

Hartshorne CofE Primary School

Main Street, Hartshorne, Swadlincote, Derbyshire DE11 7ES

Inspection dates

7–8 November 2018

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

Summary of key findings for parents and pupils

This is a good school

- Leaders, including governors, have an accurate understanding of the strengths of the school. They use this well to plan for further improvements.
- Leaders have acted decisively to improve the quality of teaching. Over recent years, there has been a marked improvement in the progress pupils make across key stage 2.
- Most middle leaders are new to their post this year. Some of these leaders have not yet developed their roles sufficiently well.
- Teachers ensure that pupils study a wide range of subjects. The curriculum is not planned well enough to ensure that pupils study all subjects in depth.
- Reading is taught well throughout the school.
- Pupils behave well around school. They are polite and respectful. They are keen to talk about school life and participate in their lessons with enthusiasm.
- Leaders promote pupils' spiritual, moral, social and cultural development well. Pupils learn about a wide range of religions and cultures. They are developing a good understanding of British values.
- Adults promote pupils' learning of new and challenging vocabulary well.
- Teachers use their strong subject knowledge to explain new ideas clearly to pupils. They ask well-considered questions so that any misconceptions are quickly addressed.
- In mathematics, teachers do not provide the most able pupils with regular opportunities to deepen their skills and understanding of the concepts being taught.
- Teachers do not reliably ensure that pupils use the skills they have learned in spelling, punctuation and grammar when they write across a range of subjects.
- Teaching assistants provide effective support for pupils, including for those pupils who have special educational needs (SEN) and/or disabilities.
- While pupils are keen learners, they do not all demonstrate pride in their work. Too many pupils' books are not well presented.
- Children get off to a good start in the early years. Learning is well planned and children make good progress.
- Every parent who expressed a view said their child was happy, safe and making good progress at school.
- The culture of safeguarding across the school is strong.

Full report

What does the school need to do to improve further?

- Improve the effectiveness of leadership and management by:
 - ensuring that the curriculum is sufficiently well planned and implemented so that pupils deepen their knowledge across all subjects
 - developing the skills of all middle leaders so that they can improve the quality of teaching and standards in their areas of responsibility.
- Improve the quality of teaching, thus accelerating pupils' rates of progress, by teachers:
 - insisting on the highest standard of presentation in pupils' work
 - providing frequent opportunities for the most able pupils to deepen their understanding of the concepts being taught in mathematics
 - ensuring that pupils use the skills they have learned in spelling, punctuation and grammar accurately when they write across a range of subjects.

Inspection judgements

Effectiveness of leadership and management

Good

- A new headteacher was appointed in April 2015. Since that time, there have been changes to staffing arrangements in three out of the four classes. Some classes have had more than one teacher in an academic year. Leaders have managed this period of turbulence well. They have ensured that the quality of teaching is now good across the school.
- Leaders know the school's strengths and relative weaknesses well. They use their detailed evaluations of provision to plan carefully for future improvements. Leaders demonstrate a strong capacity to improve the school further.
- Leaders make careful checks on the quality of teaching and learning. They provide support and training for individual teachers to improve their practice. They check that this is being successful. When leaders find aspects of teaching that can be improved across the school, they provide training for all staff. They develop clear strategies for teaching and check that the new approaches are consistently implemented.
- The additional government funding to support disadvantaged pupils has been used to provide these pupils with additional support for their learning. Leaders recognised that there has been some variability in the progress that these pupils make. They commissioned an external review of the spending of the pupil premium funding because they wanted to be certain they were using the funding to best effect. They have used the findings of the review to consider more carefully the needs of each individual pupil to ensure that they are providing the support they need. Early indications are that the funding is well spent and that these pupils are making progress in line with that of their peers.
- Physical activity is encouraged daily at school. Leaders have used the primary physical education (PE) and sport funding to provide a range of equipment for pupils to use at playtime and lunchtime. There is a range of skipping ropes, hoops and an obstacle course for pupils to use. Staff regularly join in these activities with pupils to model the importance of being active. The funding has also been used to improve the teachers' skills in a range of sports and to provide a wider range of sports for pupils to enjoy. Pupils participate in basketball, dance, archery and fencing to name but a few. Pupils in both key stage 1 and 2 enjoy sporting clubs after school.
- Due to the turnover of staffing, the majority of middle leaders are new to their posts. The leadership of some subjects is better developed than others. Leaders of English and mathematics have made a strong start, successfully implementing strategies that have improved the quality of teaching. Not all leaders have yet developed their skills and roles to be making a difference to the quality of teaching.
- Leaders' planning of the curriculum ensures that pupils study a wide range of subjects. They have raised the importance of improving pupils' vocabulary. The design of the curriculum does not ensure that pupils study subjects such as science or geography in sufficient depth.
- Leaders ensure that the needs of pupils who have SEN and/or disabilities are well met. Leaders engage well with a range of external services so that these pupils can receive

the support they need. Leaders and teachers take account of parents', carers' and pupils' views when they plan the appropriate support for pupils. The majority of pupils who have SEN and/or disabilities make strong progress from their starting points.

- Pupils' spiritual, moral, social and cultural development is a strength of the school. The school's values, such as compassion and friendship, are well understood by pupils. They learn a range of musical instruments and enjoy visits from a theatre company. Pupils learn about a wide range of religions. They celebrate festivals such as Diwali. They understand that people may have lifestyles and beliefs that differ from their own.
- Leaders involved parents and pupils in defining what the British values of democracy, tolerance, mutual respect, individual liberty and the rule of law mean to them and the local community. Leaders used the ideas that were suggested to design a poster for the promotion of British values at Hartshorne. Pupils talk knowledgeably about British values, relating them to their school's values.

Governance of the school

- Governors are ambitious for everyone associated with the school to do well. They provide an appropriate balance of support and challenge to leaders. They consider any significant changes to the school very carefully, garnering the views of stakeholders and seeking external advice before making well-considered decisions. A recent example of this was when the school changed its age range to admit nursery children.
- Governors visit school regularly to take part in training alongside staff, to attend events with parents and to find out about the work of the school alongside leaders. They have a clear understanding of the improvements that have been made over recent years.
- Governors benefit from useful training so that they can fulfil their duties well. Governors demonstrate a determination to improve their skills further and hold leaders to account ever more rigorously. For example, following training, governors have sharpened the focus of their questions when they visit school to speak with leaders about provision for pupils who have SEN and/or disabilities.

Safeguarding

- The arrangements for safeguarding are effective.
- Safeguarding is of the highest priority for everyone at Hartshorne Primary School. Staff are very well informed about all aspects of safeguarding, the signs of abuse to look for and what to do if they are concerned about a child's welfare. They are very clear about how to raise a concern should one arise. They are fully aware of their responsibilities.
- The designated senior leaders for safeguarding manage procedures well. The appropriate vetting checks take place when adults start working at the school. Records are well kept and demonstrate that leaders work closely with external agencies to keep pupils safe.
- Pupils feel safe in school. They told the inspector that they learn how to keep themselves safe in a range of situations. Pupils learn about fire safety and when they cross the road. They talk knowledgeably about how to stay safe when they use the internet.

Quality of teaching, learning and assessment

Good

- Teachers promote pupils' understanding and use of a broad vocabulary well across the school. Teachers and teaching assistants model language well by using correct vocabulary when they are talking with pupils of all ages. Teachers provide pupils with sufficient time when they are reading to identify unfamiliar words. Teachers ensure that pupils understand the words and know how to use them in different contexts.
- Reading is taught well. Leaders recognised that pupils' attainment in reading by the end of key stage 2 had been too low in recent years. They introduced a new strategy for teaching reading. Teachers promote the broadening of pupils' vocabulary alongside their inference, prediction and comprehension skills. This strategy is consistently applied across the school. Pupils use the skills they have been taught well to help them understand and interpret the texts they read. Pupils are encouraged to read frequently. They enjoy the newly refurbished library. Parents are welcome to come into the library and choose a book with their child. The teaching of phonics is effective. Pupils use the sounds they have learned to read and write unfamiliar words. Teachers make sure that the books pupils are given are well matched to their ability so they can practise the phonic skills they have been learning.
- Teachers make good use of their subject knowledge to explain new concepts to pupils. Teachers and teaching assistants use well-considered questions to deepen pupils' understanding and address any misconceptions quickly.
- Teaching assistants provide good support for pupils who have SEN and/or disabilities so that they can learn well alongside their classmates.
- Pupils' books show that teachers do not have high enough expectations of the presentation of pupils' work. Some pupils scribble their work out or do not use rulers for underlining or for geometry work.
- Teachers provide regular opportunities for pupils to practise their basic number skills and their problem-solving skills in mathematics. They develop pupils' reasoning skills well. Teachers plan sequences of lessons that build effectively on what pupils know and can do. They do not, however, provide those pupils who could achieve the higher standards in mathematics with regular opportunities to deepen their understanding of the concepts being taught.
- Pupils' books show that teachers do not insist that pupils use the spelling, punctuation and grammar skills they learn in English lessons when they write in other subjects. Too often pupils do not use common spellings, or basic punctuation such as capital letters and full stops, correctly.
- Teachers set homework in line with the school's policy.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are keen to talk about their school and they do so confidently. They enjoy the

range of trips that enhance their learning. During the inspection, the pupils in Years 5 and 6 were visiting Notts County's football stadium to watch the 'Games of Remembrance' in commemoration of the centenary of the end of the First World War. Pupils told the inspector that the match was between women from the British and German armies to remember the football match that had taken place on Christmas Day 1914.

- Pupils across key stage 2 demonstrate respect and compassion for others. During the inspection, pupils were studying war poetry. They were developing an understanding, appropriate for their age, of the events of the First World War.
- Pupils say that bullying is very rare at Hartshorne. They are confident that, if it ever did happen, a trusted adult would deal with it successfully for them.
- Pupils can take responsibility around school for important tasks. The collective worship team help the headteacher to set up and lead collective worship. The eco council ensure that any litter is picked up and that waste food is composted. The house captains represent their peers during assembly. The democratically elected school councillors meet with the headteacher regularly. The chair and vice-chair of the school council meet with governors twice a year to share their aspirations and successes. They actively raise money for national charities.
- Pupils have good attitudes to their work. They participate well during lessons. However, not all pupils demonstrate pride through the presentation of their work in their books.

Behaviour

- The behaviour of pupils is good. Pupils are polite to each other and adults. They behave well in lessons and as they move around school. On the playground, when the bell rings, pupils line up sensibly and without fuss ready to come into school.
- Pupils respond quickly to instructions from adults. They volunteer to answer their teacher's questions during whole-class teaching sessions. Pupils are generally attentive in lessons, only occasionally having to be reminded to listen by adults in class.
- Overall attendance is in line with the national average. A dip in attendance during the last academic year has been reversed. Very few pupils are late to school. Leaders keep a close check on pupils' rates of attendance and speak with parents if their child's attendance is of concern. Leaders frequently promote with pupils the importance of attending school daily.

Outcomes for pupils

Good

- Since 2016, there has been a year-on-year increase in the progress pupils make in each of reading, writing and mathematics by the end of key stage 2. By the end of 2018, pupils' progress was in line with the national average. This is a significant improvement on previous years. The progress that disadvantaged pupils make has also improved markedly so that it is now much closer to that of their peers in writing and in line with that of their peers in mathematics.
- The turbulence in staffing affected the attainment and progress some pupils made in

recent years. School assessment information shows that most pupils currently in school make the progress the school expects of them. Pupils' books show that most pupils are making strong progress from their starting points, including those who are disadvantaged. Progress is slower for some of the most able pupils because teachers' expectations of what they can achieve is too low, particularly in mathematics.

- Typically, pupils achieve well in reading, writing and mathematics by the end of key stage 1. Leaders have identified the reason for the uncharacteristic dip in outcomes for pupils at the end of key stage 1 in 2018. They took decisive action to ensure that teaching for these pupils is strong and that any gaps in pupils' knowledge are being addressed. Books and other inspection evidence show that pupils in key stage 1 are making stronger gains this year.
- The proportion of pupils attaining the expected standard in the phonics check at the end of Year 1 has been above the national average for four years. This is because phonics is taught well.

Early years provision

Good

- Leaders have managed a significant change to the early years effectively. In September 2018, the school introduced nursery provision at the school. There had been a nursery on site, but this was managed separately. The nursery provision is now part of the school. Leaders have managed this transition well. Nursery children learn and play alongside older children well. There are no breaches of statutory welfare requirements.
- Adults plan learning well for children in the Reception class that builds on what they already know and can do. The plans are adapted for the nursery-aged children. Leaders are aware that the curriculum must be reshaped to ensure that it is strategically designed to meet the needs of both nursery and school-aged children.
- Leaders forge effective links with parents. Parents are encouraged to contribute to the assessment of their child's learning throughout the year. They are welcomed into school to read alongside their children.
- Staff have developed good links with the pre-school settings that children attend. They use information from these settings, along with information from parents, to ensure that children make a smooth transition into school life.
- Teaching in the early years is good. Adults plan learning that develops children's skills well. Adults provide the right level of support for children, including those who have SEN and/or disabilities to enable them to learn. Learning is linked together so that it makes sense for children. During the inspection, the focus was on fireworks. Children used paint and glitter to make pictures, they recited firework poems and wrote their own poems with the support of an adult.
- In common with the rest of the school, safeguarding is a high priority in the early years. Staff are well trained and vigilant. Good care is given to children if they tumble over when they are playing. Adults teach children to say, 'No. Please stop that. I don't like it' politely but assuredly when they do not like what someone else is doing. Adults offer gentle guidance on turn-taking and sharing to develop these important skills in the youngest children.

- Most children enter the early years with skills and knowledge below that which would be expected for their age. By the time they leave the Reception class, they have made good progress. The proportion of children reaching a good level of development is at least in line with the national average. Children are well prepared to start Year 1.

School details

Unique reference number	112824
Local authority	Derbyshire
Inspection number	10052961

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	100
Appropriate authority	The governing body
Chair	Sarah Withnall
Headteacher	Sarah Layhe-Humphreys
Telephone number	01283 217 423
Website	www.hartshorne.derbyshire.sch.uk
Email address	info@hartshorne.derbyshire.sch.uk
Date of previous inspection	18–19 March 2013

Information about this school

- This is a smaller-than-average-sized primary school.
- The proportion of pupils who have SEN and/or disabilities is average.
- Most pupils are of White British heritage. The proportion of pupils who speak English as an additional language is well below the national average.
- The proportion of disadvantaged pupils is higher than the national average for primary schools.
- The school recently expanded its age range and now admits nursery children.
- The distinctiveness and effectiveness of the school's religious character was last inspected separately in July 2015 under section 48 of the relevant education act.

Information about this inspection

- The inspector held meetings with the headteacher, the assistant headteacher, the special educational needs coordinator and leaders with responsibility for English, mathematics and the early years. She also met with two governors, including the chair. She held a telephone conversation with a representative from the local authority.
- The inspector spoke with parents as they brought their children to school. She considered their views through the 14 responses and eight free-text responses to the online survey, Parent View. She considered the views of staff through the 12 responses to their online survey. There were no responses to the pupils' survey. The inspector spoke with pupils informally in class and around school. She met formally with a group of six pupils and listened to three pupils reading.
- The inspector observed the learning taking place in seven lessons, sometimes jointly with the headteacher. She observed pupils during playtime, lunchtime and a singing practice. She examined pupils' books from across the school.
- The inspector examined a range of documentation including minutes of governors' meetings, a sample of pupils' school reports and documentation relating to safeguarding pupils. Together with the headteacher, she examined documents relating to the spending of the pupil premium funding and the school's self-evaluation and action plans.

Inspection team

Di Mullan, lead inspector

Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2018