

# Inspection of a good school: Hatfield Woodhouse Primary School

Main Street, Hatfield Woodhouse, Doncaster, South Yorkshire DN7 6NH

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Inspection dates:

16 and 17 July 2024

## Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

The principal of this school is Helen Acton. This school is part of Delta Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Paul Tarn, and overseen by a board of trustees, chaired by Steven Peter Hodsman.

## What is it like to attend this school?

The school is extremely ambitious for all pupils, including those with special educational needs and/or disabled (SEND). There is an inclusive and positive culture that supports all pupils well. Trusting and warm relationships with staff mean that pupils feel safe and happy in school. Pupils know if they have any worries or concerns, an adult is there to help them.

Pupils excel in their learning. Outcomes in the Year 6 national tests and assessments in 2023 are well above average. Pupils also achieve very well across the wider curriculum, for example in geography, art and history. This means they are very well prepared for their next stage in education.

Pupils behave exceptionally well. They are polite, kind and well mannered. Pupils are keen to learn. They listen and concentrate well in lessons. These strong attitudes to learning start in early years and continue across all years. The work that pupils produce demonstrates this and reflects the high expectations the school has of them.

Pupils have many opportunities to develop their talents and interests. Many pupils take part in the large number of clubs and activities the school provides. Trips are well planned to help pupils deepen their understanding of their learning. For example, pupils visit the Houses of Parliament each year to understand how the country is governed and how laws

are made. As a result, pupils have a strong understanding of democracy and the rule of law within British values.

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

The school's curriculum design is ambitious and highly effective. Important knowledge is carefully organised so that pupils develop high levels of understanding. They draw on links made between subjects expertly, which deepens their explanations of concepts and ideas further. For example, pupils were able to link their knowledge about natural disasters in geography to the impact of Vesuvius on Roman society. The curriculum is delivered by highly skilled teachers who have strong subject knowledge. Pupils confidently learn and apply new content such as vocabulary. This builds closely on what they have learned previously.

The school's focus on early reading is at the heart of the school's work. The 'reading-enhanced curriculum' is planned so that pupils read from an extensive range of high-quality texts written by different authors in all areas of the curriculum. Pupils hold articulate, thoughtful conversations about their favourite books and how they link to learning in the classroom. Older pupils relish their roles as phonics ambassadors, where they help younger pupils learn to read at lunchtimes.

From the outset, skilled staff help children in Nursery and Reception to make a swift start in learning to read. They make sure that children in the early years and pupils in key stage 1 who are not keeping up with the intended pace of the phonics programme receive timely support. The school ensures that pupils read from books that contain the sounds that they already know. This approach helps pupils to learn to read with confidence and to develop into fluent and accurate readers.

The school has a well-established approach to check on pupils' learning. This is in the form of learning 'takeaways'. This allows staff to intervene swiftly when they spot that pupils have made errors or developed misconceptions. This approach also means that the additional needs of pupils with SEND are identified quickly so that these pupils get the support that they need.

The comprehensive personal, social and health education curriculum gives pupils a thorough understanding of healthy relationships and what it means to stay safe online. Pupils are also taught about financial management and learn about fundraising strategies with the 'grow a pound' challenge each year.

The school offers a rich array of extra-curricular activities that cater to a broad range of interests and talents. Pupils actively participate in many different clubs and activities, including debate club, Lego club and transition club, which helps pupils get ready for their new classroom. This offer is part of the school's goal to broaden pupils' horizons and nurture their individual passions. The school actively encourages participation from disadvantaged pupils, ensuring inclusivity and equal access to enriching opportunities.

Staff are exceptionally positive and proud about working at their school. They appreciate the many professional development opportunities on offer through the

trust. Governors and trust leaders have considerable expertise, and they use this to provide effective support and challenge for the school. Regardless of its high standards, the school is not complacent. For example, the school regularly reviews and updates subject curriculums based on the most recent educational research.

## Safeguarding

The arrangements for safeguarding are effective.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the third ungraded inspection since we judged the school to be good in February 2019.

## 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>	138007
<b>Local authority</b>	Doncaster
<b>Inspection number</b>	10323030
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	220
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Steven Peter Hodsman
<b>Principal</b>	Helen Acton
<b>Website</b>	<a href="http://www.hatfieldwoodhouse.org.uk">www.hatfieldwoodhouse.org.uk</a>
<b>Date of previous inspection</b>	3 December 2020, under section 8 of the Education Act 2005

## Information about this school

- Hatfield Woodhouse Primary School is part of Delta Academies Trust.
- The school uses no alternative provision.
- The school offers a breakfast and after-school club.

## Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- The inspector discussed any continued impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector spoke to the principal, acting vice-principal, director of education and directors for learning for the trust and associate chief executive officer.
- The inspector carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, the inspector held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspector also discussed the curriculum in other subjects: art, religious education and history.
- To evaluate the effectiveness of safeguarding, the inspector 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.
- The inspector gathered parents' views by considering the responses to Ofsted's online survey, Ofsted Parent View. The inspector also evaluated responses to Ofsted's staff survey.

### **Inspection team**

Rebecca Clayton, lead inspector

Ofsted Inspector

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