



Hartburn Primary School

Inspection Report

Unique Reference Number 111543
LEA Stockton-on-Tees
Inspection number 278716
Inspection dates 26 January 2006 to 27 January 2006
Reporting inspector Mrs Moira Fitzpatrick

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

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|------------------------------------|--------------------|---------------------------|------------------|
| Type of school | Primary | School address | Adelaide Grove |
| School category | Community | | Stockton-on-Tees |
| Age range of pupils | 3 to 11 | | TS18 5BS |
| Gender of pupils | Mixed | Telephone number | 01642 391728 |
| Number on roll | 534 | Fax number | 01642 646002 |
| Appropriate authority | The governing body | Chair of governors | Mr David Pickup |
| Date of previous inspection | 1 November 2000 | Headteacher | Mr Tom Gittins |

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|-----------------------------|---|------------------------------------|
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school is much larger than average with 534 pupils aged between three and 11 years. Pupils come from families with a predominantly white British heritage; fewer than ten per cent of the pupils come from minority ethnic backgrounds. Seven pupils who speak English as an additional language receive support to help them learn through English. The percentage of pupils eligible for free school meals is below the national average and so too is the percentage of pupils with learning difficulties or disabilities. There are seven pupils with a statement of special educational need. When children start school, their attainment is slightly above what is typical for their age. The school has earned many awards since the last inspection. These include two School Achievement Awards, the Investors in People Award, the Gold Healthy Schools Award, the NAACE Award and the Active Mark Award. It is currently working towards the Special Educational Needs Inclusion Mark.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Inspectors agree that the school's effectiveness is outstanding. This is reflected in the very high standards and very good progress of pupils by the end of Year 6. High quality teaching and learning opportunities enable pupils to enjoy their learning, achieve high academic standards and develop exceptionally good personal skills. The school's care for pupils, including the meticulous monitoring of their progress, is outstanding. It gives pupils a great sense of security and well-being, and their parents a high level of confidence in what the school provides. Leadership and management are excellent. The headteacher ensures that, at all levels, the work of the school is focused on continuous improvement to standards and provision. This year the school has rightly identified a relative weakness in the writing performance of a very small number of boys. This is currently a priority across the school, with measures already in place to bring about improvement. The quality of provision and standards in the Foundation Stage are excellent and are much appreciated by parents who feel their children get a very good start to their learning. The governors have a thorough knowledge of the school and give very good support to its development through careful strategic planning and astute financial management. Given the high quality outcomes for pupils, the school is judged to give very good value for money and is very well placed to secure further improvements.

not applicable

What the school should do to improve further

- Raise standards for the very small group of boys who do not make the progress of which they are capable in writing, by monitoring their output to ensure that they make the best possible use of time.

Achievement and standards

Grade: 1

Standards at the end of the Foundation Stage are good with nearly all children reaching the goals set for their learning and a good proportion exceeding them. By the end of Year 2 standards are well above average because of the good progress pupils have made. By the end of Year 6, pupils, including those from minority ethnic groups, have made very good progress from their starting points in Nursery. They consistently achieve exceptionally high standards in reading, mathematics and science reaching the challenging targets that are set for them. In the latest national tests, nearly every pupil in Year 6 reached the nationally expected level in reading and mathematics, and all did so in science. In both reading and mathematics over half the pupils achieved above the level expected for their age and in science almost three quarters did. A very small number of more capable boys did not reach the higher level in writing, which slightly reduced the school's overall performance in the tests. The school has identified why this happened and has taken steps to ensure that this year pupils in Year 6 are on course to attain the same high standards in writing as in other test subjects. Pupils

with learning difficulties or disabilities make outstanding progress, with many exceeding their targets to reach the level expected for 11 year olds.

Personal development and well-being

Grade: 1

Pupils' personal development, including their spiritual, moral, social and cultural development is outstanding. Children enjoy all aspects of their learning from when they start in the Nursery through to Year 6. They are always keen to do their best. Attendance is consistently well above the national average reflecting pupils' enjoyment of school. Pupils rise to the school's high expectations of them because they are encouraged to 'have a go' without being fearful. Behaviour is exemplary, and pupils are always polite and friendly. The record of no exclusions has been maintained since the last inspection.

The strong sense of respect and support for the school community is evident. Children show care and consideration for others and relish opportunities to take on responsibilities, particularly in Years 5 and 6. Younger children have less opportunity to exercise responsibility to contribute to their school community, though they do contribute suggestions to the school council.

Quality of provision

Teaching and learning

Grade: 1

Teaching and learning are outstanding because teachers assess pupils' learning often and in fine detail. They use this information to provide well matched work that is always challenging, interesting and guarantees success to pupils. Pupils say they enjoy their lessons because they are helped to do well and learning is fun. The recent introduction of setting in English and mathematics from Year 1 to Year 6 is helping pupils achieve their best because teachers are able to focus more directly on specific needs. Learning is particularly enhanced by the system used in English where pupils assess their own work against previously given learning outcomes. In this way they can see where they have been successful and where they need to improve. Teachers have high expectations and the pupils rise well to the challenges they set. Pupils with learning difficulties and disabilities make outstanding progress because of excellent leadership by the special needs co-ordinator. She ensures that provision for their learning is consistently very good through high quality planning and good resources. Children who learn through English as an additional language are well supported to learn as well as their peers.

Curriculum and other activities

Grade: 1

The excellent curriculum is interesting, varied and based on national guidelines. Teachers plan together to adapt the curriculum well to suit the needs of different

groups. A good example is the new phonics scheme which is proving very effective in the infants. The curriculum is well designed to respond to changing demands with the recent introduction of Spanish and French in the junior classes. A particularly strong feature of the curriculum is the emphasis placed on first hand learning experiences throughout the school. Pupils say they really enjoy their fieldwork in geography and their Tudor and Victorian days in history, as well as the many practical activities they do. The use of computers is very well promoted and pupils say they enjoy learning with these. The excellent Foundation Stage curriculum is very well planned to take account of children's capabilities and enthusiasm. The curriculum is very well enriched by out of school clubs and visits, including a residential visit to an outward bound centre. Many visitors enhance learning by giving expert teaching, while others share their beliefs and traditions, such as the parent who shared Eid celebrations with Year 2 pupils recently.

Care, guidance and support

Grade: 1

The care, guidance and support of pupils are outstanding. Arrangements for child protection, health and safety and risk assessment are all very secure. Pupils' excellent relationships with adults make them feel very safe and they say their teachers will sort out any problems they have. Parents overwhelmingly agree that their children feel safe and happy in school and are keen to attend. Staff know their pupils extremely well, both personally and academically and they match support to the needs of every pupil. Pupils are involved well in assessing their own learning, particularly in literacy. Pupils with learning difficulties or disabilities are very well supported through the very effective partnerships established between staff, parents and external agencies. The school's links with parents, including those from minority ethnic groups, to support their children's learning are excellent. In particular, parents appreciate the support they receive from school to help them understand how best they can help their children at home.

Leadership and management

Grade: 1

Leadership and management are outstanding because the headteacher's high ambitions for the school are made clear in his expectations and development of staff. This results in a shared vision for the pursuit of high standards at all levels and phases of the school. The senior management team sets an excellent example and provides very good support and advice for colleagues. School evaluation is carried out rigorously by all subject leaders, who have identified the need to improve standards in writing for a very small number of pupils this year. Governors play a significant role in setting the strategic course for the school's development. Their skilful financial management has enabled the school to extend and enhance accommodation and learning resources very well since the last inspection. The school gives good value for money. Parents are pleased with the improvements the school makes in response to their suggestions. The headteacher's relentless determination to provide the best opportunities for all

children results in outstanding achievement for pupils with learning difficulties or disabilities. The school has improved very well since the last inspection. Given the high level of expertise and dedication, the school is very well placed to continue to improve.

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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 | 1 | NA |
| The effectiveness of the school's self-evaluation | 1 | 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? | 1 | NA |
| The standards ¹ reached by learners | 1 | NA |
| How well learners make progress, taking account of any significant variations between groups of learners | 1 | NA |
| How well learners with learning difficulties and disabilities make progress | 1 | 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 | 1 | NA |
| The attendance of learners | 1 | 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? | 1 | 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 | 1 | NA |
| The extent to which governors and other supervisory boards discharge their responsibilities | 1 | 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

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Hartburn Primary School

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26 January 2006

Dear Children

Thank you all so much for the lovely welcome, and the care you showed us when we visited your school. Here are some of the things we liked best about your school:

how very well behaved you are so that everyone is able to learn well and enjoy lessons

how older pupils take on so many responsibilities to help the school run smoothly. This made your very big school seem very friendly and safe and much smaller than it really is

we think you are all very polite and caring towards each other. We really enjoyed seeing how you help each other in lessons and in the playground

we agree with you that your teachers and headteacher know you very well and work hard to help you learn in fun ways

we also agree that you do many interesting things in your learning such as having special days when you dress up as people from a bygone age and sample the food they would eat

your work on computers is very good. We loved the displays of what you have done that are around the school

we like it that your parents are pleased with your school and feel you are safe and secure there

we think you work very hard to get the good results you do in your learning. Well done - keep it up!

To help a few of you get even better we have asked your headteacher and teachers to make sure that everyone makes full use of the time for writing in lessons.

Thank you all once again for making our visit such a happy one and in helping us to do our work. All good wishes for the rest of the year.

Yours sincerely

Mrs Moira Fitzpatrick

(Lead inspector)