

Hartsholme Primary School

Inspection report

Unique Reference Number	120687
Local Authority	Lincolnshire
Inspection number	334151
Inspection dates	23–24 June 2009
Reporting inspector	Martin Cragg HMI

This inspection was carried out under section 8 of the Education Act 2005; it was also deemed a section 5 inspection under the same Act.

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

Type of school	Primary
School category	Foundation
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	257
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 Charlotte Burge
Headteacher	Mr Carl Jarvis
Date of previous school inspection	1 November 2007
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Carrington Drive Lincoln Lincolnshire LN6 0DE
Telephone number	01522 683705
Fax number	01522 501078

Age group	3–11
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors.

Description of the school

The school is of average size. The proportion of pupils who are eligible for free school meals is in line with the national average but high for the local authority. There are few pupils from minority ethnic backgrounds or who speak English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is above average and an average proportion of children have statements of special educational needs. The school has achieved the Activemark and Sportsmark awards. There is a breakfast club managed by the governing body. When the school was inspected in November 2007 it was judged to require special measures. Following an experienced interim headteacher, provided by the local authority since January 2008, a new headteacher joined the school in April 2009.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

In the last year, the school has made distinct progress. As a result, provision is now satisfactory overall with some good features. In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

From their starting points which are below or well below average on entry to the Early Years Foundation Stage, pupils make satisfactory progress to reach standards that are below average in Year 2. From the school's assessment data, these are likely to be close to average for the current Year 6. However, too few pupils achieve the highest levels. Teaching is satisfactory and improving with lessons that are well planned, matching work to pupils' attainment. Pupils are enthusiastic about their learning and enjoy practical tasks. Teachers mark work thoroughly, identify pupils' achievement and offer advice on how to improve. However, teachers do not always check on learning as lessons develop nor help pupils to understand how to assess their own progress. The curriculum meets statutory requirements and a thematic approach has increased opportunities for literacy and numeracy skills to be applied through other subjects. There is a wide range of additional activities, trips and events which enhance pupils' good personal development and enjoyment of learning.

Pupils are proud of their school. They are confident and enthused by the headteacher's expectations for their success. The class and school councils involve all children in commenting on issues and provide good opportunities for them to take initiative. Pupils feel that behaviour has improved and it is now good. There is a strong sense of teamwork and respect across the school. Staff care for children well and support for those with specific needs is good.

The vision set by the headteacher is shared by the school community and there is clear ambition to improve the school further. Good leadership at all levels is now having a positive impact on raising achievement. Monitoring and evaluation are thorough and governors know the strengths and weaknesses of the school. There is a clear action plan and well organised structures to promote development which involve all staff. The school promotes pupils' understanding of the local and global communities well but opportunities to understand other faiths and cultures in the United Kingdom are more limited. The school has improved outcomes markedly since the last inspection and value for money is satisfactory. The rapid change in the school over the last year indicates that its capacity to improve is good.

Effectiveness of the Early Years Foundation Stage

Grade: 3

Provision is satisfactory and rapidly improving because of the good leadership and management of the newly appointed leader, the expertise of staff and their clear commitment to improving children's achievement. Children enter the Early Years Foundation Stage with knowledge and skills in most areas of learning which are below those of other children their age and well below in communication, language and literacy and personal development. Learning opportunities are carefully planned to enable all children to be challenged, but also to ensure that they benefit from a full range of experiences. Teaching and learning are satisfactory overall and often good. However, it is too early for this improvement to have had an impact on all children's achievement and they make generally satisfactory progress. Children's welfare is effectively promoted. Skilled key workers enhance the children's learning and well-being, enabling them to grow as individuals.

Their personal development is effectively nurtured and is good. A particular strength is the way in which children's communication and interest are seized upon and extended. This gives children confidence and contributes to good progress in their attitudes to learning.

What the school should do to improve further

- Ensure that pupils make accelerated progress towards their targets, particularly those with higher prior attainment or who are gifted and talented.
- Develop teachers' use of assessment in lessons to check pupils' learning, help pupils evaluate their achievement and understand how to improve their work further.
- Develop the school's contribution to community cohesion by improving pupils' understanding of faiths and cultures in other parts of the United Kingdom.

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

Pupils' achievement is now satisfactory. At the time of the last inspection, standards were low and pupils made inadequate progress. In 2008, standards at the end of Year 6 improved but progress remained inadequate. The school's data for current Year 6 pupils indicates that they are close to achieving the challenging targets set for them. On this projection, they will reach standards that are broadly average and this represents satisfactory progress from their starting points. Standards for the current Year 2 pupils are below average overall but close to average in mathematics, representing satisfactory progress. At both Year 6 and Year 2, fewer pupils have achieved the higher levels than expected. Over the last year, the school's assessment data across all year groups shows improved progress. It is now satisfactory and, in some cases, better. However, standards remain generally below average. Those pupils with learning difficulties and/or disabilities make satisfactory progress. Improved teaching and learning is closing the gap between the achievement of pupils and the standards expected nationally. Pupils' reading has improved but their writing remains less developed.

Personal development and well-being

Grade: 2

Pupils enjoy coming to school and say that it is a 'good place to be'. They feel safe in the school and have great trust in the adults around them. They say they feel part of a 'team'. Even the youngest of them understand the school's aims. Pupils feel able to make a real difference through their class councils and the school council. They also make a good contribution to the local and wider community through their charity and enterprise activities. Attendance is satisfactory and behaviour in lessons and around the school is good. This is because of the excellent relationships between pupils and staff. The school emphasises personal responsibility and citizenship lessons help pupils to understand right from wrong, based on very clear messages about respect for others, their beliefs and views. Pupils have a good understanding of the benefits of a healthy lifestyle. Clubs such as Bikewise provide opportunities for exercise, as well as supporting further their good understanding of keeping safe. The school has links with other schools locally and internationally which, together with trips and visits undertaken, help pupils to understand other communities. Pupils have good collaborative and team skills to

prepare them for their future working lives but their communication and numeracy skills remain satisfactory.

Quality of provision

Teaching and learning

Grade: 3

Teaching has improved since the last inspection because lessons are better planned to build on what pupils already know. In the better lessons, pupils respond well to a range of varied activities which engage their interest fully. Appropriate challenge and high expectations ensure a good work rate and teachers explain clearly what is expected of pupils. They use subtle questioning to extend and consolidate learning. Pupils particularly enjoy opportunities to learn independently in pairs or groups as well as to think for themselves. However, in some lessons, the pace is too slow and pupils spend too long on one task. Overall, the tasks set for more capable pupils do not always challenge them sufficiently and enhance their achievement. Teachers' marking usually provides well-focused advice on how well pupils are doing but this is not always followed up thoroughly enough in lessons to consolidate pupils' learning.

Curriculum and other activities

Grade: 3

The curriculum fulfils statutory requirements and meets the needs of learners. The school makes effective use of national strategies for literacy and numeracy across other subjects. Greater use of themes exploits pupils' curiosity, helps them make connections between subjects and develops their creativity, although work to develop the curriculum with regard to the new frameworks is still in progress. Pupils' understanding of safe and healthy lifestyles is promoted well through the personal social and health education programme. Their understanding of the world of work is enhanced through visits to local enterprises. Pupils benefit from a wide variety of clubs, including a range of sports, skipping, bike safety, dance and drama. Increasingly, these activities are suggested and organised by pupils. They also learn from a variety of visits to local museums, theatres, churches, and a nature reserve. Their interests and learning are further extended by the many visitors to the school, ranging from scientists working in Antarctica to Buddhist monks.

Care, guidance and support

Grade: 2

There is a strong ethos of respect and concern for the individual and the school meets all current requirements for safeguarding children. Staff help pupils to understand and take responsibility for their learning. Pupils know their targets and most recognise how teachers' marking guides them to improve. However, the next steps are not always followed up sufficiently rigorously by teachers. The school has strong partnerships with families and outside agencies so that support for pupils with additional needs is well co-ordinated and targeted. Good work with families on entry to the school and new systems for communicating with them such as the 'communication board' enable them to feel informed and involved. These good relationships have helped to improve punctuality and attendance, as has the breakfast club which children say they really enjoy. There are good procedures in place for supporting pupils' movement to the next stage of their education, including strong partnerships with secondary schools.

Leadership and management

Grade: 2

The headteacher sets a clear vision and direction for the school which is shared by staff, governors and pupils. The solid systems established by the interim headteacher have improved the quality of provision. Senior staff and middle leaders now monitor the school's work thoroughly. There is a good system for tracking pupils' attainment and evaluating their progress. The school sets challenging targets and these are beginning to raise achievement, more noticeably at Year 6 than Year 2. Self evaluation is accurate and rightly reflects clear improvement in the last year. Priorities in the school improvement plan are well chosen and supported by 'change teams' involving all staff in development. All children are valued and provided with opportunities to succeed. Governors increasingly hold the school to account and review its progress through regular visits and direct reports from key staff. The school knows its community well and has good links with other schools. Parents are made welcome and encouraged to be involved in their children's education. Contribution to community cohesion is satisfactory. There are good links with a school in Africa but fewer opportunities for pupils to explore other faiths and cultures in the United Kingdom. There has been clear improvement since the last inspection and rapid progress over the last year. As a result, the school has good capacity to improve further.

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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	2

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?	2
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

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	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 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

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	2
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
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	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**

25 June 2009

Dear Pupils

Inspection of Hartsholme Primary School, Lincoln, LN6 0DE

Thank you for the friendly welcome you gave to me and my colleagues when we visited your school. We enjoyed talking to many of you in lessons, in meetings and around the school. You helped us to get to know your school and this letter is to tell you what we found on our inspection.

Your school has improved considerably over the last year and is now a satisfactory school with some good features. You told us that you feel more confident now and know what you should be aiming for and how to behave. You worked well together and tried hard in the lessons we saw. We were impressed with how well everyone in the school got on together. Your lessons are planned better and you enjoy them more. You are making the progress expected of you and Year 6 pupils are likely to be close to the targets set for them in their tests. You know your targets and teachers' marking helps you to understand what you need to do to improve. You benefit from a good range of activities and told us that you are beginning to suggest and organise clubs yourselves. The class and school councils are involving you in making your school a better place. Your teachers look after you well so that you told us you felt safe in school. With your new headteacher, the staff are setting a very clear direction for the school and there is a strong sense of everyone working together to improve. This is showing in your work.

Although your school has improved and is now satisfactory, there are some areas where it could be better. We have asked teachers to help you to make even better progress in your work, especially those of you who could reach the higher levels in Years 2 and 6. We have also asked your teachers to check how well you are learning during lessons and to help you understand how you can make your work better. Although you know about your local community and are finding out about other countries, the school could help you to understand more about people who have other faiths and cultures elsewhere in England.

I am sure that your school will continue to be a happy and safe place for you to learn. Thank you again for helping me to find out about your school. I wish you success in the future.

Yours sincerely

Martin Cragg HMI