

Timothy Hackworth Primary School

Byerley Road, Shildon, County Durham DL4 1HN

Inspection dates 17–18 November 2015

Overall effectiveness **Requires improvement**

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Require improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Pupils' progress is not consistently good across the school, particularly in reading and mathematics. Too few pupils make better than expected progress and, as a result, are not reaching the standards they are capable of.
- In 2015, standards were well below average at the end of Key Stage 2. This was a decline from previous years when standards were broadly average. Standards at the end of Key Stage 1 also fell from above average in 2014 to below average in 2015. Results in the Year 1 phonics check have been well below average over the last two years.
- Inconsistencies in teaching over time have had an adverse impact on pupils' achievement. When teaching is not good, some pupils lose interest, become distracted and do not engage in learning as well as they could.
- Attendance is below the national average and persistent absence is higher than seen nationally.
- The quality of teaching and the curriculum in the early years requires improvement. Teaching has not ensured that a high enough proportion of children reach a good level of development.
- Provision for pupils in the enhanced resource base does not consistently meet their needs.
- The checks made by some subject and other leaders have not been sufficiently rigorous in ensuring that pupils' underachievement is identified and then promptly addressed.
- Governors recognise through their own self-evaluation that they still have work to do to ensure that they rigorously evaluate the work of the school and challenge it to improve further.

The school has the following strengths

- The recently appointed headteacher and senior leadership team have identified the correct priorities to improve the school and are working hard to address them. They have a clear vision and ambition for the school to be outstanding.
- Leaders' work to promote pupils' well-being is strong. They go 'the extra mile' to ensure that pupils are kept safe and work closely with pupils and their families to ensure their welfare.
- Pupils' spiritual, moral, social and cultural development is good. They show respect for and tolerance of others and are proud of the work they do within school and the wider community.
- Pupils are well prepared for life in modern Britain. They are developing a good understanding of those from other faiths and cultures and of democracy.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment, particularly in reading and mathematics, in order to increase rates of progress and raise standards for all groups of pupils, by:
 - improving the teaching of reading, particularly in the precise teaching of phonics (sounds and the letters they represent), so that children are able to draw upon a wider range of strategies to enable them to tackle new words and to acquire more advanced reading skills
 - providing more opportunities for pupils to apply their reasoning and problem-solving skills in mathematics and tackle work which enables them to think more deeply.
- Improve the quality of teaching and the curriculum in the early years to make sure all groups of children make rapid progress so that more children reach a good level of development by the end of the Reception Year.
- Improve leadership and management, by:
 - developing the skills of subject and other leaders so that they take increased responsibility for improving the quality of teaching and pupils' outcomes in the areas for which they are responsible
 - ensuring that the governing body rigorously evaluates the work of the school and challenges it to improve further
 - sharpening the targets and timescales in the school improvement plan so that the impact of the school's work can be measured more precisely.
- Improve attendance and reduce rates of persistent absence for all groups of pupils, but particularly for those who are disadvantaged.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

requires improvement

- The recently appointed headteacher and deputy headteacher work effectively together as a team. Since taking up their posts in January and February 2015, they have swiftly identified what improvements need to be made in order to improve outcomes for pupils. They have implemented a range of new systems, for example for the performance management of staff, and reviewed policies and procedures in order to increase their effectiveness. They and the governors are ambitious for the school and want the best for the children in their care. The impact of their work is beginning to be seen, particularly in the way staff are now held more to account for pupils' progress.
- The leadership and management of teaching is improving. Senior leaders now check more regularly on the quality of teaching through observing lessons, making short visits to lessons to see how well pupils are learning and looking at pupils' books and teachers' planning. They are tackling weaknesses in teaching and providing support for staff to help them improve; for example, through effective training and sharing of good practice. However, these changes have not yet had time to raise the quality of teaching sufficiently for all staff. Consequently, the quality of teaching is not consistently good across the school. This means that not all pupils have an equal opportunity to make the good progress they should.
- Senior leaders have identified the correct priorities for improvement within the school development plan. However, the targets for improvement and timescales are not as sharp as they should be so that success can be measured precisely.
- The leadership of subjects and other aspects of the school's work is variable. Some middle leaders have a sound understanding of the strengths and areas to be improved. Others are not as sure as they have not conducted regular checks on some aspects of the work in the areas for which they hold responsibility in order to identify precisely what needs to be improved. As a result, the quality of teaching and outcomes for pupils are not consistently good.
- Senior leaders have improved systems for performance management. They are holding staff rigorously to account for the progress made by pupils in their classes. They have set appropriate targets for each member of staff and are checking their progress through regular meetings to discuss pupils' progress to ensure that any areas of underachievement are swiftly addressed. Leaders have made staff aware that they need to meet their targets before progressing up the pay scale.
- Leaders are targeting the use of the primary sports funding effectively and this is making a notable impact on pupils' health and well-being. The school has invested funding into a sports partnership which includes a local secondary school and they are providing training for staff in a range of sports in order to enhance teachers' skills. There is a range of after-school sporting activities and these are well attended.
- Leaders are taking steps to implement the new National Curriculum programmes of study. They are aware that new curriculum expectations are higher and are ensuring that appropriate plans are in place to cover a range of subjects. There are particular strengths in the curriculum in relation to developing pupils' good personal, social, health and citizenship skills. The development of these skills is woven through all aspects of the school and does much to promote pupils' spiritual, moral, social and cultural development and their well-being. Pupils benefit from a range of extra-curricular activities, particularly in sports such as gymnastics, basketball and dance. There are also visits, such as to the theatre and local museums, in order to enhance pupils' learning.
- Pupils show respect for and tolerance of those from backgrounds different to their own. They have a deep understanding of fundamental British values, democracy and the dangers of radicalisation through the work they carry out in school. This is demonstrated in the way pupils have campaigned to put an end to children working as child soldiers and through writing to, and receiving responses from, government ministers about local and worldwide issues. Some pupils have made presentations at conferences in the north east and at a university in London to share their views. They have written their own behaviour policy, entitled 'Getting on and being friends'.
- The school's work to promote the well-being and safety of pupils is strong. Staff engage well with families to support them, especially when they are experiencing a crisis or difficulty. They go the 'extra mile' to ensure pupils are able to get to school, for example if a sibling is in hospital a distance away. Parents who spoke to inspectors expressed how much they value the support from the school, particularly that of the parent support adviser.
- The local authority is providing effective support and challenge for the school. They have conducted a

review of the work of the school and are providing support to help improve the quality of teaching and outcomes for pupils, for example in improving provision for children in the early years. They are supporting governors in the self-evaluation of their work, as well as providing training for them in order to develop their skills more fully in challenging the school.

■ **The governance of the school**

- Governance requires improvement. The governing body has been restructured and there are a number of link governors who check on different aspects of the school's work. Through their self-evaluation of their own effectiveness, governors have identified for themselves what further work needs to be done to enable them to challenge the school more fully. An external review of governance has already been scheduled, at the school's request.
 - Governors receive helpful information from the headteacher, particularly in relation to the outcomes for pupils and the quality of teaching. Consequently, governors are aware of where the weaknesses lie and ask pertinent questions of leaders to check what actions they are taking to address these.
 - Governors have recently ensured that the pupil premium funding is spent more appropriately to provide additional support to meet the needs of these pupils, but this has not always been the case. The impact of this is beginning to be seen in the outcomes for these pupils, but leaders have yet to ensure that this group achieve well overall. The special educational needs funding for pupils from the enhanced resource base is not always used as effectively as it should be as the outcomes for these pupils are variable. Some pupils are not always making the progress they should. Governors have endorsed the new performance management arrangements to ensure that staff do not progress up the salary scale unless they have met their challenging targets.
- The arrangements for safeguarding are effective. Leaders, staff and governors are very vigilant in ensuring that any concerns are promptly followed up and work closely with families to ensure the safety and well-being of their children. Systems are rigorous and effective policies and procedures are in place.

Quality of teaching, learning and assessment

requires improvement

- There are inconsistencies in the quality of teaching, learning and assessment across the school and, as a result, pupils do not always make good progress. On occasions, some pupils are not sufficiently challenged to achieve as well as they can because work is not matched accurately to their needs. Sometimes work for lower-ability pupils is too hard and they struggle to understand or complete it.
- The teaching of phonics is not as precise as it should be. Some adults do not enunciate sounds correctly and therefore do not provide good role models for pupils. This leads to misconceptions and hinders pupils' learning, particularly for those pupils with special educational needs. Some pupils do not use their phonics skills accurately to tackle new words. The school has recognised this and has changed the way in which phonics are taught in the Early Years Foundation Stage and Key Stage 1. The impact of this is just beginning to be seen.
- Pupils' skills in reading are also hampered because they are not taught a range of strategies to help them read more effectively. For example, some pupils could not identify frequently used words to help them read more fluently and others have not fully developed their comprehension skills to aid their understanding of the texts they read.
- The teaching of mathematics requires improvement. Although pupils are making progress in their calculation skills, teaching does not provide sufficient opportunities for pupils to apply their reasoning and problem-solving skills to help them think more deeply.
- The quality of marking has improved and there are some good examples of where pupils have responded effectively to feedback to move them on in their learning. However, this is not always the case.
- Teaching assistants are usually deployed effectively within the school to support pupils' learning. Teachers give teaching assistants clear instructions so that they know how to support pupils to the best effect. There was evidence of some sensitive support for pupils with special educational needs, particularly some from the enhanced resource base. These pupils are included in lessons and staff promote their confidence to encourage them to join in with the other pupils, for example in reading aloud to the class. In some whole-class activities, work is not always matched to their specific needs.
- Where teaching is most effective, work is matched closely to pupils' needs and provides appropriate levels of challenge and teachers' questioning is more probing, encouraging pupils to think more deeply.
- There are good relationships between staff and pupils, and pupils who spoke to inspectors were keen to tell them they get the support they need if they are 'stuck' with their work.

Personal development, behaviour and welfare

requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- This is a strength of the school. Leaders and staff go beyond what would be expected to promote pupils' well-being. Parents who spoke to the lead inspector were overwhelmingly positive about the support they had been given by the school, particularly by the parent support adviser, when they were experiencing difficulties.
- Leaders work with a wide range of other agencies to ensure pupils' welfare. Pupils say they feel safe. They have a good understanding of how to keep safe, for example when using computer technology. They know exactly what to do should they have a concern and know it will be rapidly responded to by adults.
- Pupils are very proud of their school. Pupils learn to respect each other's needs and interests and to become responsible citizens. The work in this area permeates the whole school and underpins everything the school does. Pupils have a strong voice and have been involved in interviewing candidates for posts in the school and are not afraid to express their views about things that concern them, for example by writing to and receiving responses from the Prime Minister.
- Pupils take their responsibilities very seriously, for example as playground buddies or members of the school council. Pupils form part of a group leading the school's work in developing personal, social, health and citizenship skills and spoke enthusiastically about their influence within the school. This does much to promote pupils' confidence and self-esteem and prepares them well to become good citizens. It also prepares them well for life in modern Britain.
- Pupils who spoke to inspectors reported that on occasions bullying does happen, but that it is rapidly dealt with. This was also confirmed by parents who spoke to inspectors.

Behaviour

- The behaviour of pupils requires improvement.
- Attendance is below average. Although leaders could demonstrate success with particular families where the school's intervention has ensured that a number of targeted pupils have improved their attendance, persistent absence remains above the national average. The breakfast club is popular and this helps to ensure that pupils get to school on time. They benefit from socialising with their friends and joining in activities before school.
- When teaching is not engaging, pupils lose interest, are distracted and fidget. This slows the pace of their learning. This is sometimes the case when teachers do not ensure pupils are sitting appropriately to do their writing, for example, when sitting on the floor. This means that their posture is not correct and it is difficult for them to write well.
- Nevertheless, behaviour in better lessons and around the school is good and the school's work in respect of 'restorative justice' is effective, with pupils sometimes resolving conflicts themselves, including in the early years.
- Pupils are polite and welcoming to visitors and are keen to talk about their school and their achievements and interests. They demonstrate self-discipline and show care for others.

Outcomes for pupils

require improvement

- The progress pupils make from their starting points is too variable across different subjects and year groups. The quality of teaching has been inconsistent over time and this has hampered the progress of pupils who are capable of achieving much more.
- The teaching of phonics has not been effective. As a result, the proportion of pupils who attain the expected level in the Year 1 phonics check has been below the national average for the last two years. Senior leaders have recognised this and have recently changed the systems used to teach phonics and early improvements are beginning to be seen with younger pupils.
- Although there had been a rising trend of attainment at the end of Key Stage 1 to above average in 2014, there was a notable decline in 2015 to below average in reading, writing and mathematics. Few pupils attained the higher levels.

- Attainment at the end of Key Stage 2 has been broadly average for several years, but as in Key Stage 1, results fell in reading, mathematics and grammar, punctuation and spelling in 2015. Consequently, these pupils were not well prepared for the next stage in their education.
- However, in writing, more higher-ability pupils attained the higher Level 5 and Level 6 than previously. More pupils made expected progress and more than expected progress in writing than in reading or mathematics in 2015 from their starting points.
- Disadvantaged pupils made similar progress to their peers prior to 2015 but fewer made expected progress last year compared to their peers and those nationally. The progress of disabled pupils and those who have special educational needs is variable across the school and therefore is not consistently good.
- The progress of pupils from the enhanced resource base who have speech, language and communication difficulties is variable. Some receive effective targeted support from adults which helps to promote their skills and understanding, but this is not always the case.

Early years provision

requires improvement

- The provision in the early years requires improvement because not enough children reach a good level of development and are not fully ready for Year 1. Many children enter the Nursery with skills and abilities below those typical for their age but do not make consistently good progress across the Early Years Foundation Stage.
- Teaching and the curriculum in the early years require improvement, particularly in the Reception Year as there is sometimes insufficient challenge for children. Adults observe children learning and make useful assessments on what they know and can do. These are recorded well in children's learning journals. However, adults do not always use this information to identify precise next steps to move children's learning on quickly enough.
- The teaching of reading and phonics skills has not been as effective as it should have been. There are new systems in place which children are engaging in more effectively, but in some lessons adults' expectations are not high enough.
- In the provision for two-year-olds, children respond well to adults. They benefit from first-hand experiences, such as making cakes and mixing the ingredients themselves. One child proudly said, 'I cracked the egg'. Staff follow up on children's interests, for example one child chose to play a small keyboard and a member of staff supported him by taking him into the music corner in the main nursery and encouraging him to make loud and quiet sounds with a range of other instruments. These children are quite confident to join in with older children.
- Similarly, in the Nursery provision for three- and four-year olds, there is a range of interesting and stimulating activities which engage children in their learning. For example, the teacher worked effectively with children using a train and track as a follow-up to a visit to a local railway museum. The teacher's questioning did much to promote children's speaking and listening skills. There are some opportunities for children to engage in mark-making and to develop their fine motor skills. There are also good opportunities for children to learn outdoors, particularly as part of the Forest School's activities. This is helping children to become more independent and develop their social skills.
- In Reception, children enjoyed discussing and learning about the months of the year and identifying which month their birthday was. They produced a tally chart, but struggled a little to identify in which months there were more birthdays and in which months there were less.
- Children behave well in the early years. There is a calm, orderly atmosphere and children are settled into the well understood routines. They show independence in learning and cooperate well together on activities, sharing equipment and taking turns.
- Children are very well cared for and arrangements for safeguarding are robust. Staff are very vigilant in ensuring that they carry out daily checks and risk assessments to make sure children are safe. They are also vigilant in reporting any concerns they may have in respect of children's welfare.
- The leadership of the early years has a sound understanding of the strengths and what needs to be done to improve. The local authority are providing support to the setting to help improve the quality of teaching and the curriculum, particularly in relation to child-initiated learning.
- Parents are welcomed into the early years and they are encouraged to become involved in their children's learning. They are approached to contribute to early assessments when the children enter Nursery or Reception.

School details

Unique reference number	114113
Local authority	Durham
Inspection number	10000468

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

Type of school	Primary
School category	Community
Age range of pupils	2–11
Gender of pupils	Mixed
Number of pupils on the school roll	445
Appropriate authority	The governing body
Chair	Mr J Laverick
Headteacher	Mrs Lynn Boulton
Telephone number	01388 772959
Website	www.timothyhackworthschool.co.uk
Email address	timothyhackworth@durhamlearning.net
Date of previous inspection	25–26 April 2012

Information about this school

- This school is much larger than the average-sized primary school.
- The vast majority of pupils are of White British heritage.
- The proportion of disabled pupils and those who have special educational needs receiving support is broadly average while the proportion with a statement of special educational needs or education, health and care plans is three times the national average.
- The school hosts an enhanced resource base for up to 20 pupils across the local authority with speech, language and communication difficulties. There are currently 18 pupils in the enhanced resource base.
- The proportion of disadvantaged pupils for whom the pupil premium provides support is approximately twice the national average. Pupil premium funding is provided to support pupils who are known to be eligible for free school meals and those who are looked after by the local authority.
- The school has part-time provision for two-year-olds and 52 three-to-four year olds in the Nursery. Reception children attend full-time.
- The school does not meet the government's floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The headteacher was appointed in January 2015 and the deputy headteacher in February 2015.
- The school runs a breakfast club each day.
- There is a pre-school which is located in close proximity to the school but is separately run and subject to a separate Ofsted inspection.

Information about this inspection

- The inspectors observed the quality of teaching, learning and assessment in all classes and made some short visits to classrooms to evaluate the quality of the curriculum and the provision for different groups of pupils, including those with special educational needs. The headteacher and deputy headteacher jointly observed the quality of teaching with members of the inspection team.
- The inspectors listened to a number of pupils read in each year group and reviewed the work in pupils' books.
- Inspectors talked informally to pupils in lessons and around the school and held meetings with four groups of pupils.
- The inspectors observed pupils' behaviour in lessons and during break and lunchtimes.
- Inspectors held discussions with the headteacher, other senior leaders, subject and other leaders. The lead inspector met members of the governing body and a representative of the local authority.
- Inspectors scrutinised a range of documents including minutes of governing body meetings, the school improvement plan, information on pupils' progress, the school's evaluation of its own performance, monitoring records on the quality of teaching, local authority reports, a range of school policies and documentation relating to safeguarding (protecting children and making sure they are safe) and attendance.
- There were no responses to the staff questionnaire.
- The inspectors also considered the 44 responses made by parents to the online questionnaire (Parent View) and also the responses made by three pupils.

Inspection team

Christine Inkster, lead inspector	Her Majesty's Inspector
Susan Hayter	Her Majesty's Inspector
Janet Lunn	Her Majesty's Inspector
Fiona Manuel	Her Majesty's Inspector
Stuart Cleary	Ofsted Inspector

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