

Hatfield Primary School

Inspection report

Unique Reference Number	106993
Local Authority	Sheffield
Inspection number	319274
Inspection dates	9–10 June 2008
Reporting inspector	Ross Parker

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	5–11
Gender of pupils	Mixed
Number on roll	
School	400
Appropriate authority	The governing body
Chair	Mr J Wainwright
Headteacher	Mrs Maureen Rhodes
Date of previous school inspection	16 May 2007
School address	Hatfield House Lane Sheffield South Yorkshire S5 6HY
Telephone number	0114 2456871
Fax number	0114 2571582

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Introduction

When Hatfield Primary School was inspected in May 2007, it was given a notice to improve and asked to address issues related to pupils' standards and achievement, teaching, assessment and target setting. It was subsequently visited in January 2008, when it was judged to be making satisfactory progress.

This inspection was carried out by three Additional Inspectors.

Description of the school

This larger than average primary school serves an inner city area that has significant social need. The proportion of pupils eligible for free school meals is well above the national average. An average proportion of pupils have learning difficulties and/or disabilities. Most pupils are from a White British background, but there are a growing number of pupils from minority ethnic backgrounds, many of whom speak English as an additional language. The school has Investors in People, Activemark and the Basic Skills Quality Mark Awards.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

In accordance with section 13 (5) of the Education Act 2005, HMCI is of the opinion that the school no longer requires significant improvement.

Hatfield Primary School provides a satisfactory standard of education and has improved significantly over the last year. Achievement has been improved because assessment and tracking of pupils' progress is now securely in place. Teachers are able to set challenging targets and to adapt their teaching to meet individual pupils' needs. Parents are pleased with the improved information about their children's progress, as well as the opportunities which are now available for them to find out what their children are learning, and how they can help them to learn. Though the partnership with parents has improved, it is still not good enough because too many parents are not bringing their children to school regularly and attendance is declining. Good links with a partner primary school are helping teachers to update their skills.

Overall, achievement is satisfactory. From a very low level on entry to the Foundation Stage, pupils attain below average standards by the end of Year 6. After declining in recent years standards are now rising, particularly by the end of Year 1. Reading is improving less quickly because many pupils have little experience of reading outside school. This is holding back their access to the curriculum as they move up through the school. By the end of Year 6 standards in English are improving more slowly than in mathematics and science as pupils struggle to organise and structure their writing.

Pupils' satisfactory achievement is built upon a curriculum which gives good support for their personal development and enjoyment. Although managers recognise the need to develop better links between different subjects to make learning more relevant and engaging for all pupils, this work is an early stage of development. Teaching is satisfactory but there is enough good practice now to support continuing improvement.

Playtime arrangements and a wide range of extra-curricular sports enable pupils to be active and they show a good appreciation of the healthy food which is available. Together with good support for their social and emotional development, this means that pupils have a good understanding of healthy lifestyles.

Pupils say that they feel safe in school because it is calm and well supervised. They make a good contribution to the happy, positive environment, where children from different backgrounds get along very well together. They contribute to improving the school through the school council, and work in a variety of roles each day to help the school to run smoothly. Pupils are known and cared for extremely well, and get good guidance; this helps them to manage their own behaviour well.

Leadership and management at all levels are satisfactory. Recent long-term staff absences have been well managed to provide opportunities for younger teachers to develop their management skills. This has contributed well to the recent developments, and has sustained a satisfactory and growing capacity for further improvement. The school provides satisfactory value for money.

Effectiveness of the Foundation Stage

Grade: 2

Children enter Reception with very low skills levels compared with national expectations, particularly in mathematical development, and speech and language. A number of children

have had limited pre-school opportunities for play and to develop their communication skills. A significant number of children only have two terms in Reception before moving into Year 1. Despite this, children make good progress, and the majority of children are now reaching the levels expected by the end of Reception. Staff have a good understanding of how children learn and emphasise a practical approach to learning that engages children's interest. Leadership and management are good. Better opportunities for children to work in the outdoor environment and on more focused activities have improved achievement and children's independent learning. For example, the story of Goldilocks and the three bears is so well known to children because of the work they have done to map the story visually. Children are desperate to write and retell their own versions of traditional tales. Relationships are good and children work and play well. Provision both indoors and out is colourful and stimulating with much of the credit for its imaginative potential down to teachers' creativity. Children are aware of healthy eating and enjoy using snack time to sit down and talk together, for example to discuss how apples give them energy. The school works hard to try to involve families and parents actively and encourage them to support their children.

What the school should do to improve further

- Work closely with parents to improve attendance, particularly of younger pupils, in order to sustain improvements in achievement.
- Improve standards in reading for the youngest pupils to enable them to access the curriculum more readily.
- Improve the organisation and structure of older pupils' writing.
- Improve the links between different aspects of the curriculum to make learning more accessible and relevant to all pupils.

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 in national tests and assessments in recent years have been exceptionally low. The school's data now shows that standards in Year 6 are better and currently below average overall though well below average in English. Standards in the remainder of Key Stage 2 are below average. Standards are below average in Year 2 but in the current Year 1 they are closer to the national average except in reading. The school's analysis shows that achievement is broadly satisfactory, though recent progress in Year 1 has been good. The school is working on a number of initiatives to improve the structure of older pupils' writing, including the Black Children's Achievement Partnership. Pupils with learning difficulties and/or disabilities are well supported to achieve satisfactorily. Pupils new to speaking English make good progress particularly as a result of the "Talking Partners" initiative.

Personal development and well-being

Grade: 2

Spiritual, moral, social and cultural development is good. Spiritual development shows in pupils' awareness of different faiths, but also in Year 6 pupils' awareness of their own identity and values as they prepare to move into a different school environment. Good cultural awareness shows in the good relationships between different groups in school. Attendance is broadly

average but has declined over recent years. It is significantly weaker in lower years as some parents do not bring their children to school regularly enough. The school has identified the negative impact this has on achievement and has recently appointed a home-school liaison worker to improve the situation. Her work has already improved pupils' punctuality. Pupils' preparation for future economic well-being is satisfactory. Good social and moral development, experience of group work and cooperation, and relationships across the school are all positive features. Well below average standards in English and pupils' lack of independence are still potential barriers to pupils' preparation for the next stage of their education.

Quality of provision

Teaching and learning

Grade: 3

Relationships and behaviour management are consistently good in lessons so that pupils respond well. Teaching assistants provide good support for pupils who encounter barriers to learning. The slower pace in satisfactory lessons is exacerbated by pupils' lack of independence. Those lessons which are lively and inspiring help pupils to want to learn and support high levels of enjoyment and rapid progress. Asking pupils to evaluate each other's work really encourages pupils to share their work and to accept constructive criticism in a safe environment. While some marking merely acknowledges that work has been done, there is considerable good practice where teachers not only identify pupils' positive achievements, but point clearly to the next steps towards improvement. The best marking is like a conversation between teacher and pupil, where the teacher responds to the work, and the pupil responds to the teacher's comments. Though teachers plan different levels of challenge for individuals, and develop questioning to promote higher level thinking, the highest attaining pupils feel that that they could sometimes be asked to think harder.

Curriculum and other activities

Grade: 3

In response to the last inspection report many lesson activities have been modified to be more accessible to a wider range of pupils. For example, science lessons often begin with a quiz to establish previous learning, and a visit to "The Deep" was used to stimulate persuasive writing. A recent Year 6 geography topic on 'U shaped valleys' was enhanced by a visit to Snowdon which 'made geography real life' according to pupils. Senior and middle leaders acknowledge that there is a need to develop more extensive links between different aspects of the curriculum to make all of the learning more relevant to all pupils. There is a good range of extra-curricular activities to support pupils who are finding work difficult, to stretch the more able, and to encourage exercise. There is also a range of additional support to develop pupils' literacy skills.

Care, guidance and support

Grade: 2

Tracking systems are now being used consistently by the teaching team. The level of expertise in analysing the data is still developing, but senior and middle managers in particular are using the data effectively to set challenging targets. The quality of care is a strength and the commitment of staff to pupils' well-being is impressive. Arrangements for safeguarding are robust and regularly reviewed. Pupils at risk are identified early so that effective strategies, such as links with a key worker, can be put in place. The school works well with external agencies

to ensure that support is available for children and families, and the learning mentor is building links with parents who find it hard to support their children's learning. As yet, the partnership with parents has not yet been effective enough in preventing a decline in younger pupils' attendance.

Leadership and management

Grade: 3

With the help of the local authority and the partnership school, senior managers have responded effectively to each of the issues from the previous inspection. The school's external partnership has been particularly effective in helping staff and pupils to identify the next steps in learning. Self-evaluation is satisfactory and managers and teachers now have a sharper understanding of what contributes to good learning. Governors have a clearer understanding of standards and achievement due to training they have received. Their chair of governors continues to give substantial support to the school.

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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?	3
The effectiveness of the Foundation Stage	2
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	3

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?	2

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	2
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

Thank you all for the very friendly welcome you gave us when we came to visit your school recently. We really enjoyed meeting you and having the chance to talk to you.

The school gives you a satisfactory education. Here are some of the good things about your school.

We were impressed by your behaviour and the respect and courtesy you show to each other and to adults. Relationships in the school are really positive and it was a pleasure to see how pupils from different backgrounds get on together. You are helpful, sensible, and you appear to enjoy school a great deal.

We were pleased to see that pupils in the Foundation Stage and in Year 1 are now making good progress. You need to make sure this continues up through the other year groups. There are more lessons that inspire and excite you than in the past, and this is helping you to make better progress. Something else that is helping you is the kind of marking that really gets you involved in thinking about how you can improve your own work. And behind all of this is the way you are cared for, looked after, and the guidance you are given on how to behave and how to improve your work.

There are some weaker aspects, and we have asked the school to improve these.

Attendance has gone down over recent years. Results show that poor attendance leads to less progress, and this will reduce your chances of being successful in later life. We have asked the school to step up its work to persuade parents to bring younger children to school more regularly. You can help by getting to school every day.

Younger pupils develop their reading more slowly than their writing or their number work. This is because they don't get enough reading practice outside school. We have asked the school to support parents to read with you at home more often. You can help here by showing your parents how much you like reading with them.

Older pupils have more difficulty organising their writing. We have asked the school to find ways to help you to improve this. The best way that you can help here is by reading as widely as you can so you see lots of examples of how other writers organise their work.

Finally we agree with the school that this is the time to build more links between different subjects, so they all fit together and make more sense to you. It will help if you let your teachers know what you find hardest to understand so that they can focus on the most important subjects first.

Thank you again for your welcome, and may I wish you all the best for the future.