

Hart Primary School

Magdalene Drive, Hart Village, Hartlepool TS27 3AP

Inspection dates	20–21 April 2016
Overall effectiveness	Outstanding
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Early years provision	Outstanding
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is an outstanding school

- The inspirational and determined leadership of the headteacher, ably supported by the skilful deputy headteacher, ensures that an uncompromising drive for continual improvement pervades every area of school life. It has improved dramatically since the last inspection.
- The extremely able governing body and leaders at all levels have led a highly successful drive to improve the quality of teaching and assessment, which is now outstanding. Leaders' high ambition for excellence means the school still continues to improve.
- Governors consistently challenge the school and hold senior leaders to account. They know the school inside out because of the quality of information they receive and because of their involvement in the day-to-day life of the school.
- Outcomes for pupils are now outstanding, with pupils making rapid and sustained progress. Pupils clearly enjoy their work, tackling learning with great enthusiasm and a sense of fun. Pupils show fluency in writing, and high standards of presentation. The quality of pupils' handwriting is now good.
- Children in the early years quickly develop skills that allow them to learn and play happily together. They make a fast start in their reading, writing and understanding of number.
- Pupils' progress from their individual starting points in Year 1 has accelerated rapidly across all subjects and all year groups in school. It is now outstanding.
- Teaching is outstanding. Pupils learn quickly and are able to apply their skills across all subjects. Teachers have high expectations of what pupils can achieve, and create a vibrant, colourful, exciting environment in which pupils thrive.
- Teaching assistants are skilled in supporting the learning and development of individuals and groups of pupils, and are a vital part of the teaching team.
- The behaviour of pupils is outstanding. They are always polite, have excellent manners and display exemplary attitudes in their learning.
- Pupils' consideration of others and pride in their work and in their school ensure that their personal development and welfare are outstanding.

Full report

What does the school need to do to improve further?

- Ensure leaders maintain the drive to improve teaching still further so that all pupils reach the highest standards of which they are capable and sustain the rapid progress they are making in their learning.
- Increase the opportunities pupils have to justify and explain their reasoning in mathematical problem solving.

Inspection judgements

Effectiveness of leadership and management is outstanding

- The highly skilled and talented headteacher has worked tirelessly to eliminate underperformance, accelerate progress and raise standards in every area of school life. The school has strengthened the leadership of the school and teaching team, and staff morale is extremely high.
- The quality of teaching has improved markedly and is now outstanding. Teachers work extremely well together, supporting each other's professional development. Exemplary behaviour flourishes, and the rate of progress pupils now make in their learning has accelerated rapidly and is becoming sustained.
- Leaders and governors have an extremely accurate view of what the school does well. The school's ongoing review of its performance is incisive and extensive. There are clear-cut priorities for aspects which could be even better. Despite recent and rapid improvements, leaders continue to be relentless in their pursuit of excellence on behalf of the pupils, communicating a sense of drive and urgency to continue to move forward quickly.
- Although the progress all pupils make in their learning is now rapid and sustained, the legacy of slower progress identified in the previous inspection has not yet allowed all pupils to reach the very highest standards of which they are capable, especially the older pupils.
- Procedures to check the quality of teaching and learning are highly effective. They now involve senior and middle leaders who skilfully use their analysis and interpretation of information about pupils' progress to address any areas of concern.
- Leaders and governors have managed pupil premium funding carefully and effectively, addressing school-specific needs. The impact of these actions is clearly seen through the progress made by the very small number of disadvantaged pupils, which matches or exceeds that of their classmates.
- Staff performance is managed very effectively. Teachers have challenging objectives for their own professional development which are linked to the school's action plan, their role in school and the progress made by pupils. The school links teachers' pay progression closely to performance. Quality training provided for staff is a key part of this process.
- Pupils benefit from a lively, stimulating, broad and rich curriculum, regularly adjusted and modified by pupils' interests and needs. Staff bring themes and topics to life with an exciting event to launch each half-termly topic. Pupils are enthused by the range of visits and visitors to school, and have a range of opportunities to use and practise basic skills in topic books. There is a range of extra-curricular clubs to support learning available to pupils such as the orchestra, modern foreign languages, choir, art, drama and additional English and mathematics activities.
- The school's promotion of pupils' spiritual, moral, social and cultural development is outstanding. It is underpinned by Hart's unique school values, and by the promotion of Hart's 'Learning Powers'. One pupil summed this up when saying, 'You can always see a smile even when there is a challenge.' The school's highly inclusive and caring approach fosters excellent relationships, and there are extremely high levels of trust and respect between all individuals.
- The views of all pupils are valued and many have an opportunity to play an active part in the life of the school through a range of responsibilities and jobs in each class. The school council display board proudly displays the successful results of the initiatives it has taken, and the Junior Leadership Team actively promotes excellence, including looking at work in books across the school to check for quality.
- The sports funding for primary schools is used extremely well. Sports opportunities are provided before school, at lunchtime and after school, as well as during holidays. The sports coach leads professional development for staff, and delivers sessions for pupils on health and well-being covering areas such as staying safe and healthy eating. There is a marked increase in the number of pupils taking part in sport and participating in inter-school sports competitions.
- Links with parents are now highly positive. Their views are regularly sought and valued. The school offers a range of information about teaching and learning, and their children's progress. Parents appreciate that the school gives every child an equal opportunity to succeed and does not tolerate discrimination of any kind. Virtually every parent who completed Ofsted's online questionnaire, Parent View, would recommend Hart Primary to another parent.
- The school has benefited from excellent support from the local authority and the expertise of neighbouring schools.

■ The governance of the school

- The governing body is highly effective. It is well informed and incisive in its approach to school improvement and it analyses in depth all performance information. Leaders and teachers are held to account for the quality of teaching and learning in the school and their impact on pupil progress. Performance management procedures are rigorous.
- Governors support leaders positively in checking the effectiveness of the school's performance. They work alongside school leaders to analyse work in pupils' books and are adept at helping set priorities for development. They manage finances effectively, checking on the impact of the pupil premium.
- The arrangements for safeguarding are extremely effective. School staff work very well with parents and others to ensure there is high-quality care for all pupils. Pupils benefit from the culture of safety and security that has been established in Hart Primary, and are confident that the school will continue to keep them safe.

Quality of teaching, learning and assessment **is outstanding**

- The consistently high quality of teaching is a strength of the school. Teachers have high expectations of what pupils can achieve and ensure that the pace of learning and level of challenge enable pupils to concentrate and be fully involved in their learning, including the most-able pupils. The impact of teaching on learning, including in reading, writing and mathematics, is reflected in pupils' rapid and sustained progress.
- Lessons are interesting and lively. Teachers use good subject knowledge to structure learning effectively. Questions are used skilfully and regularly to check pupils' knowledge and understanding. Work is pitched correctly according to pupils' skills and abilities, providing the right amount of challenge to stretch pupils' thinking. This helps them to make even more rapid progress in lessons.
- There are high levels of trust and excellent relationships between pupils and their teachers. This ensures that pupils' attitudes to work are exemplary. They work very hard, produce large amounts of written work in every lesson, and know how to be successful learners.
- In mathematics, basic skills are used very well and consolidated regularly. Work in books shows that a range of areas across the mathematics curriculum are taught regularly. Good use is made of practical apparatus, such as in Year 1 and 2 where pupils used hundred squares, counters and tens rods and unit cubes to solve addition problems with two numbers up to 50. Pupils are challenged to solve problems, such as when Year 4 pupils had to work out the perimeter of compound shapes with some measurements missing.
- Pupils do not yet have regular opportunities to justify and explain their reasoning in mathematical problem-solving activities.
- Pupils write enthusiastically and with great imagination, often because their writing is linked to the topic they are studying and because teachers have excellent subject knowledge. In the Year 5 and 6 class, pupils' thinking was stretched by sorting synonyms for 'calm' and their opposite meanings into an order based on their intensity. In the Year 1 and 2 class, pupils were writing an account linked to their topic 'Moon Zoom', using contractions, suffixes, commands and a timeline. In all classes, pupils were able to write at length, neatly and with exemplary presentation.
- Reading and the teaching of phonics (letters and the sounds that they make) are carefully developed through key stage 1. Some Year 1 pupils read fluently and with great expression and intonation to the inspector. Skills are deepened and extended as pupils move through school. They read widely and often, enjoying access to an online bank of reading material.
- The marking and feedback provided to pupils is of a consistently high standard across the school. Pupils are allowed time to read and respond to the marking, and are skilled in doing so. This supports their next steps in learning extremely well.
- Teachers and teaching assistants work closely together to ensure that timely and constructive advice and support are given to pupils, including those with special educational needs or disability. The quality of support is high, whether working with an individual or a group.

Personal development, behaviour and welfare is outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils show respect and care for others. They value their classmates' opinions, and work happily, cooperatively and enthusiastically in lessons. Attitudes to learning are excellent. Pupils work hard and with self-motivation, inspired by Hart's 'Learning Powers'.
- Pupils thrive in the caring and positive environment in the school. Hart's 'School Values' of friendship and trust, always our best, thankfulness and compassion are clearly seen in pupils both in lessons and at play. Pupils' physical and emotional well-being is very good.
- Pupils report that they feel extremely safe at all times. They are aware of the different types of bullying that they may encounter, including cyber bullying. They have full confidence in all adults in school to deal with any minor misbehaviour that may occur.
- Pupils are exceptionally proud of their school, their redesigned playground, and the chickens and ducks.
- In their responses to the online questionnaire, all parents reported that their children are safe at school.

Behaviour

- The behaviour of pupils is outstanding.
- Staff set very high standards to which pupils respond well. Pupils' behaviour in the playground, in the dining hall and as they move around school is exemplary.
- Pupils are polite, courteous and friendly, displaying excellent manners at all times. They are confidently able to hold sensible conversations with adults.
- Pupils respond eagerly to the exciting learning environments. The school is well ordered and very tidy. There are many impressive displays in classrooms and shared areas of key information, pupils' work and topics studied. The framed art work in the hall is superb.
- Levels of attendance are rising, and are above average for the year to date. Pupils are happy at school, and enjoy coming to school every day.

Outcomes for pupils are outstanding

- Progress and attainment have gone up considerably since the last inspection. Assessment information, the school's own detailed tracking information and the quality of work and progress made by pupils in their books clearly indicate that current pupils are making consistently outstanding progress in English and mathematics, as well as other subjects across the curriculum. Work in topic books is of the same high standard as that found in English and mathematics books.
- Current pupils now start Year 1 with skills that are above average. Inspection evidence confirms that they are making outstanding progress in Years 1 and 2. Pupils have again achieved extremely highly in the national phonics check, with every pupil meeting the expected standard in the most recently published data.
- From their individual starting points, current pupils are now making rapid and sustained progress across key stage 2 in both English and mathematics. The progress of a few older pupils slowed when the quality of teaching required improvement, and they have not yet had enough time to make this up, even though their progress in learning is now rapid and they are achieving extremely well.
- Pupils are extremely well prepared for secondary school by the end of Year 6, both in terms of their achievement and their knowledge of how to be successful learners.
- The progress of the most-able pupils across the school is as rapid as their classmates'. This is because teachers provide activities that challenge and stretch all pupils' thinking and ability.
- The school is quick to identify any pupils who are at risk of falling behind. Staff make effective provision for these pupils either in class, in small groups or individually. This includes pupils who have special educational needs or disability. These pupils all make very good progress because teachers give them activities well matched to their abilities or needs.
- As a result of the very effective use of pupil premium funding, the very small number of disadvantaged pupils make outstanding progress across the school in both English and mathematics. Although the number of disadvantaged pupils is too small in every year group to make any reliable statistical comparison, this

small number of pupils achieve extremely well, sometimes outperforming their classmates.

Early years provision

is outstanding

- Children are eager to learn and explore. They thoroughly enjoy the opportunities given to investigate and learn happily together. Reception and Nursery children's play is lively, creative and imaginative.
- Children start early years with skills and knowledge which are typical for their age, but some children can be slightly below or above this. At Hart Primary, children benefit from excellent teaching, outstanding provision, careful observation and perceptive and skilled questioning by all adults. As a result, the proportion of children who leave the Reception class with a good level of development is well above average. Inspection evidence indicates that it will accelerate further.
- Children quickly learn essential social and emotional skills, and are able to take turns, share and apply themselves to tasks. They are thoughtful and kind to each other. This was seen when a small group of boys and girls in the Reception class worked together to make a den outside from crates, sticks, blocks, string and tarpaulin. It came complete with furniture and windows.
- The expectations of all adults are high, and there is a tangible sense of excitement and fun in the early years setting. All adults sensitively and skilfully intervene in order to develop and enrich children's use of language. They play and work alongside children to explore and practise new skills, observing children carefully, building on their interests and using open-ended questions effectively to stimulate their imagination and creativity.
- Children in early years are able to stick at a task and maintain their concentration. There is a buzz of excitement and contentment as they play and learn.
- There is a wide range of interesting and exciting activities for children both inside and in the small outside space.
- Rigorous, accurate assessment of children's learning is used well to design and plan activities that capture pupils' interest and build rapidly on existing foundations. All staff in the setting have an acute awareness of the unique learning needs of each child, and use this knowledge to capitalise on every opportunity to both check and further each child's development.
- Basic skills in reading, writing and mathematics are promoted very effectively. Every opportunity is taken to provide children with activities to write, make marks and count. Children wrote lists in the outdoor mini-beast area, generated addition number sentences on whiteboards after dropping marbles through two tubes, and enjoyed a range of reading books in an outside tent. All groups of children make equally rapid progress, and now get off to a flying start in Year 1.
- The school works extremely well with parents, many of whom made very positive comments via free-text responses on Parent View. They regularly read and contribute to their child's 'learning journal'.
- Leaders are vigilant in all aspects of safety and safeguarding children's welfare. Judging by the confidence with which children play and learn, they clearly feel safe and secure. Children's behaviour is excellent.
- The leadership of early years is outstanding. The skilful leader of early years has quickly established a talented and dedicated team of staff who show initiative and insight and are skilled at facilitating learning through play.
- All adults are constantly refining their practice in order to maintain the highest standards of provision. There are effective plans to make further improvements.

School details

Unique reference number	111522
Local authority	Hartlepool
Inspection number	10011963

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	97
Appropriate authority	The governing body
Chair	Jackie Murray
Headteacher	Jo Heaton
Telephone number	01429 273 283
Website	www.hartelwickfederation.co.uk
Email address	headteacher.hart@school.hartlepool.gov.uk
Date of previous inspection	5 February 2014

Information about this school

- This school is smaller than the average-sized primary school. It has been federated with St Peter’s Church of England Voluntary Aided Primary School since September 2010. The two schools share the same executive headteacher, deputy headteacher and governing body.
- The proportion of pupils known to be eligible for the pupil premium is well below average. (This is additional government funding to support those pupils who are known to be eligible for free school meals and children who are looked after by the local authority.)
- The large majority of pupils are of White British heritage.
- The proportion of pupils who have special educational needs or disability is below average.
- Early years provision is part-time in Nursery and full-time in the Reception class.
- The school meets the government’s floor standards, which set out the minimum expectations for pupils’ attainment and progress in reading, writing and mathematics by the end of Year 6.
- Since the last inspection, the headteacher has returned to post, and the school has appointed a deputy headteacher and two new teachers.

Information about this inspection

- The inspector observed learning in lessons, including one jointly observed with the headteacher. In addition, the inspector listened to some pupils read and reviewed a sample of their work alongside the headteacher and deputy headteacher. The inspector also made a few short visits to lessons.
- The inspector held meetings with different groups of people involved with the school. These groups included pupils, governors, the headteacher and deputy headteacher, other members of the teaching staff and a representative of the local authority.
- The inspector viewed a range of documents including information on pupils' achievements, the school's data on the current and recent progress of pupils, and the school's view on how well it is doing. The inspector also viewed the school improvement plan, documents relating to safeguarding and records of behaviour and attendance.
- The inspector took account of the 21 responses to Parent View, responses to the school's own recent questionnaire for parents and the 15 responses to the inspection questionnaire for staff. The school's website was also scrutinised.

Inspection team

Philip Scott, lead inspector

Ofsted Inspector

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Store Street
Manchester
M1 2WD

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