

# Harton Primary School

East Avenue, South Shields, Tyne and Wear, NE34 6PF

**Inspection dates** 20–21 November 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Children enter the school with skills that are well below what is typical for their age. They make good progress across the Early Years Foundation Stage. A caring staff are very effective in settling them into school. As a result, they make very good progress in their personal development.
- Pupils make good and sometimes outstanding progress across Key Stage 1. They reach standards that are securely average and this is due to consistently good and sometimes outstanding teaching.
- Pupils continue to make good progress across Key Stage 2. They reach standards that are above average in mathematics and rising rapidly in reading and writing, as teaching has improved.
- Teaching is consistently good and an increasing proportion is outstanding. Pupils engage well in lessons. Teachers plan well to meet pupils' needs. Questioning is used effectively to promote pupils' learning and teachers have good subject knowledge.
- Pupils make good progress in their personal development and their behaviour is good both in and out of lessons. They play well together and enjoy coming to school. Pupils have a good understanding of different types of bullying stating that it is rare in school. They also have a good understanding of how to keep safe in different situations.
- The headteacher's determined and excellent leadership has rapidly improved the school. She is exceptionally well supported by a very skilful deputy headteacher. Subject leaders and a committed staff are helping to drive the school forward at a fast pace. Consequently, teaching is improving and standards are rising.
- Governors provide good support and challenge to the school. They know about the quality of teaching and the school's data. They spend the pupil-premium money wisely to improve pupils' progress. They are very committed to the school and want pupils to have equality of opportunity to achieve well.

### It is not yet an outstanding school because

- Not enough teaching is outstanding. Marking does not always help pupils to improve their work. Pupils are not always given enough time to work independently or challenged to reach higher levels in their work.
- Standards in reading and writing are not high enough at Key Stage 2. Pupils do not always have the more advanced skills needed to understand more difficult texts or reach a high enough standard in their writing.

## Information about this inspection

- Inspectors observed 36 lessons or parts of lessons, three of which were carried out jointly with the headteacher.
- Inspectors watched groups of pupils working with teaching assistants and listened to some pupils read from different year groups in classes, including a specific group from Year 2.
- Inspectors talked to a range of pupils about their work and play in the school. They also looked at a range of pupils' work from across the school.
- Meetings were held with six governors as well as teaching staff, including senior and middle leaders. Discussions were held with a representative of the local authority.
- Inspectors took account of 38 responses to the online questionnaire (Parent View). They also considered the school's staff and parent questionnaires. A letter was also received from a parent.
- Inspectors studied the overall work of the school and looked at a number of documents including the school's data about pupils' current progress. They also studied documents relating to safeguarding, governance, behaviour and attendance.
- Inspectors examined a range of other evidence including school displays, its website and evidence representing the school's wider achievements beyond the classroom.

## Inspection team

David Shearsmith, Lead inspector

Additional Inspector

Christopher Jeffrey Young

Additional Inspector

Timothy Nelson

Additional Inspector

Deborah Wylie

Additional Inspector

## Full report

### Information about this school

- The school is much larger than an average-sized primary school.
- A well-above average proportion of pupils are known to be eligible for the pupil premium, which is additional government funding for those pupils known to be eligible for free school meals, children in the care of the local authority and children of service families.
- An average proportion of pupils are supported at school action. Similarly, the proportion supported at school action plus or with a statement of special educational needs is average.
- The majority of pupils are of White British heritage.
- The school has achieved the Healthy School award.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The Early Years Foundation Stage is taught in a Nursery and three Reception classes who share a large outdoor and indoor learning area.
- The school provides a breakfast club managed by the governing body.
- The school experienced a significant amount of disruption during the amalgamation of the infant and junior schools into the new school building up to and including 2011.

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

- Improve teaching so that more is outstanding by:
  - making sure the marking of pupils' work gives clear points for improvement and time is provided to correct work in the next lesson
  - ensuring that pupils are given more opportunities to be independent in their learning and are challenged to reach higher levels in their work.
- Improve standards in reading and writing at Key Stage 2 by:
  - developing further the way guided reading is taught so pupils make better progress and possess the skills needed to read and understand more difficult texts
  - ensuring the teaching of writing challenges pupils to reach a higher standard in their writing skills.

## Inspection judgements

### The achievement of pupils is good

- Achievement is good in this rapidly improving school. Following a period of disruption, as a result of building work and the schools' amalgamation, significant strides have been made in improving pupils' achievement over the last two years.
- Children enter the Early Years Foundation Stage with skills that are well below what is typical for their age, with particular weaknesses in their literacy skills. They make good progress in all areas of learning. Skilful teachers settle the children quickly and help them to develop their speaking and listening skills well.
- Pupils continue to make good and sometimes better progress across Key Stage 1 in reading, writing and mathematics. They reach standards, by the time they move to Year 3, that are consistently average over time. This is due to good and sometimes outstanding teaching that meets pupils' needs well.
- Progress across Key Stage 2 is good in reading, writing and mathematics. Teaching, particularly in upper Key Stage 2, is good and sometimes outstanding. Standards are rising. They are now above average in mathematics and catching up rapidly in reading and writing.
- The school has a systematic approach in place for the teaching of reading and phonics (the sounds that letters make). This gives pupils a good start to developing their reading skills. In the Year 1 reading check over the last two years, pupils performed close to the national average. The school implemented a guided reading session every day. This initially had a positive impact on pupils' reading skills. It is not as effective in ensuring pupils have the more advanced skills required to understand more challenging texts and so reach higher levels in their reading.
- The school has improved how it teaches mathematics, particularly calculation skills. Mathematics is taught well across the school. Consequently, pupils make good progress at both key stages to reach above average standards by the end of Key Stage 2. The school enables pupils to apply their skills in other subjects and this enhances their understanding.
- Writing is increasingly taught well across the school. Standards at Key Stage 1 are average and progress is good. At Key Stage 2 standards are improving, particularly in Year 6. Progress is good overall, although the teaching of writing in some classes does not always enable pupils to reach higher standards in their work. Pupils did, however, perform well above the national average in the spelling, grammar and punctuation test and are using their skills well in other subjects.
- The most-able pupils make good progress overall. In mathematics they are particularly successful and reach standards that are above average by the time they leave Year 6. In 2013, four pupils achieved Level 6 in mathematics.
- Pupils known to be entitled to the pupil premium, including those known to be eligible for free school meals, make good progress. By the time they leave Year 6, they are almost two terms ahead of similar pupils nationally. They reach standards that are just below average in reading, writing and mathematics. The gap between them and other pupils is closing rapidly. The school has used its funding creatively to improve outcomes for pupils through well-targeted individual and group teaching. This demonstrates the school's successful commitment to equality of opportunity.
- The school has revised how disabled pupils and those who have special educational needs receive support. This is making a difference. These pupils are making good progress and this is due to the skilful teaching and guidance they receive from support staff.

### The quality of teaching is good

- Teaching over time has improved and now is consistently good. An increasing proportion is outstanding. Teachers have good questioning skills and use their good subject knowledge to plan lessons that engage pupils and meet their needs well. Teachers typically have high

expectations of what pupils can achieve. Lessons have good pace. Other staff are well deployed to promote pupils' learning. Teachers regularly give homework tasks that make a positive contribution to pupils' learning and progress.

- In a Year 6 lesson pupils were learning how to write a news script based on '*A Christmas Carol*'. The learning was highly interactive with pupils displaying a high level of independence. They were challenged to write in a very short space of time and made outstanding progress in this task. This is not the case in all lessons, however. Pupils do not always have enough time to work independently or have challenging enough activities. Consequently, learning slows.
- In a Year 6 mathematics lesson, pupils were solving problems related to fractions. The teacher's excellent subject knowledge, coupled with a well-structured lesson that used practical apparatus to deal with pupils' misconceptions, ensured they made outstanding progress. Where pupils are allowed to investigate and have more time to work independently they make faster progress.
- Teaching assistants are effectively used throughout the school. A writing lesson in Year 2 saw pupils successfully supported by a very skilful teaching assistant. The teacher and the assistant worked extremely well together. This ensured all pupils achieved well in the lesson. Pupils with very specific needs had good support during the lesson which was well planned and tailored to meet all pupils' needs. Consequently, all pupils made outstanding progress in their learning.
- Teachers mark pupils' work regularly, after each piece is completed. They often give quite lengthy pointers in order to improve pupils' writing. Marking in mathematics sometimes deals with pupils' misconceptions. However, marking does not always effectively help pupils improve the quality of their work in either of these subjects. It does not give a clear, concise point for improvement that pupils can work on in the next lesson. Consequently, it is not always effective in moving pupils on to the next level of understanding.

### **The behaviour and safety of pupils are good**

- Pupils enjoy coming to this caring school where there is a strong focus on pupils' personal development. Pupils readily take on responsibility for helping others, particularly those pupils who are younger, in the school.
- Pupils engage well in lessons. The school provides good opportunities for pupils to learn. Pupils participate well where teachers use talk partners or when pupils are involved in group work. They are keen to learn and respond well to teachers' high expectations of behaviour and learning.
- Parents are becoming increasingly aware of the importance that consistent attendance has on the better progress of their children. The school has a wide range of strategies to improve attendance. They rigorously follow up poor attendance. This is having a positive impact on those pupils whose attendance needs to improve. Consequently, attendance this term is close to average.
- The school's curriculum supports pupils' personal development well. Pupils' spiritual, moral, social and cultural understanding is fostered successfully. Pupils work well together and have a good understanding of right and wrong. A range of cultural experiences promotes a good understanding of their own and other cultures.
- The school promotes a good understanding of bullying including using mobile phones and the internet. They regularly ensure pupils understand what constitutes bullying including who to speak to and what to do if they are bullied. An assembly, attended by most pupils, promoted this understanding exceptionally well during the inspection.
- Pupils also have a good understanding of how to keep safe. They know about water safety through swimming lessons. They also knew about safety on the internet and how to keep safe in a range of different situations.
- The school uses its sports funding to good effect. A wide range of opportunities is available for pupils to attend high-quality sports sessions which are very popular. The school also provides a breakfast club that gives pupils a good start to their day. These, coupled with the high-quality healthy lunches that the school provides, make a good contribution to pupils' health and well-

being.

## **The leadership and management** are good

- The highly effective leadership of the headteacher, well supported by the deputy headteacher, subject leaders and a committed staff, has rapidly improved the school. The quality of teaching and pupils' progress have improved so that teaching is now consistently good and standards are rising. Some teaching is outstanding. The school plans to use these examples to develop all teachers to this level.
- The school went through a period of turbulence when it was reorganised and rebuilt. It was a challenging time for the school and its leadership and hampered the school's progress. Since then, strong teamwork and good leadership by middle leaders have developed everyone's commitment to improve. This has driven the school forward. Staff members regularly meet to check on pupils' progress and they are vigilant in looking to improve everyone's achievement.
- The local authority has provided good support during the school's rapid development. Whole-school reviews, support and training have helped the school's leadership to drive improvement in this now self-sustaining good school.
- The school has an accurate understanding of its performance and has chosen the right things to implement in its school improvement plan. Standards in mathematics have risen as a result of the effective work of the subject leader for mathematics. The literacy leader provides good support in this area and literacy is also showing signs of improvement.
- Arrangements to check the performance of teachers have been used effectively to improve the school's performance and the quality of teaching. Teachers are appropriately rewarded for their work and responsibilities in line with the nationally agreed teachers' standards. They have clear targets to improve their teaching and pupils' progress. They receive training to support this.
- Safeguarding meets requirements as the school and governors ensure pupils are safe, secure and well cared for.
- The school engages well with parents and the majority are happy with the progress their children are making. The school provides a wide range of activities to enable parents to participate in their children's learning.
- The school has a wide range of partnerships that supports the school in its drive to improve. These enrich the work of the school and enable it to make good use of a range of opportunities which support the school's curriculum.
- The school's curriculum increasingly meets pupils' needs. Where teachers are using themes such as 'The Great Fire of London' in Year 2 and '*A Christmas Carol*' in Year 6, pupils are inspired to learn and their literacy skills improve rapidly through meaningful tasks. Visits and visitors help pupils to understand the world around them and pupils develop a thirst for learning.
- **The governance of the school:**
  - Governors have a clear understanding of the school's strengths and what is needed to improve it further. They know about the quality of teaching and the progress pupils make. They have a growing understanding of the school's and national data through headteacher reports and training. They have used their pupil-premium funding wisely. It has been used to provide additional support for pupils, as well as raising their aspirations and self-esteem. This has had a positive impact. Consequently, progress is good and continuing to improve. The governors use funding judiciously including the government sports funding, which is having a very positive impact on the quality of sport in the school. They have also checked the headteacher's performance rigorously to challenge and support the school's improvement and governors reward teachers where they have met their targets.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	136178
<b>Local authority</b>	South Tyneside
<b>Inspection number</b>	425862

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	675
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Margaret Reay
<b>Headteacher</b>	Alison Chipchase
<b>Date of previous school inspection</b>	28 February 2012
<b>Telephone number</b>	0191 456 2150
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