

Hatfield Woodhouse Primary School

Inspection report

Unique Reference Number	106681
Local Authority	Doncaster
Inspection number	324444
Inspection date	1 April 2009
Reporting inspector	Keith Bardon

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	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	212
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	0
Appropriate authority	The governing body
Chair	Mr J Brown
Headteacher	Mrs Maggie Blount
Date of previous school inspection	16 November 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Main Street Hatfield Woodhouse Doncaster South Yorkshire DN7 6NH

Age group	3–11
Inspection date	1 April 2009
Inspection number	324444

Telephone number
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Introduction

The inspection was carried out by two additional inspectors.

The inspectors evaluated the overall effectiveness of the school and the effectiveness of the Early Years Foundation Stage. The following issues were investigated: standards and achievement, personal development and well-being plus some aspects of academic support and guidance and of leadership and management. Evidence was collected from the school's self-evaluation, national published assessment data and the school's own assessment records, policies and minutes, observation of the school at work, interviews with senior members of staff, governors and pupils and analysis of parents' questionnaires. Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

Hatfield Woodhouse is a smaller than average, rural primary serving the local community and outlying villages. The social and economic characteristics of the catchment area are mixed but generally below average, although very few pupils are entitled to free school meals. Most pupils are White British. A small number of pupils are from traveller families. All pupils speak English competently. The proportion of pupils with learning difficulties and/or disabilities, including those with a statement of special educational needs, is broadly average. Some year groups have a large number of pupils who have joined the school part-way through their primary education. Early Years Foundation Stage provision comprises a morning Nursery and a full-time Reception class. The school has Investors in People and Healthy Schools status. It also has the Basic Skills Quality Mark, Activemark, Artsmark Gold and the Charter Mark for Inclusion. The school is experiencing a number of staff changes and will shortly be having a new headteacher.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Hatfield Woodhouse Primary is an outstanding school which provides a high-quality and exciting education for all pupils. Innovation and creativity are the school's watchwords and many pupils become independent learners with the ability and confidence to 'think outside of the box'. These and the school's many other very positive features stem from the enthusiastic, visionary and skilled leadership of the headteacher, who is ably supported by the deputy headteacher and all staff. Pupils appreciate fully all that the school does for them and regard it as 'a lovely environment to grow up in and make friends'. Parents' views are equally positive, describing the school as one which 'genuinely cares about every child' with staff who are approachable, helpful and friendly'.

As a result of the very effective teaching they receive, the considerable enjoyment they get from school and the conscientious manner in which they go about everything they are given to do, pupils achieve extremely well and make excellent progress. From a starting point that is usually below expectations, standards rise to above average by the end of Year 6. Pupils who experience all their primary education at the school do particularly well and a good proportion move to secondary school with attainment that is above expectations for their age. Most year groups are quite small and, not surprisingly, results from national tests and assessments fluctuate somewhat. Irrespective of the final results, the progress made by individual pupils is substantial. In 2008, for example, despite one third of Year 2 pupils having learning difficulties and/or disabilities and over a quarter arriving late into Key Stage 1, the class as a whole reached average standards. Pupils' learning often takes off in Key Stage 2 as their literacy and numeracy skills develop and their knowledge and understanding become more secure. Initiatives to raise standards in writing are proving successful and both boys and girls write very competently in different subjects. Pupils from traveller families often start school quite late. They are provided with excellent support, make substantial gains in all aspects of their learning and achieve as well as their peers.

Pupils make exceptional progress in their personal development and mature into considerate, conscientious and articulate individuals with a strong sense of self-worth. They take considerable pride in how well they all get on together. While pupils' spiritual, moral and social development and appreciation of their own culture are excellent, their understanding of other cultures and traditions is somewhat limited. Pupils are highly conscious of issues surrounding their personal safety and appreciate the close attention the staff pay to keeping them secure. Attendance is above average and continuing to improve. Behaviour is exemplary. In lessons and around school pupils require very little guidance on how they ought to behave. Pupils have an excellent understanding of healthy lifestyles and take full advantage of the healthy food and numerous opportunities to be active that are available to them. There is an outstanding range of opportunities for pupils to make a contribution in school, which they take with great enthusiasm. This experience, added to their basic skills, growing independence, and team-working abilities provides excellent preparation for future learning and life. Outstanding personal development makes a major contribution to pupils' excellent, all-round achievement.

The quality of teaching and learning is good and has outstanding features. Some teachers are quite new to the profession and still gaining experience but in all classrooms excellent relationships and stimulating, well-planned activities generate a lively environment and promote a fast pace of learning. The colourful and extremely imaginative curriculum meets the needs

of pupils extremely well. It provides a wide range of stimulating activities both in lessons and beyond and is highly influential in promoting pupils' excellent progress.

The school provides high-quality care, guidance and support, which enables all pupils to achieve exceptionally well both personally and academically. Safeguarding procedures are in place and meet current requirements. The progress and development of individuals and particular groups of pupils are monitored extremely rigorously and provision matched very closely to their needs. This ensures that all pupils have equal opportunities to learn and eliminates any possibilities of discrimination. As a result, pupils with learning difficulties and/or disabilities, those who are vulnerable and those who face barriers to learning are able to learn very effectively and make excellent progress. Well-judged individual targets and informative marking provide pupils with a very clear understanding of what they need to do to improve.

Leadership and management are outstanding and the school has made excellent progress since it was last inspected. Management systems are highly efficient and the school runs like a well-oiled machine. Decision making is sharp and clear. This gives the school a strong sense of purpose and clear direction. Planning for smooth changes of leadership has been meticulous. Incoming staff have visited on numerous occasions and participated in various activities to familiarise them with the school and its procedures. This, combined with the highly effective strategies for self-evaluation and development planning that are already in place, gives the school an excellent capacity to improve in the future. The school makes an impressive contribution to local community cohesion, with sports and arts activities as well as links with churches and charity fundraising all playing their part. However, the school has relatively few links with the wider community and its contribution in this respect is limited. Governors carry out their responsibilities conscientiously and contribute well to its development.

Effectiveness of the Early Years Foundation Stage

Grade: 1

When children start school their knowledge and skills are usually below the expectations for their age, although this varies year to year. Throughout their time in the Early Years Foundation Stage, children are taught extremely well and make excellent progress, quickly becoming very enthusiastic learners with high levels of interest in everything that is going on around them. Most children move into Year 1 having achieved the targets for their age in all areas of learning, with a few moving beyond. Standards at this point are just above average to above and have been rising steadily since the previous inspection. Staff promote children's language skills very well. The Early Years Foundation Stage unit buzzes constantly with the sound of children happily sharing their thoughts, questions and ideas with others. Staff provide excellent role models of care and consideration, and welfare requirements are comprehensively met. Children settle quickly to school, behave very well and show kindness and consideration to others. Carefully planned activities provide children with a wealth of learning opportunities both indoors and out. Staff assess children's progress continuously, building a clear picture of how well they are doing and using the information effectively to plan the next steps in their learning. Leadership and management are highly effective. Improvement since the previous inspection has been excellent and Nursery and Reception staff work closely together as a cohesive unit. This ensures that pupils progress smoothly as they move through the Early Years Foundation Stage. Links with parents are extremely good. The recent regatta in which children sailed boats they had made themselves (with a little help) was greatly enjoyed by children and parents alike.

What the school should do to improve further

- Broaden pupils' understanding of cultural diversity in the wider community.

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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?	1
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?	1
The capacity to make any necessary improvements	1

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

Achievement and standards

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

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?	1
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
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

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

Inspection of Hatfield Woodhouse Primary School, Doncaster, DN7 6NH

Thank you very much for the very friendly greeting you gave the inspectors when we visited your school recently. Lots of you smiled and chatted to us which made us feel comfortable and welcome. We thoroughly enjoyed finding out about the work you do and special thanks go to those who talked with us about the school.

Yours is an outstanding school and I understand fully why you enjoy it so much. The school has a very friendly atmosphere because you all get on so well together. Your behaviour is exemplary. Everyone is polite and very well mannered. I was very interested to hear about 'Stitch' and the way you use these puppets to discuss important matters that affect everyone's lives. I think this shows a great deal of maturity and is something you can be very proud of. You grow into sensible and confident young people and your personal development is outstanding. I like the way you think creatively when faced with offbeat questions, such as those put to you as part of the Philosophy for Children project. This is often called 'thinking outside of the box' and is not something everyone has experienced or is capable of doing.

You make excellent progress because you are very well taught and work very hard. By Year 6 many of you are producing excellent work which is often better than expected for your age. Although we were not able to spend a great deal of time in each lesson, you were clearly enjoying the activities a great deal and were very keen to learn. The quality and range of experiences the school provides is excellent, particularly for a small school like yours. To make these even better we have asked the school to give you more opportunity to look at the lives of people from other cultures and communities. I am confident that you will approach anything the teachers provide with your normal very high levels of enthusiasm.

Staff take extremely good care of you and I know you appreciate the help they give you. It was good to hear that you feel able to turn to them easily if you are having any problems or anything you need help with. The school is led and managed extremely well. I know you will miss the headteacher who is leaving but am sure you will make the new one very welcome. Thank you once again for a very enjoyable day and best wishes for the future.