

# Inspection of Hartshorne CofE Primary School

Main Street, Hartshorne, Swadlincote, Derbyshire DE11 7ES

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Inspection dates: 21 and 22 May 2024

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

## **What is it like to attend this school?**

Pupils feel happy and safe at Hartshorne Church of England Primary School. They feel lucky to have teachers that know them extremely well. Pupils said that the school's Christian values are 'genuinely lived' within the school.

The school has high expectations of pupils' behaviour. Pupils' behaviour is good. Pupils show kindness. They support each other. The anti-bullying ambassadors and 'I-vengers' are wonderful role models. Pupils feel well informed about bullying, including when using the mobile phone. They said that bullying is rare. They trust that staff resolve their concerns effectively.

Pupils with special educational needs and/or disabilities (SEND) receive effective guidance and support. Individual needs are quickly identified. Pupils with SEND experience an ambitious, skilfully adapted curriculum.

Pupils enjoy opportunities to extend their learning outside of the classroom. Pupils speak with enthusiasm about school trips, skipping workshops and dodgeball. They know they are lucky to experience collecting honey from the school's bee hives. They enjoy selling the honey to their families. Pupils said, 'We are better than happy when we attend this school!'

## **What does the school do well and what does it need to do better?**

The curriculum matches the ambition of the national curriculum. It is well organised. In some subjects, such as mathematics, the curriculum ensures that pupils deepen their knowledge. In these subjects, pupils are sufficiently challenged. This is not the case across all subjects. Pupils achieve well at the end of key stage 2, but some more able pupils could achieve more highly.

There have been a lot of staffing changes in the early years provision. This has slowed some of the curriculum development. Staffing is now stable. There is strong leadership. The curriculum is carefully planned. Children achieve well. However, aspects of curriculum implementation are not as consistent as needed. Some activities are not focused on the prime areas of learning. Some adult interactions do not consistently extend children's speech and language. The school has identified these as areas needing improvement and is working at pace to address them. Progress has been made. There is still more to do.

Teachers access high-quality professional development. They are experienced. They have strong subject knowledge. Teachers use this knowledge skilfully. Pupils show great enthusiasm to learn and to achieve.

There is a well-planned and sequenced reading curriculum. The consistency of curriculum implementation is improving. Pupils begin to learn to read as soon as they enter the school. They receive help and support to catch up if they fall behind. Reading books are closely matched to pupils' reading ability. They receive valuable

opportunities to practise their reading at home and at school. The school's library is a light and bright area where pupils can extend their knowledge of books. They are introduced to high-quality texts and different authors. Pupils appreciate the rewards they receive for their reading. They express a love of books.

The school has worked successfully to improve pupils' attendance. More pupils are now in school, safe and learning. Fewer pupils are late to school.

Pupils benefit from a well-planned and sequenced personal, social and health education (PHSE) curriculum. They understand age-appropriate relationships. The school prioritises mental health and well-being. Pupils feel safe and cared for. They are keen to be involved in their local community. They have a great deal of knowledge about other communities and faiths.

Many value the school. But some parents do not believe that communication is as strong as needed. Leaders have plans in place to address this.

Staff feel proud to work at the school. They feel well supported. They appreciate leaders' efforts to ensure they have an appropriate work life balance. The work of the local authority has had positive impact. This is set to continue.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- The curriculum has appropriate curriculum coverage. In some subjects, such as mathematics, the curriculum ensures that pupils deepen their knowledge. This is not the case in all subjects. Some pupils do not achieve as well as they could by the end of key stage 2. The school must ensure that the curriculum has the appropriate breadth and depth to ensure that all pupils achieve their full potential.
- The curriculum in the early years provision is well planned but at times is inconsistently implemented. Activities are not sufficiently focused on the prime areas of learning. Adult interactions are sometimes not precise enough. The school must ensure that children in early years benefit from a carefully implemented early years curriculum. They must ensure that adults in the provision are well trained and that their interactions with children contribute positively to children's communication and language.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	112824
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10324069
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	104
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Sarah Withnall
<b>Headteacher</b>	Sarah Layhe-Humphreys Francesca Mellor (Co-headteachers)
<b>Website</b>	<a href="http://www.hartshorne.derbyshire.sch.uk">www.hartshorne.derbyshire.sch.uk</a>
<b>Dates of previous inspection</b>	7 – 8 November 2018, under section 5 of the Education Act 2005

## Information about this school

- The school does not make use of any alternative provision.
- The school received its Statutory Inspection of Anglican and Methodist Schools (SIAMS) inspection in October 2022.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and

considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

- During the inspection, the inspectors met with the co-headteachers, senior leaders and a range of school staff.
- The lead inspector met with the chair of the governing body and two governors. She spoke by telephone, and also met with, representatives of the local authority.
- Inspectors carried out deep dives in early reading, mathematics and history. As part of the deep dives, inspectors spoke with curriculum leaders to review the curriculum, visited lessons and considered pupils' work. They spoke with pupils and teachers. Inspectors reviewed an additional sample of the work of pupils with SEND.
- Inspectors visited the early years provision and met with the early years lead.
- Inspectors observed pupils' behaviour at various times in the school day, including the start and end of the day and at lunchtime and breaktime.
- Inspectors considered the responses to Ofsted's online survey, Ofsted Parent View, and the survey of pupils and school staff.

### **Inspection team**

Jayne Ashman, lead inspector

His Majesty's Inspector

Helen Atkins

Ofsted Inspector

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