

Hartburn Primary School

Inspection report

| | |
|--------------------------------|------------------|
| Unique Reference Number | 111543 |
| Local Authority | Stockton-on-Tees |
| Inspection number | 325398 |
| Inspection date | 6 February 2009 |
| Reporting inspector | Jim Bennetts |

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) | 545 |
| 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 | Mrs Angela McNeill |
| Headteacher | Mr Tom Gittins |
| Date of previous school inspection | 1 January 2006 |
| Date of previous funded early education inspection | Not previously inspected |
| Date of previous childcare inspection | Not previously inspected |
| School address | Adelaide Grove Stockton-on-Tees TS18 5BS |
| Telephone number | 01642 391728 |
| Fax number | 01642 646002 |

| | |
|--------------------------|-----------------|
| Age group | 3–11 |
| Inspection date | 6 February 2009 |
| Inspection number | 325398 |

© Crown copyright 2009

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two Additional Inspectors.

The inspectors evaluated the overall effectiveness of the school and inspected the following issues: the quality of the Early Years Foundation Stage; the standards and achievement of pupils; teaching and learning; and leadership and management. This was done by gathering evidence from lesson observations, examining pupils' work in books and on display, scrutinising the school's data and documentation and questionnaires completed by parents, and by talking with pupils and staff.

Other aspects of the school's work were not inspected in detail but the inspectors found evidence to suggest that the school's own assessments, as given in its self-evaluation, were accurate and justified, and these have been included where appropriate in the report.

Description of the school

The school is much larger than average. The great majority of pupils are from families of White British heritage. Less than 10% are from minority ethnic backgrounds; a few are improving their fluency in English. The percentage of pupils eligible for free school meals is about half the national average. The proportion with learning difficulties and/or disabilities is less than half the national average. About one in a hundred has a statement of special educational need. The quality of the school's work has been recognised by a number of awards, including the Investors in People Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Hartburn Primary School provides a good education. It has many outstanding features especially maintaining high quality of care for many years. A parent says: 'Hartburn is a wonderful school which balances education with instilling strong values and respect'.

A parent says: 'All staff create a warm and caring ethos and so provide my children with a positive attitude towards school'. Pupils' personal development, including their spiritual, moral, social and cultural development is excellent. Pupils value the school's rules as a framework for their conduct; behaviour is excellent. Pupils get on exceptionally well and are keen to help one another. They hold their teachers in esteem because, 'they not only care about your education but about your feelings too'. Pupils have an excellent understanding of the value of exercise and healthy eating. They know how to take care of themselves and are confident that school is a safe place to be. They greatly enjoy school and attendance is excellent; they say: 'no-one wants to miss school unless they are ill'. They make a strong contribution to the life of the school and the local community. Pupils are mature for their years and have a strong foundation in the skills needed for moving on to secondary school.

Pastoral care is exceptionally well organised. A parent says: 'The school provides a safe, secure environment in which my children are valued and encouraged to achieve their potential'. Safeguarding and child protection arrangements meet all requirements. Risk assessments for activities and support for those who are unwell are rigorous. The school gives persistent emphasis to good attendance. There are thorough systems for keeping track of pupils' levels of attainment and this informs teachers' ongoing planning of lessons. Support for those with learning difficulties and/or disabilities is exceptionally effective and individual education plans are very helpful to pupils in clarifying exactly what they should be aiming to achieve.

Standards are above average and achievement is good. The school judges children's development on entry to the school in the Nursery to be slightly above expectations typical for their age. It says that children make outstanding progress in their learning throughout the Early Years Foundation Stage. The school considers that in Key Stage 1 most pupils make good progress and some make outstanding progress. The school's self-evaluation states that in Key Stage 2, the majority of pupils make good progress. Inspectors agree with the school's view of pupils' achievement throughout the school and data provided by the school confirms the strong position in both key stages. In 2008 data provided by the school shows that, relative to their high starting points at age 7, well over half of pupils in Year 6 achieved at least as well as expected in national assessments at age 11. Standards by age 11 are significantly above average; for several years, 11 year olds were about nine months ahead of pupils nationally. The school says that it was a little disappointed in the 2008 unvalidated results. They fell short of the targets for the highest level, Level 5, in English, mathematics and science. Since the last inspection, there has been improvement in pupils' writing, but achievement in mathematics has slipped over the last few years. The 2008 results showed Key Stage 2 pupils made much the same progress in mathematics as pupils nationally and locally who had the same standards at age 7. Throughout the school, those with learning difficulties and/or disabilities achieve at least as well as others.

Teaching and learning are good. The progress that inspectors found pupils making in lessons is consistent with the school's evaluation of progress and achievement. Teaching and learning for younger children, and for pupils in Key Stage 1, are often outstanding. In Key Stage 2,

lessons are generally good. The best teaching engages pupils' interest and sets high expectations. Observation and communication skills are developed well from an early stage. For example, Year 2 pupils who were considering the healthy prospects of broccoli and peas, were painstaking in producing exceptionally accurate models of one and drawings of the other. Pupils generally take a pride in their work and are keen to do their best. Most teachers are able to pinpoint specific skills that individual pupils need to develop in order to improve their literacy. They can give specific focus to, for example, spelling, punctuation, handwriting and the sequencing of ideas. However, by Year 6, a small number of pupils of middle ability have remaining weak areas in literacy that are not necessarily corrected thoroughly. In mathematics, some older pupils do much of their mathematics on their jotters. They do not become accustomed to working systematically and they make mistakes. Meanwhile, the teacher cannot easily pick up and correct errors.

The school provides an excellent curriculum, which is enriched by an ample range of visits, visitors and additional elements. Pupils greatly enjoy learning Spanish. The grouping of older pupils into ability sets for English, mathematics and science facilitates progress. Parents are full of praise for the school's work in providing an exceptional variety of extra-curricular activities and for the strong support that the school gives to those with learning difficulties and/or disabilities.

The school is well led and managed. The headteacher is vigorous in setting a clear direction for the care and education that the school provides; many elements of management are delegated to an effective senior team. At the last inspection, the school was judged to be outstanding in all respects. The school has been successful in maintaining high quality in many aspects of its work over a considerable period of time. Much of the school's provision is vibrant and redolent of high quality. The school seeks the best possible opportunities for pupils of all backgrounds and abilities. There are good practices underway to promote community cohesion within the school, and in the neighbourhoods that the school serves. Pupils gain a good appreciation of the diversity of communities across the world. The school has excellent links with other agencies involved in pupils' development. The school's self-evaluation is generally reliable. Targets for improvement are used to good effect, though in Year 6 the means of ensuring outstanding achievement for all pupils are not fully secure. This school provides excellent value for money. It is well governed. It is well placed to sustain its strong qualities and make further improvements.

Effectiveness of the Early Years Foundation Stage

Grade: 1

Children in Nursery and Reception classes make outstanding progress. The school judges children's development on entry to be slightly above expectations typical for their age. By the time children start Year 1, their attainment is significantly above average. There is strong emphasis on building children's confidence and initiative without compromising behaviour. Children thoroughly enjoy what they do; they are constantly busy, fully engaged and eager to help one another. There is a safe learning environment. Children become accustomed to hygiene procedures – after planting beans, they wash hands. Welfare is excellent and safeguarding arrangements are rigorous. Inspirational and imaginative provision is based on careful observational assessment of where children's learning is leading them. There is a high level of challenge. There is a very well judged balance of activities, indoors and outside, that are adult led, or chosen by the children. Resources are deployed prudently and the provision is exceptionally well managed. Parents appreciate the excellent communication on everything

affecting their children's development. A parent says: 'Everything about the Nursery is positive, inclusive and very welcoming'.

What the school should do to improve further

- Ensure that all teachers have effective systems for checking on particular weaknesses in pupils' learning, and to support them.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

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

Overall effectiveness

| | |
|--|-----|
| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 2 |
| 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 | 2 |

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

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 | 1 |
| 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 | 1 |
| 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? | 2 |

Leadership and management

| | |
|--|-----|
| How effective are leadership and management in raising achievement and supporting all learners? | 2 |
| 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 | 2 |
| The effectiveness of the school's self-evaluation | 2 |
| 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

9 February 2009

Dear Pupils

Inspection of Hartburn Primary School, Stockton-on-Tees, TS18 5BS

Thank you for all the help you gave when inspectors visited your school. We were impressed by a great deal of what we found. We think Hartburn Primary School is a good school and that many of the things it does are outstanding.

The staff take exceptionally good care of you and you are growing up to be mature and self-reliant young people. Behaviour in the school is outstanding. Children in the Nursery and Reception classes get off to an excellent start. Progress in Key Stage 1 is very strong. In Key Stage 2 the majority of you make good progress. Teaching is good and some lessons are excellent. You have lots of interesting things to do in lessons and in extra activities. The school is well run and it has been providing very effective education for a long time.

This is an impressive school, but occasionally some older pupils make slips with their sums or need help with spelling, punctuation or other things in their writing. We have asked the school to make sure this is picked up and pupils get the support they need. You can help by letting teachers know when you are not sure how to get something right.

You are proud of your school and your parents told us that they are delighted with all that it does for you. Keep on doing your best to ensure that the school is as good as it can possibly be.

Yours sincerely

Jim Bennetts

Lead inspector