

Hartsholme Primary School

Inspection report

Unique Reference Number	120687
Local Authority	LINCOLNSHIRE LA
Inspection number	313715
Inspection dates	1–2 November 2007
Reporting inspector	Derek Pattinson

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	288
Appropriate authority	The governing body
Chair	Mrs Charlotte Burge (Acting)
Headteacher	Mrs Muriel Ellerington
Date of previous school inspection	7 March 2005
School address	Carrington Drive Lincoln Lincolnshire LN6 0DE
Telephone number	01522 683705
Fax number	01522 501078

Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This slightly above average sized primary school is situated on the southern outskirts of Lincoln and mainly draws pupils from areas of relatively high social and economic disadvantage. The proportion of pupils entitled to free school meals and those who have learning difficulties or disabilities is above average. Almost all pupils are from White British backgrounds. Pupils start school with levels of attainment that are generally well below average. A higher than usual proportion of pupils join or leave the school at times other than the start of the school year. There has been high staff turnover during the past two years. The school has achieved the Artsmark Silver Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 4

In accordance with section 13(3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading managing or governing the school are not demonstrating the capacity to secure necessary improvement.

The quality of provision in the Foundation Stage is good. Children enter school with skills, knowledge and understanding well below those expected for their age. They make good progress because of the good teaching, although standards are still below expectations when they enter Year 1. Standards across the school have fallen since the previous inspection. They are exceptionally low in Years 1 to 6 and pupils make inadequate progress as they move through the school. The decline, resulting from a lack of leadership at all levels, has been exacerbated by a large number of staff changes recently which have adversely affected the continuity and quality of pupils' learning.

The monitoring of teaching and learning, although undertaken regularly, has not been sufficiently focused on tackling underachievement and increasing the rate of pupils' progress. Teaching and learning are inadequate because the expectations of pupils' capabilities are not yet consistently high and the pace of lessons is sometimes too slow. Assessment information is not used well enough to plan tasks that will meet the needs of different pupils and most do not have targets to help them learn. As a result, there is a significant legacy of underachievement at the school. The school's self evaluation is not sufficiently accurate to identify and rectify these shortcomings. The governing body, although supportive, is not yet holding the school to account or involved enough in driving forward improvements. The quality of subject leadership is unacceptably variable. The pace at which underachievement has been tackled and limitations in monitoring and evaluation procedures demonstrate that the school's leadership and management do not have the capacity for improvement without external support. As a result of these significant weaknesses, the school currently provides unsatisfactory value for money.

Pupils' personal development and well being are satisfactory. Pupils are well behaved and treat each other with respect. They enjoy school, including the visits, visitors and clubs that the school provides, which helps explain the improving and satisfactory levels of attendance. Pupils feel safe and well cared for because pastoral guidance is given high importance in the school's work. Parents appreciate the levels of care that the school provides and relationships with them and the community are mostly good.

Effectiveness of the Foundation Stage

Grade: 2

The overall effectiveness of the Foundation Stage is good and provides a good start to children's education. Although they have been in school for a relatively short period, the youngest pupils have settled well and are confident about classroom routines. Teaching is good and, as a result, children make good progress. Teamwork is a strong feature between the teachers and the highly skilled nursery nurses who make a strong contribution to children's learning. There is a good balance between activities directed by adults and those chosen by children. The curriculum is planned well to meet children's needs and the outdoor area is used effectively as an extension of classroom learning. Children are well cared for and assessment procedures are thorough and

underpin their good progress. There are good relationships between children and adults. Links with parents are strongly promoted through visits and involvement in their children's learning.

What the school should do to improve further

- Raise standards and increase rates of pupils' progress in reading, writing, mathematics and science in Years 1 to 6.
- Improve the impact of leadership and management through more rigorous monitoring and evaluation.
- Ensure that teaching and learning are consistently good through the effective use of assessment information to match work more precisely to pupils' needs and by involving pupils more in their learning.

Achievement and standards

Grade: 4

The school judges pupils' achievements to be inadequate. Inspection evidence supports this view. Children enter the nursery with well below average attainment. They make good progress in the Foundation Stage because of good provision, but standards remain below average when they enter Year 1. Standards are exceptionally low throughout Years 1 to 6. The 2007 national data indicates that all pupils, including those with learning difficulties or disabilities, have made inadequate progress by the end of Year 6, based on their attainment at the end of Year 2.

At Key Stage 1 standards in reading, writing and mathematics have declined since 2005. The results of the Key Stage 2 national tests have also declined in mathematics and science since 2005. Although outcomes in English were more positive in 2006, the 2007 results in all three core subjects declined sharply. As a result, attainment in the 2007 national tests was exceptionally low and the progress pupils made puts the school in the bottom one percent of schools nationally.

Personal development and well-being

Grade: 3

Most pupils enjoy coming to school and have positive attitudes to learning. They behave well both in lessons and around school. Pupils feel safe and secure in school. They have a satisfactory understanding of how to keep fit and healthy and they like the school's sporting activities. Through questionnaires, surveys and the school council they are encouraged to give their views and are making a contribution towards improving facilities, for example through their involvement in the review of the behaviour policy. They are developing a sound understanding of life in the wider community through visits to the local homes for elderly people, participation in a local 'litter pick' and in raising money for charity. Attendance is satisfactory. Through school assemblies and a clear programme for personal and social education, pupils are developing a good understanding of moral and social issues and are developing a sound understanding of spiritual and cultural traditions. However, pupils are not yet prepared well enough for their future lives because of their exceptionally low levels of basic skills.

Quality of provision

Teaching and learning

Grade: 4

The rate of progress that pupils make in Years 1 to 6 is too slow because teaching and learning are inadequate. This has led to declining standards and underachievement by pupils. Despite this, secure relationships and effective control are features of all lessons. In most lessons pupils are given significant encouragement and want to succeed. Teaching assistants usually contribute satisfactorily to the quality of pupils' learning. However, teachers do not give enough attention to the rate at which pupils of different abilities learn. As a result, the pace of lessons is sometimes not brisk enough and work is often not matched to pupils' precise needs to secure best possible progress. This is because assessment information is not used systematically and consistently throughout the school to build carefully on what pupils know and understand. As a result of the low expectations of what pupils can do, progress is inadequate. The marking of pupils' work usually acknowledges effort and achievement but does not often make them aware of what they need to do next to improve.

Curriculum and other activities

Grade: 3

The school is currently reviewing its curriculum to make it more relevant, to help pupils make better progress. As a result, it now makes carefully planned and more frequent links between learning in different subjects to help ensure that numeracy, literacy and information and communication technology skills are high profile. Art is strongly represented and colourful displays adorn the walls of many classrooms. French and the recent introduction of Spanish add variety. The curriculum places increasing emphasis on developing important skills and investigative approaches to help make learning more relevant, although approaches are not yet embedded in the school's work. Visits, such as to Eden Camp; visitors, for example an artist-in-residence; and themed events, like art and curiosity weeks, help to bring learning to life. Pupils enjoy and benefit from a range of popular clubs and activities, such as, drama, knitting, sports and choir.

Care, guidance and support

Grade: 3

All staff have a high concern for the welfare of their pupils and know them well. As a result, they say that they feel safe, have someone to turn to and like their school. This is because the school has effective and established arrangements for safeguarding the pupils. Most parents have confidence in the school. Pupils with learning difficulties and/or disabilities are given good personal support by the learning mentor and teaching assistants to help them to grow in confidence and aid their personal and social development. However, pupils are not aware of their National Curriculum levels or involved enough in setting and reviewing their targets to help them understand how well they are doing and what they need to do to improve. Whilst there are now systems in place to monitor pupils' progress, these are too new to have had an impact in helping raise achievement

Leadership and management

Grade: 4

A lack of leadership at all levels and an absence of clear direction, a concern identified by a small number of parents, has resulted in falling standards and underachievement by many pupils. Leadership teams have been recently established but it is too early to evaluate their impact on pupils' performance. The monitoring of teaching and learning is not focused enough on tackling underachievement. The school has not met its targets to help drive up standards. Leadership is effective in the Foundation Stage but leaders in other areas do not have the experience or skills to have made a significant contribution to school improvement. The governing body is not involved enough in setting a clear direction or holding the school to account for what it achieves. The school's self-evaluation of its own performance does not make the necessary connections between the quality of its provision and the impact this has on pupils' learning and is therefore inadequate.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4
Effective steps have been taken to promote improvement since the last inspection	No
How well does the school work in partnership with others to promote learners' well-being?	3
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	4

Achievement and standards

How well do learners achieve?	4
The standards ¹ reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and disabilities make progress	4

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners adopt safe practices	3
How well learners enjoy their education	3
The attendance of learners	3
The behaviour of learners	2
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	4

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	4
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

¹ 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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	4
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4
How effectively leaders and managers use challenging targets to raise standards	4
The effectiveness of the school's self-evaluation	4
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	4
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	Yes
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

5 November 2007

Dear Children

Inspection of Hartsholme Primary School, Lincolnshire LN6 0DE

Thank you for making us so welcome in your school. We really enjoyed talking with you and visiting your lessons. You are friendly, kind and polite towards each other and the teachers and other adults who work with you. We like the caring atmosphere and the way all adults who work in school take good care of you so that you feel safe and happy. Most of you attend school regularly, which helps you build on what you learn each day. You know about the importance of having a healthy lifestyle and taking regular exercise. You appreciate the work of the school council, which tries hard to get things done. We know that some of your lessons are interesting and enable you to add to what you know and understand and that visits, visitors and special events help to make your time in school enjoyable.

We have asked Mrs Ellerington, the staff and the governing body to help you make much better progress in reading, writing, mathematics and science by making sure that the work they give you always helps you learn as well as you can. You can help your teachers by telling them if you find the work that they give you is too easy and by making sure that you always know and reach your targets. We have also asked your headteacher, teachers and governors to look carefully and regularly at how well you are doing so that you make quicker progress.

We hope that you will do all you can to help your teachers improve your school because we know that you really enjoy attending. We wish you all the best for the future.

Derek Pattinson

Lead inspector