



Hatfield Woodhouse Primary School

Inspection Report

Unique Reference Number 106681
LEA Doncaster
Inspection number 277608
Inspection dates 16 November 2005 to 17 November 2005
Reporting inspector Mrs Jane Hughes CfBT Lead Inspector

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

Type of school	Primary	School address	Main Street
School category	Community		Hatfield Woodhouse
Age range of pupils	3 to 11		Doncaster, South
			Yorkshire DN7 6NH
Gender of pupils	Mixed	Telephone number	01302 840448
Number on roll	210	Fax number	01302 351938
Appropriate authority	The governing body	Chair of governors	Mrs D Twell
Date of previous inspection	6 March 2000	Headteacher	Mrs M Blount

Age group 3 to 11	Inspection dates 16 November 2005 - 17 November 2005	Inspection number 277608
-----------------------------	---	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two additional inspectors.

Description of the school

This average size, rural and isolated school has a 26 place morning nursery. Numbers are falling. There is a varied catchment area. One third of children come by bus from outlying villages. Fewer children than average are entitled to free school meals or have learning difficulties and/or disabilities. A very small number are from minority ethnic groups. All speak fluent English. A small number are from the traveller community. The school has the following awards: Creative Artsmark gold; Basic Skills kitemark; two School Achievement Awards; Healthy Schools 2004; Investors in People.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

This is an outstanding school. Inspectors agree with the detail in the school's self-evaluation although its grading is often too modest. A successful school when last inspected, it has maintained consistently high standards and effectively addressed the issues raised. Children achieve well and standards are significantly above the national average at Year 6. The 2005 test results for Key Stage 1 show lower than expected results in writing, particularly among Year 2 boys. The school has introduced strategies to address this. Boys' writing in Year 3 is already showing improvement. Good provision in the Foundation Stage enables children to reach the expected standards by Year 1.

Children delight in school and attendance is above average. Their attitudes to learning and behaviour are often exemplary, although a few children still offer challenging behaviour. Children develop into mature young people with a thirst for knowledge. The innovative curriculum provides a rich variety of experiences. Teachers' enthusiasm is appreciated by children and their parents. Children with learning difficulties and/or disabilities receive exceptional support and make similarly good progress to others. Adults offer children the highest quality of care, guidance and support. Children lead increasingly healthy lifestyles. The headteacher provides outstanding leadership with a clear commitment to the care and achievement of all children. Senior leaders and most subject leaders are effective, although some who are new to their posts need more time to make a significant impact. The school provides good value for money. It has ample capacity to improve still further.

What the school should do to improve further

The school has well-planned developments to raise standards. However, additional focus should be placed on

- Maintaining the drive to improve boys' achievement in writing, particularly in Key Stage

1.

Achievement and standards

Grade: 2

Children achieve well. Children start school with standards just below average and make good progress. By the end of the Reception year, they achieve the levels expected for children of their age. Children delight in their work and continue to achieve well throughout the school. By Year 2, standards are above the national average, although boys did not achieve as well at the higher levels in writing in 2005. More of these children had learning difficulties and/or disabilities. Standards in information and communications technology (ICT) and geography are higher now because teachers' skills and school resources are much improved. By the end of Year 6, standards are

above average in mathematics and well above average in English and science. Overall results have been consistently well above average over the last five years.

Teachers identify children with learning difficulties and/or disabilities early in their schooling. They receive excellent support and make good progress. Children from the traveller community enjoy first class support. They make just as much progress as other children despite their interrupted schooling. The school identifies more able children and those with particular gifts and talents. They are offered challenging work and make good progress.

Personal development and well-being

Grade: 1

This aspect is outstanding although the school judges it as good. Children make exceptional progress in their spiritual, moral and social development. Behaviour is, for the most part, exemplary. A few children with specific problems still require a great deal of support for their challenging behaviour. Children develop levels of maturity beyond their years. Teachers' creativity allows children to reflect on the art and music of different cultures. There are increasing links with other schools with more culturally diverse backgrounds.

Children enjoy coming to school as seen in their consistently good rates of attendance. They describe lessons as exciting because teachers plan stimulating activities. All agree that the new interactive whiteboards bring even more fun to their learning. Proud of their healthy school, children appreciate the excellent quality of healthy lunches and playtime snacks. They flock to the ever increasing range of sporting activities. Boys are keen to dance at the rock-and-roll club. Safety is paramount. Children recap on safe practices before lessons.

Through the school council, children learn first class negotiation skills and the importance of fairly representing others' views. The excellent play leader scheme is a prime example of children taking responsibility for the well-being of others while learning the crucial importance of effective team work. Creative links with local churches, schools and businesses, including the local gardening society, help children to have a clearer understanding of their community responsibilities. They fundraise tirelessly to benefit others.

Quality of provision

Teaching and learning

Grade: 2

The school is justified in its evaluation that teaching is good overall, though some lessons also result in outstanding progress. Children's views that their teachers are 'enthusiastic' are borne out by the way they strive to improve their subject expertise. Teachers try new initiatives to make lessons more enjoyable. For example, history was really brought to life for Year 6 children in an outstanding lesson. Highly creative teaching persuaded them to dress in Greek robes, and make up authentic recipes with

fresh ingredients. Reception children were also captivated during an excellent activity where the teacher's inventive use of familiar soft toys helped them learn their letter sounds. Teachers know children well and use assessments to plan thoughtfully for their individual needs so they make the progress of which they are capable. Sometimes, teachers could help older children to have an even better view of their own work and how they can improve it. Gifted and talented children are given more challenging work to build on their skills. Those who have learning difficulties and/or disabilities have outstanding support to help them overcome their particular needs. Relationships are of the highest quality and teachers skilfully manage children's behaviour to ensure lessons progress as smoothly as possible. Well qualified teaching assistants work very effectively alongside teachers and make a significant contribution to children's learning.

Curriculum and other activities

Grade: 1

Inspectors judge that children benefit from an outstanding curriculum although the school judges it good. High quality provision for children' personal, social, health education and citizenship, combined with above average standards in literacy and numeracy, ensure children develop skills crucial to their future success. Improved ICT provision enables children to hone their skills across a range of subjects. Creative arts sessions incorporate drama, art and design, and music with other learning. For example, Year 2 children delighted in using role play to help decide if Mr Wolf should eat the Three Little Pigs. Clubs, visits, artists and theatre groups bring excellent enrichment, while residential visits and sports extend children's social awareness.

Outstanding provision for children with learning difficulties and/or disabilities helps them make good progress. Traveller children receive expert support and achieve well. The well planned, play-based early years curriculum ensures children make good progress in all areas of learning and become curious, enthusiastic learners.

Care, guidance and support

Grade: 1

This is an outstanding aspect although the school's own view is that it is good. First class academic and personal monitoring allows teachers to know children extremely well. They offer just the right level of challenge and support to move children's learning on and also ensure they are happy. Outside agencies offer specialist support to meet individual needs and these children achieve well. Teachers help children to understand how they can improve. All adults, including lunchtime supervisors, have similarly high expectations of children's attitudes and behaviour. Mutual respect abounds and voices are rarely raised. Adults are exemplary models for children as they attend to the needs of the most vulnerable children. Staff are familiar with child protection procedures and the impressively rigorous health and safety arrangements. Close links with support agencies and other schools bring huge benefits to children in terms of their academic and social learning. The staff team really does provide 'A caring place to grow, create and educate'.

Leadership and management

Grade: 1

Leadership and management are outstanding despite the school's more modest evaluation. Impressive leadership delivers the many successes in this excellent school. The headteacher is tireless in her quest for the best in all aspects of school life. This highly reflective community is particularly adept at identifying correct priorities to stretch each child's academic progress and personal growth. The secret of the school's success lies in the clear direction for improvement set by the headteacher, driven by meticulous assessment and planning. Senior leaders and governors allow nothing to distract staff from these aims. Relentless monitoring ensures evolving good practice becomes established routine. Subject leaders are increasingly effective, although some are still relatively new in post and have not had time to play a full role in developing their subjects. Conscientious, motivated administrators, supervisors and assistants support teachers with equal determination. The close knit staff team embraces innovation and squeezes every drop of effort from children in their search for the best.

The school enjoys good relationships with all its partners. Parents and children express their views and the school is responsive to their suggestions. For example, playtimes are more positive now because children's suggestions for a play leader scheme proved wholly successful.

Well informed and experienced governors offer regular challenge and support to staff. They make a valuable contribution to children's learning and are good custodians of the school's caring ethos and quest for academic excellence. There is clear capacity for further improvement.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
--	-----------------------	--------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

We were delighted to meet you during our recent visit to your school. Thank you so much for being so friendly and telling us all about your school.

There are many excellent things to be proud of in your school. Here are some we liked the most

- Mrs Blount and everyone in school look after you so well.
- Teachers prepare exciting lessons that you say you enjoy very much, especially in creative arts weeks.
- You work hard in all your lessons and make good progress.
- You get on really well together and nearly always behave beautifully.
- Your parents are very good at making sure you come to school every day.
- Members of the local community are often in school and have helped provide the super ICT suite.
- You make delicious 'fish' biscuits in the nursery and pungent tsatziki when you're older!

This is what we have asked your school to do now so it will be even better

- Help everyone, and particularly the younger boys, to make their writing even better.

So well done from both of us! We hope you continue to work really hard and enjoy school.