



# Hartshorne CofE Primary School

## Inspection Report

**Unique Reference Number** 112824  
**Local Authority** DERBYSHIRE  
**Inspection number** 289424  
**Inspection dates** 17–18 October 2006  
**Reporting inspector** Sheelagh Barnes

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

<b>Type of school</b>	Primary	<b>School address</b>	Main Street
<b>School category</b>	Voluntary controlled		Hartshorne, Hartshorne
<b>Age range of pupils</b>	4–11		Swadlincote, Derbyshire DE11 7ES
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01283 217423
<b>Number on roll (school)</b>	98	<b>Fax number</b>	01283 217423
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mrs K Coe
		<b>Headteacher</b>	Mrs S Skinner
<b>Date of previous school inspection</b>	29 January 2001		

<b>Age group</b> 4–11	<b>Inspection dates</b> 17–18 October 2006	<b>Inspection number</b> 289424
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## **Introduction**

The inspection was carried out by an Additional Inspector.

## **Description of the school**

Hartshorne Church of England School is a smaller than average primary school. The number of pupils who are eligible for free school meals is above the national average. The proportion of pupils with learning difficulties is also above average. Neither the headteacher nor any of the teaching staff were working at the school at the time of the last inspection. There have been many changes of headteacher since then. The current headteacher was acting on a temporary basis until her permanent appointment in September last year.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 2

This is an effective and rapidly improving school. It provides pupils with good teaching as a result of good leadership and a committed staff. The leadership of the new head teacher is good and she has a clear and accurate view of the school's strengths and areas for improvement. She is supported effectively by the senior management team and by the governing body. In the last few years the school has also benefited from intensive support from the local education authority. This has effectively supported the newly appointed head teacher in implementing a clear set of strategies to secure improvement. The main academic targets in the last year have been to raise pupils' achievement in writing and in numeracy. The school has been successful in making a start on these, and the progress made by pupils throughout the school is good, including in the Foundation Stage, although standards in writing and mathematics are still only satisfactory overall. The school has reviewed its assessment, particularly in English and mathematics and this is now very accurate and used well by the senior managers to track the progress of individuals and groups.

Pupils' personal development is satisfactory and has improved greatly recently. Pupils' spiritual, moral, social and cultural development is good. This is shown by greatly improved behaviour, with staff managing pupils effectively. As a result, the majority of pupils enjoy school and their lessons. Attendance is slightly above average and improving. One boy said, 'I think school is warm and comforting.'

Care, welfare and guidance are satisfactory and school ensures that pupils are safe, well looked after and starting to learn about healthy living. Monitoring of the quality of lessons is a regular occurrence and has been used effectively to raise teachers' self esteem and confidence in what they are doing. The good overall quality of teaching and has led to pupils from all groups, including those with learning difficulties making good progress. Teachers' marking is satisfactory overall but varies in quality. Not all teachers fully adhere to the school's new marking policy. As a result, it is not always made explicit to pupils what is the most important thing they need to do next to improve further. Pupils know the learning objectives of each lesson and they all have group targets for improvement in English and mathematics.

The curriculum is satisfactory and covers all of the required subjects in suitable depth. Extra-curricular provision is good. However, while there is an appropriate amount of investigational and experimental work undertaken by the pupils, there is room for further development in this aspect to provide pupils with the skill to take a greater part in their own future learning.

The school has wisely already identified the need to develop this aspect of learning in science in the forthcoming year. Provision and standards in the Reception class for Foundation Stage children are good.

In view of the rapid improvement the school has already made and the good quality of teaching and learning it offers, the school provides good value for money. It has a good capacity to continue this improvement because of the determination of all involved to raise standards further.

## What the school should do to improve further

- Raise standards in writing, by continuing to implement the strategies already in place.
- Develop pupils' experimental and investigational skills by offering more opportunities for them to participate in practical work.
- Ensure the new marking policy is used consistently to help pupils improve, and make it is easier for senior staff when monitoring pupils' work.

## Achievement and standards

### Grade: 2

Attainment on entry varies year-on-year due to the small size of some year groups, but was below average in the past, although for this year's entry group it is average. Children settle well into the Reception class and make good gains in their learning, due to the good quality of the provision. This good progress continues in Years 1 and 2 and by the end of their time in Key Stage 1, standards are broadly average and pupils' achievement is good. Achievement in Years 3 to 6 is good as pupils make good gains in their learning. Standards are generally in line with those expected for pupils' ages by the end of Year 6. This is an improvement, as in the recent past pupils were making insufficient progress in mathematics and English, especially in writing. Pupils from all groups, including those with special educational needs are achieving well and attaining the challenging targets the school sets them.

## Personal development and well-being

### Grade: 3

Pupils' personal and social development is satisfactory throughout the school and improving rapidly. This is due to the consistently applied systems the school has put in place. Their spiritual, moral, social and cultural development is good. Pupils learn to take care of each other and consider other peoples' feelings. Children in the Reception class learn quickly the routines of school. They behave appropriately and incidents of bad behaviour are rare and are dealt with promptly and effectively by all staff. Most pupils enjoy school a good deal as reflected in their good attendance which the school has very good strategies to promote. They are taught soundly how to look after themselves, and to lead a healthy life through eating a balanced diet and taking plenty of exercise. Pupils say they feel safe and know what to do if they have a disagreement or argument. Through the newly developed school council, pupils contribute to decisions about the school including the choice of outdoor equipment. They are making steady progress in developing the personal qualities that will enable them to contribute effectively to the wider community, such as learning to listen to the views of others.

## Quality of provision

### Teaching and learning

#### Grade: 2

The quality of teaching is good. An important factor in pupils' good progress is that teachers set appropriately challenging targets for them and learning objectives are made clear to all pupils at the start of each lesson. They all also have group targets for improvement in English and mathematics. Assessment of pupils' work has improved and is now good because it has more rigour and accuracy. Teachers use information about pupils well when planning lessons and senior managers use it effectively to monitor progress. Teachers' marking is satisfactory and some is good, but not all fully adheres to the school's new marking policy. As a result, it is not always easy to deduce how much support individuals have had in completing work. In addition, the most important things they need to do next to improve are not always made explicit to pupils.

### Curriculum and other activities

#### Grade: 3

The curriculum is satisfactory. It provides a clear structure for the teaching of each subject. The coverage of the teaching of facts is good. However, while pupils have overall satisfactory opportunities to investigate things for themselves in subjects such as science, they have less opportunities to practice these skills. The curriculum for mathematics and English has been reviewed to ensure that all pupils make the best possible progress. This is already improving provision effectively and preparing pupils well for later life. Planning of individual lessons ensures that pupils of all abilities do work that is at the right level for them. The school provides a good range of extra-curricular activities, especially in relation to its size. Pupils benefit from a good range of sporting and other activities.

### Care, guidance and support

#### Grade: 3

The provision is satisfactory. Pupils are safe and well cared for. They say that they trust their teachers and know who to turn to if they have a problem. Pupils who have difficulties in their learning, or are at risk in various ways, are supported well in lessons and throughout their time in school so that they make good progress. Teachers and co-ordinators are thorough in checking the progress that pupils are making and they predict how well they will do by the time they leave school. Staff guide pupils soundly by using charts of the actions groups of pupils should take to improve the quality of their work. Some teachers also provide helpful comments to individual pupils about how they can improve their work.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The recently appointed head teacher has produced a perceptive and relevant development plan based on detailed, clear and accurate analysis of pupils' progress. This is resulting in the school moving forward, with a clear priority to focus on the teaching and learning in English and mathematics and to improve behaviour. This has already had a positive impact and pupils' progress in these areas is good. The school is now moving to review other areas of the curriculum in this way, effectively supported by the local education authority. Leadership and management of English and mathematics are good. However, some leaders are new to their post and not all are yet adept at analysing data in their subjects and contributing to whole school evaluation and development planning. The governing body are strong supporters of the school and work with the school very effectively. They feel confident to question the leadership. All legal requirements are met and financial management is good. Resources are deployed effectively to achieve good value for money.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

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

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	3
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	3

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

19 October 2006

Dear Pupils

Hartshorne C of E Primary School, Main Street, Hartshorne, Swadlincote, Derbyshire. DE11 7ES

Thank you for welcoming me to your school when I visited you recently. I really enjoyed meeting you all, talking to you and watching you learn.

What I liked most about your school.

- Your teachers teach you well.
- You make good progress, especially in English and mathematics.
- Your head teacher leads the school well and governors help her to do this.
- The school has good systems to track how well each one of you is doing so that it can make sure that all of you do well.
- You are looked after so that you feel safe.
- You have lots of exciting clubs and sports.
- Most of you really enjoy school and come regularly.
- When you start in the Reception class you are helped to settle into school well so that you quickly learn to enjoy school.

What we have asked your school to do now.

- Help you to improve the quality of your writing.
- Help you to learn to find out things for yourselves.
- Take care, when marking your work to tell you how you could do even better and tell others, such as your parents or other teachers how well you achieved the task you were set.

I wish you all well for the future.

Sheelagh Barnes

Lead inspector