

Harrowgate Hill Primary School Profile



Harrowgate Hill Primary School

Thompson Street West

Darlington, DL3 0HZ

Telephone: 01325 253300

<http://www.harrowgatehill.ik.org>

Children's Service Authority:	Darlington
Age range:	3-11
Number of pupils:	601
Head teacher:	Mrs C Hancocks & Mrs H Morgan
Chair of governors:	Mrs A. Maddison

What have been our successes this year?

We received a very successful OFSTED inspection in March 2007 rating the school as "Good with outstanding features".

Our KS2 SAT results for 2008 were better than those achieved in our first year.

We achieved 'Green Flag' Eco Status and successfully embedded the new 'Sex and Relationships' programme.

Our children have accessed a wide range of sporting activities and achieved 1st, 2nd and 3rd places for a range of events in the 'Town Sports' competition.

We have introduced a Breakfast Club which is running very smoothly.

We have worked with our Cluster group to foster the use of SAM learning and public speaking.

All our children engaged in an intensive Maths, Science and Design and Technology week.

Our children have been involved in several community events, namely Sgt Murphy's VC Centenary Memorial service, 'talking together' and a Holocaust Memorial service.

We have introduced a monitorial system and through School Council have developed the 'children's voice' with regard to representing and moving the school forward.

Our pupils raised £2.000 to improve the school library.

What are we trying to improve?

Raising children's achievement is our main focus. We are doing this by reviewing our planning and creating an enjoyable and exciting curriculum placed within relevant contexts for learning.

Teachers are developing new strategies related to marking, tracking and addressing achievement.

We are using a wide range of data to measure the impact of our teaching on the children's learning.

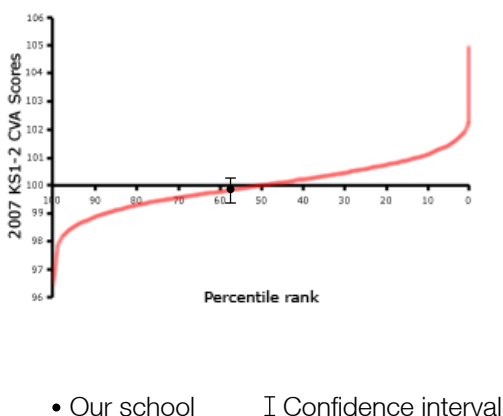
We will be introducing French into Year 6 from September 2008.

We are working towards the 'Challenge Award' and the 'Arts and Science Mark'.

We have appointed an Extended Schools Advisor to review our current provision and explore new opportunities that will impact favourably on our children's learning.

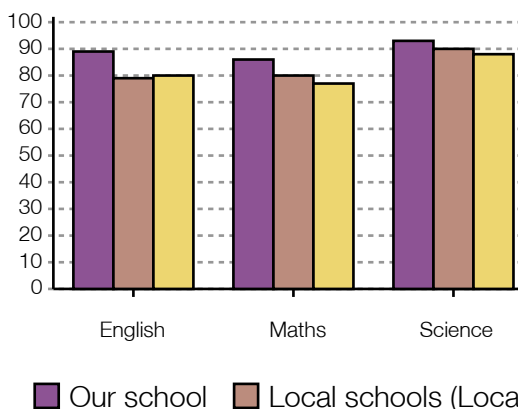
We are developing the role of Monitors to include two School Captains and we are introducing a House System in UKS2 with the appointment of 3 House Captains and 3 members of Staff as House Leaders.

How much progress do pupils make between age 7 and 11?



The chart shows our school's contextual value added (CVA) score relative to that of other primary schools. CVA is a statistical means of assessing how effective a school is, by measuring pupils' progress using their test and examination results. The confidence interval shows the range within which we can be confident the score (calculated on the results of only one year group) represents the overall effectiveness of a school. The percentile rank shows the percentage of schools with a score equal to or higher than ours.

How well do pupils achieve at age 11?



This chart shows the Key Stage 2 results for 2007. It indicates the percentage of pupils eligible for KS2 tests (usually 11 year olds) who achieved or exceeded the expected level (level 4)

Foundation

PSHCE is good but 'Social Development' may need some monitoring.

Although there has been improvement in 'Language for Communication & Thinking' & Writing, attention needs to be given to the area of 'Linking Sounds & Letters' & Reading.

Comparison of average scores to that of the town show we are close for the average middle ability group, however we are performing better with our lower ability group of pupils.

There has been some improvement in Shape, Space & Measure, however, attention needs to be given to 'Numbers as Labels for Counting' with some monitoring of 'Calculating'.

KS1

Speaking & Listening at both levels 2 & 3 has improved.

Reading needs attention at both levels 2 and 3 as performance has not improved, even though it is above the town's score at level 2.

Writing has improved at both level 2 and level 3.

Maths is much improved at level 2 but needs attention at level 3.

Science has improved overall.

KS2

English is down overall both at level 4 and level 5. Maths & science are down at level 4 but up at level 5. Generally pupils achieving Level 4 and above for both English and Maths is above that of the town. Maths level 5 which is almost on a par with the town and Reading which is above.

How have our results changed over time?

The socio-economic profile of the area in which our pupils reside is changing rapidly.

We now have a 5% turn over in pupil mobility and a greater proportion of younger pupils on free school meals.

We have pupils with English as an additional language and from black, minority and ethnic communities.

A greater proportion of our pupils are from areas with higher multiple deprivations.

Considering our changing socio-economic context it is particularly pleasing that we are consolidating achievement in all areas at Foundation Stage and KS1 especially as reading in KS1 is up 6% against national results.

At KS2, all results exceed the 2006 National results. At Level 4 and above, results indicate improvement in Reading (8%), English overall (7%) and Science (7%). There has been a consolidation of attainment in Writing and Maths.

The percentage of pupils achieving Level 5 has increased in Writing from 15% to 28% which is particularly encouraging.

Areas for review are Maths for boys in KS1 and Maths, for girls in KS2 as well as Science for our more able pupils.

It is particularly pleasing to report the increase in our value added attainment (100.4%) from KS1 to KS2 is continuing to improve.

How are we making sure that every child gets teaching to meet their individual needs?

We are committed to ensuring that all children are fully included.

All lessons are differentiated and staff employ a variety of teaching and learning styles.

Staff work closely with the Head Teachers to track progress, set realistic individual targets, write IEPs and evaluate intervention programmes.

A high level of support is provided by a strong team of teaching assistants.

We encourage parental partnership through consultation, curriculum newsletters, written reports and informal discussions.

How are we working with parents and the community?

We have strong links with the majority of our parents and the local community.

A number of parents and other members of the community help in school and we receive many students from Darlington College as well as Trainee Teachers from the High Force SCITT.

Our Family Learning groups are thriving; parents have been pleased with the crèche we run to facilitate these courses.

We seek the views of parents and pupils, through questionnaires annually.

What have pupils told us about the school, and what have we done as a result?

Survey results demonstrated that:

88% of pupils like coming to school and 92% enjoy their lessons.

97% of pupils know what they are learning in each lesson and that they are expected to work hard

89% of pupils know what they need to do to improve their work.

93% of pupils know what to do in order to get help and that there are adults in school they can talk to.

94% of pupils enjoy playtimes and have plenty of friends.

95% of pupils are proud to be a pupil at Harrowgate Hill Primary School.

The School Council has elected representatives from each year group and meets at least once every half term to discuss issues.

The School Council identified areas concerning the service of school meals and have been involved in improvements.

Pupils wanted to extend their fund raising activities to develop our school library.

Our Ofsted report from March 2007 talks about how much the children enjoy being at school.

How do we make sure our pupils are healthy, safe and well-supported?

The school is firmly committed to promoting healthy lifestyles through curriculum delivery, collective worship and day to day communication with pupils and parents.

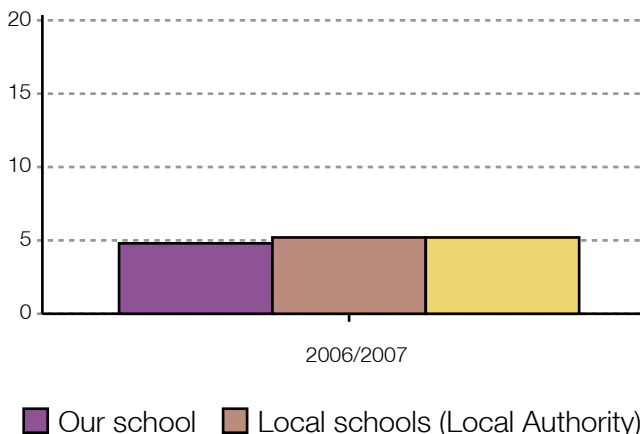
We work with Longfield Sports College to broaden the sporting experiences we offer our pupils as well as providing a range of after school clubs.

Effective child protection procedures are in place and the School Council is actively involved in the improvement of the school.

We have a very good whole-school system for promoting anti-bullying; strategies are taught as part of our SEAL curriculum and regularly reinforced during assemblies.

The school follows the Local Authority's Anti-Bullying Policy.

How do our absence rates compare with other schools?



This chart shows the percentage of half days missed through authorised and unauthorised absence by all pupils at the school. Information is given for the school, for schools within the local authority and for all schools.

What activities and options are available to pupils?

The curriculum is enriched to provide the pupils with quality, real life experiences.

Pupils in all year groups benefit enormously from a wide range of field trips and visits to local landmarks and museums.

A wide range of visitors e.g. an author, poet, professor, priest, monk, fire fighter, police officers, dancer and sports coaches have visited to enhance the curriculum.

A variety of after school clubs have been offered including, Spanish, Football, Dance, Science, Games, Archery, Quest and a Cheer Leading group.

We participate in local sporting events such as football, mini-tennis, swimming, basket ball, gymnastics, tag rugby and athletics.

What do our pupils do after leaving this school?

The majority of our pupils go to Longfield Sports College.

A small number go to the Education Village and Carmel RC Technology College.

Ofsted's view of our school

This is a good school, which is developing areas of excellence, and gives good value for money. Since it was opened under two years ago, the school has moved rapidly to establish a good ethos and high standards for pupils. Parents are overwhelmingly supportive of the school; for example, they praise the care and quality of learning it provides for their children and for the part that parents are allowed to play in the school's development. Inspectors agree with parents that pastoral care is outstanding.

Pupils achieve well, and reach above average standards. Provision in the Foundation Stage is good. In Years 1 to 6, pupils make good progress because teaching is good. Occasionally, some lower attaining pupils make slower progress in writing because they are not given enough time to develop their vocabulary through speaking and listening sessions. Teachers have a good knowledge of pupils' needs and are keen for them to do well. The school is aware that teaching time in the juniors needs to be increased to be in line with the national average. This will help to give pupils more time to improve their basic skills at an even faster rate. The well planned curriculum, which interests and motivates pupils, ensures that they enjoy their learning and have a good understanding of how to live healthy lives, show concern for others and make sensible choices to stay safe. Good basic skills combined with their good personal qualities means pupils are well prepared for the next stage of education.

Their personal development is good. Pupils make a good contribution to the school and wider community because they are given many opportunities for this. For example, their work to improve the environment is very good. Also, pupils are justly proud of their support for children in a school in Malawi. Pupils' behaviour is excellent; it supports good learning in lessons and happy and harmonious play during breaks. Pupils' very positive and mature attitudes play a major part in creating the calm and welcoming atmosphere that pervades the school.

Leadership and management are good. Excellent management by the headteacher, supported by the two deputy headteachers, has established the new school securely and set it on a clear course of development to raise standards and achievement. Middle managers and governors play an important part in developing the school and are aware, through careful evaluation, of where further improvements are needed. Given the school's rate of development and its good self-evaluation procedures, it is very well placed to improve further.

Date of last inspection: 02-Mar-2007

Ofsted graded our school as good

Inspectors made judgements on a scale: outstanding (grade 1); good (2); satisfactory (3); inadequate (4).



[View the Ofsted page for Harrowgate Hill Primary School](#)

What have we done in response to Ofsted?

A rigorous system for monitoring and tracking has been embedded and is constantly being reviewed to ensure improved provision for all pupils.

Setting has been removed for English and Maths in years 3,4 and 5.

KS2 timetables have been amended to increase teaching times.

Assemblies have been streamlined and breaktimes have been restructured.

More Information

If you would like more information about school policies, including our policies on special educational needs and disability, admissions, finance, school food and our complaints procedure, please contact us:

By telephone 01325 253300

Our website <http://www.harrowgatehill.ik.org>
