appointment in April 2018, the headteacher immediately undertook an evaluation of the quality of teaching and pupils' achievement across the school. A joint scrutiny of pupils' books, conducted with a representative of the local authority, concluded that teachers did not have sufficiently high expectations of pupils, and that they lacked a confident understanding of the school. Evidence indicated that the curriculum was imbalanced and that some subjects were not taught sufficiently, or at all. Some teaching was judged to be inadequate.
- The headteacher has wasted no time in bringing about major improvements to all aspects of the school. During the last year, while addressing a potential budget deficit, she has restructured staffing, and improved the skills of staff through an intense programme of professional development. She has shown them how to assess their pupils more accurately, and has made them aware of the greater expectations of the new national curriculum.
- All staff now have individualised targets as part of their performance management, and their training needs over the longer term are being addressed well. Teachers are given opportunities to watch colleagues teach effectively. The quality of teaching, though not consistently good in key stages 1 and 2, is improving quickly and markedly.
- A new, whole-school system to monitor pupils' performance has been introduced. Leaders are careful not to place undue emphasis on isolated statistics. They complement data with extensive work scrutiny and with observation of teaching. As a result, the headteacher has an excellent understanding of the school, and has skilfully targeted the right priorities for attention. She is implementing a compelling development plan, with sensible actions, to secure further improvements at a rapid pace.
- The headteacher is building the capacity of subject leaders who are new to their role. She is ensuring that they are given time to fulfil their responsibilities, and to meet with experienced colleagues in similar roles in other schools.
- Staff who responded to Ofsted's questionnaire submitted unanimously positive views of the school's leadership. They strongly confirm that the school has improved since the last inspection, and that they are being well supported to improve their effectiveness. They are proud to work at Hodthorpe Primary School, and all state that the headteacher is considerate of their well-being and mindful of their workload.
- The curriculum is now broad and balanced in all year groups. Pupils say that lessons are interesting, and were keen to tell the inspector about recent lessons from science teachers at the local secondary school, which had enthused them to build model rockets. In the early years, children conduct investigations showing how making gloves from 'blubber' helps them to experience how penguins can swim in icy water.
- The curriculum is enhanced by a range of clubs that pupils enjoy taking part in.
- Pupils spiritual, moral, social and cultural development is good. Pupils participate in events at the local church, and in school explore ethical issues, such as the impact of consumerism on the environment. Pupils mix happily in a wide range of groups, and

the school's curriculum means that pupils have a developing cultural understanding.

- Pupils are well prepared for life in modern Britain. They are taught the importance of respecting others, including those who are different to themselves. They follow the school rules and understand that these are important for the safety and happiness of everyone.
- Leaders plan to undertake a full review of the curriculum next year to ensure that the knowledge they want pupils to acquire across different subjects is delivered effectively, without gaps or unintended repetition.
- Until recently, the pupil premium was not used well enough to help disadvantaged pupils catch up by the time they left for secondary school. However, this is now being spent effectively. Exercise books of current disadvantaged pupils show that the support funded by the pupil premium is helping greater proportions to be on track to attain at least the standards the school expects for their age.
- The school does not currently have any pupils who receive additional funding for their needs. However, the coordinator for pupils with special educational needs and/or disabilities (SEND), who is the headteacher, is helping to remove the barriers to their learning and is ensuring that they receive good support.
- The last inspection report noted that the views of parents were mixed. Parents' opinions of the school are now highly positive. A very large majority of those who responded to Parent View, Ofsted's online questionnaire, would recommend the school. They, and all those the inspector spoke with, confirmed the very positive impact of the current headteacher.

## **Governance of the school**

- The governing body is now receiving good levels of information from leaders about the quality of education, and pupils' achievement. While strongly supportive of leaders, this information is enabling governors to challenge them effectively. The governing body shares the ambition of leaders for every child.
- Governors perform their strategic role well, showing a good understanding of the school and why the actions planned for further improvement are needed. The governing body is well trained, including regarding safeguarding against the exploitation of pupils. They explained to the inspector that the support the school has received from the multi-academy trust has accelerated its rate of improvement.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- Leaders ensure that staff have a clear understanding of their responsibilities in safeguarding. A clear policy and regular training in safeguarding helps them to understand the many forms of abuse pupils may suffer, and the potential indicators of these. Staff know how to make leaders aware of any concerns, and that they must do this immediately.
- The newly introduced school recording system for safeguarding is helping leaders to store information efficiently. It shows that leaders respond quickly to any referrals staff

make, involving closely both parents and external agencies, whenever appropriate.

## Quality of teaching, learning and assessment

## Requires improvement

- The teaching of writing, while improving considerably over the past 12 months, is not consistently good in key stages 1 and 2. A majority of teachers do not give pupils sufficient opportunities to write at length. This impedes pupils' attainment in this subject, because they do not develop sufficient stamina to write. They cannot demonstrate their use of vocabulary over sustained pieces of work, nor show how they can use skills such as keeping information back from the reader to sustain their interest.
- Teachers in key stages 1 and 2 do not consistently give the most able pupils sufficiently challenging work. These pupils say that the work they receive is often too easy for them. It is often the same, or near-identical to pupils of typical ability.
- Teachers do not consistently address pupils' misconceptions across a range of subjects. The inspector noted a number of examples where pupils had made factual errors in, for instance, science, and teachers had not addressed them.
- In subjects other than English and mathematics, teachers do not plan sufficiently effectively so that pupils acquire and retain knowledge systematically. Pupils do not demonstrate sufficient recall of the things that teachers had taught them recently in, for example, science, geography and history.
- The quality of mathematics teaching across the school has improved greatly over the past year and is now consistently good. Pupils build up their knowledge over time and answer questions with accuracy and speed.
- Phonics is taught consistently well. Weaker readers are given effective support to help them catch up. Better teaching of comprehension in the school is also raising pupils' ability to be able to respond to texts and to infer meaning from them well.
- Classrooms are positive learning environments where teachers are now upholding clear expectations of how pupils must behave. They require pupils to work hard and pay attention. Teachers address pupils respectfully and expect them to respond in a similar manner.
- Higher expectations of how pupils must complete their work, together with the consistent use of an agreed system, means that pupils' handwriting is improving considerably.
- Teaching assistants contribute well to pupils' learning. They encourage pupils to think for themselves rather than helping them excessively with answers. This is building pupils' confidence.
- Teachers encourage pupils to enjoy reading. Younger pupils the inspector met during the inspection told him how they enjoy taking books home, and that there are many interesting books in school for them to access. Older pupils also read for pleasure, both new fiction and classic stories, such as 'The Fellowship of The Ring', by JRR Tolkien.
- Homework is now being set using a whole-school approach. Almost all pupils the inspector met told him that they found this both interesting and useful in building their skills.

- Teachers' assessment has improved because leaders have given them guidance on how to do this more precisely. They use standardised tests in mathematics and reading to support and confirm their judgements.
- There are examples of good teaching in particular subjects and year groups. For example, in Years 5 and 6, art and design, and design technology, are taught well. Pupils learn about, for instance, different stitches and how to use these for effect. The inspector noted how pupils produce impressive and sometimes stunning pieces of fabric artwork showing the changing seasons in nature.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Staff teach pupils a clear understanding of the need to try hard in order to achieve in life. Teachers note and celebrate pupils' improvements in their efforts by giving them awards on the learning ladder. Pupils say that they are particularly excited to receive the special letters of commendation which are sent home.
- Pupils are taught the importance of staying physically healthy. They enjoy taking part in the sporting activities provided, such as fencing and athletics. Staff provide opportunities such as bowling for those who are less naturally inclined to PE and games.
- Staff have also begun to inform pupils about the need for mental well-being, including the need to switch off any mobile devices at bedtime, and to have sufficient sleep.
- Pupils the inspector met said that they, their classmates and siblings feel safe in school. They take part in 'Odd Sock Day' for anti-bullying week, but explain that bullying and name-calling are very rare, and are dealt with quickly and fairly.
- Pupils are taught to swim and cycle safely, as well as about a range of other dangers, such as strangers. Staff teach them how to stay as safe as possible using new technology.

### Behaviour

- The behaviour of pupils is good.
- Pupils explained to the inspector how a considerable improvement in behaviour had taken place during the past year. Pupils are now well behaved in class. They do not disrupt learning, but follow instructions quickly and pay attention. All pupils come into class sensibly and smartly, ready to work.
- Almost all pupils complete their work neatly and with pride.
- Pupils are also well behaved around the school. The dining room is a positive and orderly place for them to meet and chat. On the playground and on the extensive field, breaktimes and lunchtimes are happy. Pupils use hoops, bouncy hoppers and the trim trail enthusiastically, and play together in a variety of team games.
- Pupils are keen fundraisers. They bake cakes for the Macmillan cancer charity, raise

money selling red noses for Comic Relief, and help fund some of the trips staff take them on.

- Pupils' attendance, historically in line with the national average, has improved further and is now above this, at 98%. Leaders have worked consistently well with parents whose children were not attending school often enough. As a result, almost no pupils are persistently absent.

### Outcomes for pupils

### Requires improvement

- Due to the small numbers of pupils in different year groups and cohorts, the data regarding pupils' performance can vary considerably.
- Nevertheless, both the attainment and the progress of pupils in key stage 2 have not been high enough over the past three years. Last year, for example, only around one in five pupils in the Year 6 cohort attained the expected standard in reading, writing and mathematics combined. Historically, not enough pupils have left Hodthorpe Primary School sufficiently well prepared for secondary school.
- The progress that pupils in key stage 2 have made in reading, writing and mathematics has been well below the national average for three consecutive years.
- The most able pupils in key stages 1 or 2 do not make consistently strong progress. Across different subjects, considerably fewer pupils have attained a greater depth of understanding at the end of Year 2. Again, by the time they leave the school, few have attained the higher standard. No pupils in the previous Year 6 cohorts have attained this in either reading or writing for three years.
- Work shows that pupils' outcomes are improving considerably this academic year across different subjects. While their progress is not consistently good in writing and in other subjects such as history, science and geography, an extensive scrutiny of pupils' current exercise books demonstrates that considerably more pupils are making secure progress across a greater number of subjects, and higher proportions are on track to attain the expected standards at the end of each key stage.
- Pupils' progress in mathematics is now good. Pupils develop a sound knowledge of mathematics and can solve problems with speed and accuracy.
- Good proportions of pupils are attaining the phonics skills they need to be able to read. This is supported by teachers skilfully choosing books of appropriate difficulty for weaker readers, thus building their confidence and fluency. These pupils use good strategies to pronounce words they do not know. Pupils' good phonics skills are complemented by improving teaching of comprehension, meaning that pupils' attainment in reading is rising.
- The proportion of disadvantaged pupils in any single year group is too small to report on without the risk of their identification. However, the progress of those currently in the school is improving markedly, particularly in mathematics.
- Pupils with SEND are now making strong progress from their starting points.

### Early years provision

### Good

- The early years leader has high expectations for all children. She and the teaching assistant know every child well. They plan precisely so that the work each child receives is interesting and challenging.
- Children arrive in the mornings and know what they are expected to do. They immediately settle at their tables and, for example, practise writing their own name correctly or demonstrate their understanding of time by using a clock, pencil and paper to show '3 o'clock', '11 o'clock', and similar.
- The classroom is a bright and positive learning space, and is complemented by the attractive outdoor learning environment, both of which are used well to help children learn. The inspector saw them rolling potatoes and recording their success excitedly, while others practised their spellings or told stories in the play house.
- Staff speak clearly in a way that children can understand, building children's communication skills.
- Those children in the Nursery Year who are ready join in work planned for their older classmates in Reception. In turn, the most able children in this year group join pupils in Year 1 for some lessons. Work is planned in sequences, so it builds on the knowledge that children already have.
- Staff begin teaching children phonics immediately upon their arrival in school. Children learn phonics quickly and most can read and spell simple words at a level which is as least as good as others typically of the same age. Staff teach them correct vocabulary, such as the processes of 'segmenting' and 'blending', as well as showing them to count the number of syllables in words such as 'chair' and 'kitchen'.
- Staff also ensure that they kindle an early enjoyment of stories and books in children. They take part in the National Nursery Rhyme Week and share classic fiction, as well as new stories such as 'Supertato and Evil Pea'.
- Due to the numbers on roll at the school, the proportion of additional funding the school receives in respect of those in the early years is very small. However, leaders spend any extra money well so that any disadvantaged children or those with SEND make good gains across different areas of learning.
- Staff teach children how to behave safely. They show them how to move equipment without hurting themselves, and how to recognise if they get hot or become anxious.
- Children behave well. They cooperate in a consistently positive way, sharing equipment and resources happily. They are aware of how their own behaviour can affect others. Staff are, like those throughout the school, kind and caring, and are good role models who help children to behave calmly and politely.
- When planning work for children, the early years leader ensures that she uses information from parents about what their children can do. She gives parents good information throughout the year so that they will know how their children are progressing.
- Good teaching across all areas of learning and throughout both the Nursery and Reception Years means that pupils make good progress from their typical starting points. The proportion of children who leave the early years with a good level of development rose considerably last year to be above the national average. Leaders expect a similar proportion to do so this year.





## School details

Unique reference number	112650
Local authority	Derbyshire
Inspection number	10057677

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	75
Appropriate authority	The governing body
Chair	Robin Penny
Headteacher	Alison Pymm
Telephone number	01909 720315
Website	<a href="http://www.hodthorpeprimary.co.uk">www.hodthorpeprimary.co.uk</a>
Email address	<a href="mailto:office@hodthorpe.derbyshire.sch.uk">office@hodthorpe.derbyshire.sch.uk</a>
Date of previous inspection	20 October 2015

## Information about this school

- This school is much smaller than the average-sized primary school.
- The proportion of pupils supported through the pupil premium is slightly higher than average.
- The vast majority of pupils are from a White British background. The proportion from minority ethnic backgrounds is well below average. The proportion of pupils who speak English as an additional language is well below average.
- The proportion of pupils with SEND is higher than average.
- The school is due to academise imminently, becoming part of the Learners' Trust multi-academy trust. Upon a request from the Department for Education, the trust has provided good support over the past year to improve the school's effectiveness.

## Information about this inspection

- The inspector observed learning in all classrooms. All of these observations took place with the headteacher. In total, learning was observed in 10 lessons. The inspector also scrutinised examples of children's workbooks from the early years, along with a wide variety of pupils' exercise books for many different subjects in all year groups, including from a range of different groups of pupils.
- The inspector held meetings with the headteacher, the head of the early years, the subject leader for English, and members of the governing body. He analysed the 14 responses to Parent View, Ofsted's online questionnaire, and spoke with parents at the end of the school day. The inspector also met with different groups of pupils. He also analysed responses to Ofsted's questionnaire for staff.
- The inspector looked at a wide range of documentation, including the school's development plan and self-evaluation, policies and records related to safeguarding and pupils with SEND, the school's information about pupils' achievement and attendance, and records of the work of the governing body.

## Inspection team

Roary Pownall, lead inspector

Her Majesty's Inspector

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