

Haggonfields Primary and Nursery School

Inspection report

Unique Reference Number	122604
Local Authority	Nottinghamshire
Inspection number	314342
Inspection dates	2–3 October 2008
Reporting inspector	John Brennan

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Maintained
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	91
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	12
Appropriate authority	The governing body
Chair	Mr P D Elgy
Headteacher	Mr B Saunders
Date of previous school inspection	6 October 2004
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Marjorie Street Rhodesia Worksop Nottinghamshire S80 3HP

Age group	3–11
Inspection dates	2–3 October 2008
Inspection number	314342

Telephone number
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This small primary school serves the village of Rhodesia, an area of social and economic disadvantage. The proportion of pupils entitled to free school meals is much higher than average, as is the proportion of pupils with learning difficulties and/or disabilities. Children's skills and abilities on entry to the nursery are well below those usually found. Almost all pupils are of White British heritage. The school has gained Healthy Schools status and the Activemark. Since September the school has operated a 'job share' headship. The existing headteacher now works part time with the existing deputy headteacher appointed as headteacher for part of each week.

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 a satisfactory and improving school. Building on the school's traditionally strong pastoral leadership, greater rigour and evaluative thinking have been added recently. As a result standards are rising. Working in partnership with the local authority a drive to improve standards is having an impact. After an initial period of declining standards following the last inspection, standards have risen recently. Leadership and management are satisfactory, they have achieved some notable successes but realise that more remains to be done. Key improvements have been made to the Early Years Foundation Stage, not least in facilities. However, the most is yet to be made of these. Improvement since the last inspection has been satisfactory. Recent improvements show that senior leadership has satisfactory capacity to improve as it continues its drive to raise attainment further.

The school has worked effectively to establish some common principles underpinning teaching and learning. Central to this has been an improvement in assessment procedures. This gives management a clear idea of the strengths and weaknesses of the school and teachers a clear idea of what to teach pupils next. Efforts in the classroom have centred on helping more and more pupils attain expected standards in each and every year group. The school has succeeded well. Achievement is satisfactory. Despite this however, from pupils' low starting points, standards at the end of Year 6 remain significantly below average. Particular success is to be found in raising standards in reading and mathematics but less so in writing and in helping higher attaining pupils reach their capabilities. This is because teaching and learning and the curriculum are not fully effective in helping pupils write in other subjects or in meeting the needs of higher attaining pupils. As a result teaching and learning and the curriculum are satisfactory.

Teaching is skilled, as one governor astutely says, in helping pupils acquire the 'nuts and bolts' of learning. Demonstrations of new skills are precise. However, there are too few opportunities for pupils to talk as preparation for writing and to explain their thinking. The curriculum succeeds in helping pupils acquire basic skills in reading, writing and mathematics and provides pupils with a wide range of experiences. Pupils speak highly of the regular visits out of school to places such as the House of Commons. However, pupils' abilities to solve problems, plan investigations and decide for themselves how learning is to proceed is hampered by a lack of opportunity to work in this manner.

Parents are extremely happy with the school. Parents and pupils alike describe the school as a safe haven and a good place to be. Much of this is put down to the sensitivity and approachability of staff. This is indicative of the good care, support and guidance given to pupils. Within this nurturing environment pupils' personal development is good. Pupils are polite, well mannered and considerate of each other. The school operates as a harmonious community and a beacon of calm in the village. Playtimes are happy and social occasions. Pupils are reflective, for example, in determining what next to do to improve their work, and increasingly take responsibility for achieving this.

Effectiveness of the Early Years Foundation Stage

Grade: 3

Satisfactory leadership succeeds in creating a warm, welcoming and safe environment for children. Backed by thorough induction procedures children settle to school well and parents

comment very favourably on this. A tightening of assessment processes, backed by the staff's personal and detailed knowledge of children and their families means that children's needs are well known. However, although planning has been revised, activities can be the same for all children particularly in activities children choose to do for themselves and do not always meet the full range of needs. On occasion these activities lack purpose, especially in helping children practise skills such as counting and writing. Adults join in with learning with mixed success. Some questioning, for example, draws children out in pondering and speaking in sentences at other times questioning lacks depth and simply requires one-word answers. Teaching and learning in activities that adults lead are better because they are carefully planned and adults are clear about what to do and ask of children. Within this picture of satisfactory teaching and learning and a satisfactory curriculum, children make steady progress in each of the areas of learning, including their personal development. From a low starting base they begin to close the gap on expected goals for their learning, but by the time they reach Year 1 a significant number of children are still to attain these. Leadership has a reasonable idea of what needs to be done to improve provision further but plans to achieve this are not fully formed.

What the school should do to improve further

- raise standards in writing through the purposeful use of talk and the wider curriculum to promote writing
- raise the achievement of higher attaining pupils by giving them more opportunities to solve problems, plan investigations and make decisions about learning
- devise an improvement plan for the Early Years Foundation Stage that identifies short-term measurable goals and improves the quality of learning in independent activities.

A small proportion of schools whose overall effectiveness is judged to be satisfactory but which has areas of underperformance will receive a monitoring visit by an Ofsted Inspector before their next Section 5 inspection.

Achievement and standards

Grade: 3

Standards have risen recently. Despite this and the satisfactory progress pupils are making standards remain significantly below average overall, especially in writing. The school helps pupils reach nationally expected standards successfully. The significantly improved results in national tests from 2007 to 2008, at both Years 2 and 6 in reading and mathematics especially, are due to more pupils reaching expected standards. School tracking reveals a similar picture in other year groups. Pupils' limited vocabulary and speaking skills and a curriculum that is yet to be harnessed as a means to improve writing are proving barriers to further progress. Whilst the progress of lower and middle attaining pupils, including those who find learning difficult, has accelerated, it is only in reading that enough pupils reach the higher level.

Personal development and well-being

Grade: 2

Pupils say they feel safe and enjoy school, although attendance rates are below average. Pupils and parents strongly feel that if there are any problems they are 'sorted out.' They report little poor behaviour. Pupils behave well. They have a good knowledge of what it takes to live a healthy and active lifestyle and whilst at school readily put principle into practice. Regular trips beyond the village effectively broaden pupils' cultural horizons and strengthen links to the wider community. This includes learning about different cultures overseas. However, their

limited knowledge of life in multicultural Britain represents a weaker aspect of what is otherwise their good spiritual, moral, social and cultural development. As well as taking responsibility for their work pupils readily take responsibility for improving their school. The School Council has helped in the shaping of ideas to make best use of the newly extended play facilities. Pupils work hard in lessons and are making satisfactory progress in acquiring the key skills needed for the future.

Quality of provision

Teaching and learning

Grade: 3

Adults establish warm and encouraging relationships with pupils and manage behaviour sensitively. As a result, classrooms are purposeful places. Based on improved knowledge of where pupils are at and what the norm is for pupils of differing ages, work is planned carefully. This helps give clarity of purpose to lessons and to the teaching of key skills being accurate and precise. Pupils say that teaching is good at 'showing us what to do.' Teaching is less successful in providing guidance and activities in which pupils solve problems, plan investigations and work together in shaping their own ideas. Lessons' intentions are made clear to pupils with success criteria increasingly being used to help pupils themselves check how well their work is meeting these. Marking is evaluative and provides good encouragement as well pointers for improvement. Teaching does not always give pupils the chance to talk about and clarify their ideas as a prelude to work. Where speech is used, for example in drama, the purpose of talk, particularly as a preparation for writing, is not always clear.

Curriculum and other activities

Grade: 3

Strong emphasis is given to a curriculum that helps pupils acquire basic skills. The curriculum has been successful in reading and mathematics and the emphasis is now firmly on developing the curriculum for writing. In general key skills and in particular writing, are not sufficiently woven into other subjects. Opportunities to combine learning across subjects to make it interesting and meaningful are not widespread. The well structured curriculum for pupils' personal, social and health education helps pupils make the most of their time at school. The use of specialist teaching and extensive links with the local secondary school strengthen the curriculum and the choice of activities available to pupils, especially in music and sport. The latter is added to by the plentiful supply of sports clubs.

Care, guidance and support

Grade: 3

The school looks after pupils well. This caring ethos is backed up by effective systems for securing pupils' safety and for monitoring attendance. The family ethos of the school is evident in how well staff know pupils and their backgrounds. A strengthening of assessment systems has added clear academic knowledge to this. The school tracks pupils' progress well to set pertinent goals for improvement. This has helped forge close partnerships with parents, with targets regularly shared and progress towards them jointly reviewed. An investment in a high number of teaching assistants is working well. They give all pupils, but especially the most vulnerable, sensitive and effective support. The monitoring of progress of pupils with learning difficulties/and or disabilities falls within the school's general tracking system and works well

for pupils with moderate learning needs. It is not as effective for those with more severe learning or behavioural needs. As a result, targets, in what are otherwise well written individual plans, can remain the same over time.

Leadership and management

Grade: 3

Although at an early stage the newly formed jobshare headship is working well. Both leaders bring different and complimentary skills to the role. Support from the local authority has been harnessed well to develop leadership. With this, and through the school's own efforts, senior leaders and the literacy and numeracy coordinators have become confident and effective leaders. This represents the majority of staff. In essence therefore, many leaders have developed skills that can be applied to other areas of the school and future priorities. Monitoring is widespread and effective. Routine first hand checks on the quality of teaching and learning and the careful analysis of performance have been instrumental in securing improved pupil performance. The school has moved from a period in which it was unclear as to whether its aspirational targets were met to one in which success in reaching these has become routine and widespread through the school. The school has a broadly accurate idea of its strengths and weaknesses and of what needs to be done to improve further. Plans for this, although pertinent are too full and tend to confuse routine tasks with new actions. Governors have added a critical eye to their work. They are beginning to form their own opinions of the school and are visiting the school to see for themselves how well things are going.

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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 capacity to make any necessary improvements	3

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	3
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	3
How effectively is provision in the EYFS led and managed?	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/or disabilities make progress	3

¹Grade 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.

Personal development and well-being

How good are 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
The extent to which 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	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of 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

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 eliminated	3
How well does the school contribute to community cohesion?	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

6 October 2008

Dear Children

Inspection of Haggonfields Primary and Nursery School, Rhodesia, S80 3HP

Thank you very much for being so kind to me when I visited your school recently. I would like to share with you what I thought about your school.

You go to a school that is getting better every day. This is because adults in the school look after you well and have some good ideas to make the school better still. You play your part well. It felt like I was visiting one big happy family. You were polite and kind to me and I could see that many of you are polite and kind to each other. You work hard in lessons. I was very impressed with what you know about your work and with how many of you could tell me exactly what you were trying to improve. You can continue to help the school grow by trying hard to achieve these targets.

You clearly enjoy school, especially the regular and varied trips that you go on. There are some good things happening in your lessons especially in literacy and numeracy. I have asked the school to think carefully about how subjects such as history could help with your writing skills and to give you more opportunities to talk about your work. I had a good look to see how often you were given problems to solve or investigations to plan or were enabled to make decisions in lessons for yourself. I think you should do more of this type of work and I have asked the school to give you more opportunities to work in this way.

The school has made some good improvement to the inside and outside classroom for children in the Nursery and Reception. Whilst I could see you were happy, I have asked the school to think more carefully about getting the most out of these new facilities.

Thank you once again and good luck in the future.

John Brennan

Lead inspector