

# Hartshorne CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	112824
<b>Local Authority</b>	Derbyshire
<b>Inspection number</b>	338026
<b>Inspection dates</b>	24–25 March 2010
<b>Reporting inspector</b>	Carol Worthington

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

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	93
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev Ian Hunter
<b>Headteacher</b>	Mrs Susan Skinner
<b>Date of previous school inspection</b>	17 October 2006
<b>School address</b>	Main Street Hartshorne Swadlincote
<b>Telephone number</b>	01283 217423
<b>Fax number</b>	01283 217423
<b>Email address</b>	headteacher@hartshorne.derbyshire.sch.uk

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**Number of children on roll in the registered  
childcare provision****Date of last inspection of registered  
childcare provision**

Not previously inspected

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Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

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## Introduction

This inspection was carried out by two additional inspectors, one of whom stayed for two days, the other for half a day, mainly to inspect safeguarding. Eleven lessons were observed; all five teachers were seen at least once. Meetings were held with: the headteacher and senior leaders, two governors, a group of pupils. Many pupils and parents and carers collecting their children were informally spoken to. Inspectors observed the school's work, and looked at records of assessments of pupils' attainment, tracking of their progress and samples of their work in books. All safeguarding documents were scrutinised. Forty-five parents' and carers' questionnaire returns were analysed, as were those from all staff and all Key Stage 2 pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether there is a significant difference between the attainment and progress of boys and girls throughout the school
- to confirm the school's view that care, guidance and support have improved since the previous inspection and now results in good outcomes shown in pupils' personal development
- whether there are inconsistencies in the quality of teaching of mathematics to account for the apparent discrepancy between pupils' progress in Key Stages 1 and 2
- to establish why the Early Years Foundation Stage is judged satisfactory by the school when Key Stages 1 and 2 are judged good.

## Information about the school

This is a smaller than average school of its type in a rural setting. Most pupils are of White British origin, with very few from minority ethnic backgrounds. All speak English as their first language. The proportion of children with special educational needs and/or disabilities is higher than that of most schools. Most have moderate learning difficulties, or specific ones such as dyslexia, and some have emotional and behavioural problems. The proportion of pupils entitled to free school meals is above average. There are four classes; all contain a mix of pupils from two year groups. The school runs a Key Stage 1 nurture group in the afternoons for a small number of vulnerable pupils from its own and other local schools, but no meetings took place during the inspection. Movement of pupils leaving and joining the school other than at the usual times is above that of most schools.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

### Main findings

The headteacher conveys her high expectations for the school's development well to staff, governors and pupils themselves, who develop as confident young people, eager to take part in all aspects of school life. They are enthusiastic learners, who thoroughly enjoy their lessons and are keen to do well. They achieve well in English, mathematics and science, and in all aspects of personal development. School leaders at all levels work with a common purpose of improving the outcomes for pupils. All issues from the previous inspection have been successfully addressed, for example, improved assessment and attainment in writing and science. Consequently, the school is in a good position for further sustained improvement.

Rigorous tracking of pupils' progress enables the school to target any pupils who underachieve and focus additional support to meet their needs. Consequently, most pupils, including those with special educational needs and/or disabilities and the more able, achieve well and make good progress from their starting points. A significant proportion enter Reception with early skills and knowledge well below those expected for their age. In the Early Years Foundation Stage, although many do not progress well enough to attain the levels expected on entry to Year 1, pupils' consistent good progress in Key Stage 1 ensures that attainment is regularly above average in reading, writing and mathematics by the end of Year 2. In the current Year 2, the attainment of higher-ability pupils in writing is outstanding.

In Key Stage 2, pupils maintain their good progress in English and science, but are not as consistent in mathematics. Even so, virtually all pupils make at least the nationally expected rate of progress, and a minority exceed it. Attainment shown by national tests is often average because pupils who arrive part-way through Key Stage 2 often start at lower levels and do not have time to attain as well as those already in the school. Boys' and girls' progress can appear to differ because small year groups inflate differences in ability. However, considered over time, there is no consistent significant difference. Achievement of the very few pupils from minority ethnic backgrounds is commensurate with their capabilities.

Teachers make learning enjoyable and motivating by good use of modern technologies, including inter-active whiteboards and computers, to stimulate learning and aid understanding. They also use practical activities such as role-play and games. In most lessons, pupils' good behaviour contributes strongly to their learning. Teaching is better and attainment is higher in English and science than in mathematics. Care, guidance and support are outstanding. All pupils report that adults care about them and deal promptly with any problems. Pupils feel safe and parents and carers wholly agree. Safeguarding procedures are meticulously applied. Bullying is very rare and swiftly dealt

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with if it occurs. Pupils have an excellent knowledge of how to keep themselves healthy and say they enjoy coming to school.

The school prepares pupils well for life in their next school and beyond. They and their families are given very effective advice and guidance when changing key stages. Pupils' social skills are well developed and they willingly take on responsibility as monitors and members of the school or eco councils. Spiritual, moral, social and cultural development is good. Pupils gain knowledge of a wide range of cultures through religious education, the 'Mega' Ethiopian project, French and visits, but get little first-hand experience of cultures beyond their immediate locality, particularly those representing the multi-cultural mix in modern Britain

## What does the school need to do to improve further?

- Improve attainment in mathematics in Key Stage 2 by:
  - making good use of current initiatives to spread good practice throughout the key stage
  - introducing a more investigative approach to learning, particularly in the use of mathematics to solve real-life problems.
- Improve the outcomes and provision for children in the Early Years Foundation Stage by:
  - providing a wider curriculum in all six areas of learning, using indoor and outdoor teaching areas
  - providing more opportunities for the spontaneous development of children's curiosity and creativity
  - develop children's social skills to enable them to learn how to play cooperatively in a wide variety of contexts
  - make sure that both boys and girls experience all aspects of the learning opportunities provided.
- Develop the school's work in promoting community cohesion by:
  - engaging with a wider range of community groups beyond the school and its immediate locality
  - providing more opportunities for pupils to gain first-hand experience of the wide ethnic mix in modern Britain.

## Outcomes for individuals and groups of pupils

**2**

Pupils' good progress is supported by lessons which often begin with a dance or other physical activity. In a Year 6 mathematics lesson, groups of pupils learned well when they ran to collect problem cards and find the total of the sums on them. Key Stage 1 pupils learned equally well as they excitedly played their roles in scenes from the Great Fire of London. They used this as the basis to produce impressive written work as newspaper reporters. Pupils with special educational needs and/or disabilities make

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good progress in small withdrawal groups and in mainstream classes, because of the well planned work and good guidance they receive.

Pupils are happy in school. They work and play harmoniously together. The school has very few pupils who cannot sustain good behaviour. Mis-behaviour is always quickly dealt with and does not disrupt learning. Pupils have a strong sense of right and wrong, and fair play. Their caring extends to those less fortunate than themselves and they support various charities. Pupils do not have much first-hand experience of people from different cultures, apart from the few in the school itself, with whom they get on well. Almost all pupils are very knowledgeable about their health and well-being. Physical activity is a feature of lessons in many subjects, and the 'boogie box' dancing, led by older pupils, provides an enjoyable start to morning and afternoon school. Older pupils encourage others to eat healthy food at break and lunch-times.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

The quality of teaching is good in most lessons, although a little is no more than satisfactory. Teaching assistants provide valuable support, particularly for pupils with

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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special educational needs and/or disabilities and lower-attaining pupils. Teachers' use of assessment in planning to meet the needs of pupils of all abilities is a strength and teaching assistants play a significant role in putting plans into practice.

The teaching of English is consistently good and accounts for pupils' good progress and impressive attainment in reading and writing. Science skills have improved from the school's focus on investigations. Mathematics teaching is good in Key Stage 1, but less consistently so in Key Stage 2. The current 'leading teacher' programme to improve numeracy in Year 6 is showing signs of success and numeracy develops well through Science in Years 5 and 6. Books show too little emphasis on applying mathematics skills to solve real-life problems throughout the school.

Pupils enjoy the broad range of learning experiences in Key Stages 1 and 2, but in the Early Years Foundation Stage opportunities for creative free-play are restricted. French is taught in Years 3 to 6. Sports and drama are made possible by good partnerships with local schools. There are good opportunities to learn to play the flute. Extra-curricular activities provide a small number of well-attended clubs, offering opportunities to engage in sports, chess and the arts, and a wide range of visits, including residential ones.

Care, guidance and support have improved since the previous inspection and contribute very strongly to pupils' good personal development and well-being. Pupils talk very positively about good relationships with all adults who work in school. Targeted support for the few vulnerable pupils ensures that their behaviour and attitudes are usually at least satisfactory. This ensures minimal disruption and helps them to access the curriculum and develop their self-esteem.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The headteacher's high expectations for the school's further development are shared by the whole staff. They work together well as a team, highly committed to school improvement. Governors show good commitment to the school; some come regularly to take assembly, run clubs or undertake curriculum reviews, but others have commitments elsewhere.

A good system for monitoring and evaluating teaching and learning is used effectively. This helps to improve practice by well-focused training and use of advanced skills teaching initiatives, for example, to improve attainment in Year 6 mathematics. This

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successful initiative has not yet been shared across the rest of the key stage. Targets set are realistic and challenging, based on accurate evidence from assessments, and are usually met, and exceeded in English and Science.

Safeguarding is outstanding. The school has adopted recommended good practice across all areas of its work. Procedures take developing technologies, such as those relating to the internet, into account. All staff, and governors who regularly come into school have good-quality training in child protection which is regularly evaluated and updated. All questionnaire responses indicated that parents and carers agree that their children are safe in school.

The school has effective strategies to deal with all forms of discrimination. In planning work, teachers make sure that pupils with barriers to learning have equal opportunities to succeed, often making good use of extra adult support. Sometimes pupils who enter in Key Stage 2 cannot catch up to achieve equally well with those who have been in the school longer.

There is good community cohesion within the school. All adults and pupils demonstrate a strong sense of belonging and caring for each other, united by shared Christian values. The cultural diversity afforded by the very few from minority ethnic backgrounds is celebrated and valued. Pupils learn about different cultures through the French and religious education curriculum, but the school does not have links to give pupils first-hand experience of people from different cultures in Britain.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

**Views of parents and carers**



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The vast majority of parents' and carers' returns were entirely positive, and many spoken to as they collected their children said they were entirely satisfied with the school. All parents and carers agreed that the school keeps their children safe, that teaching is good, and that they are kept informed about their children's progress. A very small minority did not believe the school deals effectively with unacceptable behaviour, but inspectors' evidence did not support this view. There are one or two pupils who, occasionally, exhibit brief episodes of unacceptable behaviour, but these are well controlled and do not inhibit learning for the majority.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hartshorne CofE Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 45 completed questionnaires by the end of the on-site inspection. In total, there are 93 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	63	16	35	1	2	0	0
The school keeps my child safe	30	65	16	35	0	0	0	0
The school informs me about my child's progress	30	65	16	35	0	0	0	0
My child is making enough progress at this school	29	63	16	35	0	0	0	0
The teaching is good at this school	24	52	22	48	0	0	0	0
The school helps me to support my child's learning	24	52	21	46	1	2	0	0
The school helps my child to have a healthy lifestyle	26	57	19	41	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	17	37	27	59	0	0	0	0
The school meets my child's particular needs	18	39	25	54	0	0	0	0
The school deals effectively with unacceptable behaviour	22	48	15	33	7	15	0	0
The school takes account of my suggestions and concerns	14	30	28	61	2	4	1	2
The school is led and managed effectively	24	52	21	46	1	2	0	0
Overall, I am happy with my child's experience at this school	29	63	16	35	0	0	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



Monday 29 March 2010

Dear Pupils

Inspection of Hartshorne CofE Primary School, Swadlincote, DE11 7ES

Thank you for being so friendly and helpful when we visited your school recently. We very much enjoyed the time we spent with you. You told us and wrote in your questionnaire returns that you think yours is a good school and we agree with you.

These are some of the things we found to be good in your school.

Your headteacher does a good job in running the school.

All the adults take care of you. You always have somebody to talk to if you feel troubled.

Teaching is good so you enjoy your lessons and usually work hard, so you do well, particularly in English and Science, not quite so well in Mathematics.

You know your targets well and how to achieve them.

Most of you behave very well. A few pupils, occasionally, behave badly but you said this is quickly dealt with.

Your knowledge of how to live a healthy lifestyle is excellent. You enjoy lots of sport, including your daily 'boogies'. You eat healthy food and persuade others to do so. You know how to keep yourselves safe, including when using the internet.

You take on lots of responsibility in the school, in the school council, eco-council and in your classes.

All the adults in your school want it to be even better. To make this happen I have asked them to do the following things.

To raise your attainment in Mathematics to match that of English and Science.

To improve the work in the Reception class and outdoor area, so that younger children get off to a better start.

To provide more opportunities for you to learn more about people from different cultures who live in Britain.

Yours sincerely

Carol Worthington

Lead inspector

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