

Hogarth Primary and Nursery School

Inspection report

Unique Reference Number	122425
Local Authority	CITY OF NOTTINGHAM LA
Inspection number	314292
Inspection dates	3–4 October 2007
Reporting inspector	Michael Best

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	207
Appropriate authority	The governing body
Chair	Mrs Margaret Rooth
Headteacher	Mrs Fiona Dearden
Date of previous school inspection	9 December 2003
School address	Porchester Road Nottingham NG3 6JG
Telephone number	01159150106
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Age group	3–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school is similar in size to most primary schools. The majority of pupils come from a mixture of privately owned and rented homes near the school, with the remainder coming from other areas of the City of Nottingham and the adjacent County area. The percentage of pupils from minority ethnic groups is nearly twice the national average. The percentage of pupils joining the school other than at the usual times is average. Although the proportion of pupils eligible for free school meals is below average, the proportion of hard-pressed families is above average. There were three temporary exclusions of pupils in the last school year.

A high number of pupils have additional learning needs. An above average proportion speaks English as an additional language. The proportion of pupils identified by the school as having learning difficulties and/or disabilities is significantly above average, although a lower than average number have statements of special educational need.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is an improving school that cares very well for pupils' social and emotional needs, and successfully promotes their good personal development and well-being. The overall effectiveness of the school is satisfactory, which reflects the school's view of itself. After a period during which many pupils did not make enough progress, achievement has improved and is now satisfactory. The school's participation in the local authority's school improvement programme is supporting this recovery by raising teachers' expectations, supporting pupils' learning and equipping subject leaders to promote and sustain further improvement.

Pupils enjoy coming to school and are proud to be part of it. One pupil comments, 'The school encourages you to do your best'. Another observes, 'Teachers listen to what you have to say - that's important'. Behaviour in lessons and around the school is good, reflecting the clear and consistent application of policies by staff. Attendance is satisfactory and most pupils arrive on time. Pupils have a good appreciation of healthy lifestyles and enjoy taking part in daily exercise programmes. The school's arrangements for safeguarding pupils meet the latest requirements.

The effectiveness of the Foundation Stage is satisfactory. Standards are broadly average at the end of Key Stage 1 and Key Stage 2. Across the school, pupils make satisfactory progress, with those with learning difficulties and/or disabilities making good progress through effective support. The decline in achievement in earlier years has been reversed through improvements in the quality of teaching and learning, which are satisfactory. However, much is newly in place and good practice is not yet consistent across the school. The school provides pupils with a satisfactory range of learning opportunities. They benefit from a good range of visits and visitors, and provision is well-tailored to the needs of those with learning difficulties and/or disabilities and those pupils for whom English is an additional language. However, teachers' planning focuses too much on the activities pupils will undertake rather than clearly defining the skills, knowledge and understanding needed to move their learning forward, particularly for those capable of reaching the higher levels. The academic support and guidance pupils receive are satisfactory. Pupils know that they have targets to reach, although many are not sufficiently aware of what they have to do in their work to meet these.

Leadership and management are satisfactory. The headteacher is highly committed to supporting pupils with learning difficulties and/or disabilities. There are good links with other schools and outside agencies. Parents much appreciate the good support that enables pupils to take part in all aspects of school life. The quality of school self-evaluation is satisfactory overall, although members of the school community, particularly subject leaders, are not all sufficiently involved in rigorously monitoring and evaluating the school's work. The school has made satisfactory progress since the previous inspection and has a sound capacity for further improvement. It provides satisfactory value for money.

Effectiveness of the Foundation Stage

Grade: 3

Open relationships with parents help children to settle into school routines and children become increasingly confident and happy in their work and with each other. When they start in Nursery, children's skills and experiences are below those expected of children of this age, particularly in language and communication. Overall, children make satisfactory progress. In some areas of

learning, such as personal and social development, children make good gains and reach the expected levels by the time they start in Year 1. However, in their communication, language and literary development, children do not make enough progress and too few reach the expected levels. This is because there are missed opportunities for them to develop these skills and apply them across the areas of learning. Leadership and management are satisfactory, although systems for identifying children's attainment on entry to the Nursery and tracking their progress through to the end of Reception have not accurately identified priorities for improvement. Teaching and learning are satisfactory. Staff provide good one-to-one support for children with learning difficulties and/or disabilities. Role-play and indoor practical activities often make good use of equipment but the outside area is under-used.

What the school should do to improve further

- Improve children's achievement in the Foundation Stage, particularly by increasing opportunities for them to develop and use communication, language and literary skills across all areas of learning.
- Make full and consistent use of information about what pupils know and can do to match work to their precise needs, especially for the more able.
- Develop the role of staff and governors, and particularly subject leaders, in monitoring and evaluating the work of the school.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Standards at the end of Key Stage 1 are broadly average and show an improving trend. Pupils make satisfactory progress, with boys making good progress in writing. Reading standards, although rising, remain below average because pupils are not making fast enough progress towards the higher levels. At the end of Key Stage 2, standards are broadly average in English and mathematics. This represents a significant rise in standards in English and the maintenance of previously improved results in mathematics. Although results in science are still below average, they have also improved. In the 2007 statutory tests, pupils at the end of Year 6 met the school's targets in mathematics and exceeded them in English. In both key stages, the progress made by pupils has accelerated in the last year as the result of improved teaching and learning. Differences in the standards reached by boys compared with girls in some year groups are attributable to the high number of pupils with learning difficulties and/or disabilities, and are not significant. Over time, pupils for whom English is an additional language and those with learning difficulties and/or disabilities have achieved relatively better than other boys and girls but the gap has narrowed in the past year.

Personal development and well-being

Grade: 2

Pupil's spiritual, moral, social and cultural development is good. Parents particularly appreciate the growth in their children's confidence, such as when they take part in the 'Over to you' assemblies. Throughout the school, pupils respect the opinions, faiths and cultures of others and are especially welcoming to newcomers. They take pride in keeping the school building and grounds tidy and attractive. Pupils say that bullying is rare. They have a good understanding

of how to keep safe and this is reflected in their conduct in and around the school. The number of fixed period exclusions has reduced in the past year. The school is working with a small but significant number of parents to ensure that their children attend regularly and punctually. The pupil council has recently been involved in designing new playground facilities. 'We want to make the school a better place', says one member who helped with fund raising. Pupils work well together. This and their satisfactory progress in basic skills prepare them soundly for the next stage in their education.

Quality of provision

Teaching and learning

Grade: 3

Classes are well managed and relationships between adults and pupils are good. Increased opportunities for practical work and problem-solving in lessons are successfully helping pupils to develop their confidence as learners but pupils do not have enough opportunities to share and discuss their ideas with each other. Good use of questioning helps pupils to recall earlier learning and staff give good support to those with additional learning needs. The pace of lessons is not fast enough to challenge pupils fully. Staff do not quickly enough identify and refocus those pupils quietly 'opting out' of discussions or group work. Teachers' increased and improved use of information about what pupils know and can do is helping to raise their expectations of pupils. In the best practice, teachers give pupils clear advice and support as to how they can improve their work but this is not consistent across the school.

Curriculum and other activities

Grade: 3

A good range extra-curricular activities and the recent introduction of a modern foreign language make a good contribution to pupils' personal development and enjoyment of school. The school follows the national strategies for literacy and numeracy, and uses nationally available guidelines to guide teaching in other subjects. Children in the Foundation Stage benefit from a warm, welcoming environment but their provision in some areas of learning is uneven. The curriculum for pupils with additional learning needs makes good use of a wide range of approaches to boost their achievement. For other pupils, the school does not consistently provide work that fully matches their precise needs in lessons, especially for the more able.

Care, guidance and support

Grade: 3

The care, guidance and support provided by the school are satisfactory overall. Pastoral provision has some outstanding features and academic support and guidance are satisfactory. Staff are highly committed to pupils' welfare and safety, and well trained in safeguarding children. Exemplary systems are in place to assess risks and assure pupils' well-being. Vulnerable pupils are very well cared for and supported in all aspects of school life. Pupils have full confidence in staff to look after them well. Parents are extremely pleased about the level of care the school offers. Arrangements to support the return of excluded pupils are effective. The use of information about what pupils know and can do to guide and inform academic progress is new and practice is not yet consistent across the school. Pupils are still getting used to the idea of having a separate target for different areas of learning and many remain uncertain exactly what this means in terms of raising the standard of their work.

Leadership and management

Grade: 3

The headteacher successfully promotes pupils' pastoral care and guidance. She has given the staff and governors an enthusiastic lead in the school's participation in the local authority's improvement project to raise pupils' achievement. This has helped to improve the quality of the analysis of pupils' performance and the gaps between different groups of pupils are reducing. Target-setting is realistic but only adequately challenging because more able pupils are not being consistently stretched. The results of the school's self-evaluation arrangements describe its current provision but do not focus sufficiently on the reasons for any underachievement. A contributory factor to this is that the involvement of subject leaders in monitoring standards and provision is not rigorous enough. The governing body supports the school well but, in holding the school to account, it does not have enough information about pupils' achievement. The school is calm and routines are well established. The budget is carefully managed and reserves are appropriately allocated.

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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?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	3

Achievement and standards

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
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?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
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	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

8 October 2007

Dear Pupils

Inspection of Hogarth Primary and Nursery School, Nottingham, NG3 6RD

Thank you very much for making us welcome when we visited your school last week. We enjoyed hearing from you about your work and all the other things you do at school. We were impressed with the way in which you have helped to design and raise funds for the new play equipment. Your behaviour in and around the school is good and we're glad to see you appreciate the importance of keeping healthy through your daily exercise sessions.

The staff care for you very well and we are delighted to hear you say how much you appreciate this. Many of you need extra help with your learning and the staff work hard to give you the support and help you need to make good progress. In the past, not everyone has made as much progress as they could have done. Last year your teachers worked with other teachers from outside the school to do something about this. It's working - and we're pleased to see the improvement in your work. Your teachers now have a much better idea of what you know and can do. We are asking them now to use all this information to make sure that all of you have work that challenges you in every lesson. In the Nursery and Reception classes, you learn to get on really well with each other. We think your teachers should give you more opportunities to talk and listen to each other, and to learn more about the different things you need to know to become good readers and writers when you are older.

Mrs Dearden and all the staff want you to do well. They need to check that everyone is learning the right things in each class. We think it is important for teachers from other classes to spend some time visiting your lessons, looking at your work and talking about it with you. This will help them give Mrs Dearden and the governors a really clear picture of how well you are getting on and what they need to do to help you do even better.

Keep working hard and enjoying school.

Yours truly

Mike Best

Lead inspector