

Hinguar Community Primary School

Inspection report

Unique Reference Number	114772
Local Authority	Southend-on-Sea
Inspection number	357616
Inspection dates	19–20 October 2010
Reporting inspector	Geof Timms

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	195
Appropriate authority	The governing body
Chair	Geoff Prior
Headteacher	Vivienne Stevens
Date of previous school inspection	9 June 2008
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Introduction

This inspection was carried out by three additional inspectors. They observed 13 lessons taught by nine teachers. They held meetings with governors, staff and pupils. They observed the school's work, and looked at assessment and pupils' progress data, a range of policies, local authority reports and planning, as well as samples of pupils' work. In addition, 51 parental questionnaires were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- How is the school raising standards in mathematics?
- What are staff in the Early Years Foundation Stage doing to improve children's emotional development?
- What is the school doing to support the achievement of the pupils with special educational needs and/or disabilities?
- What has been the impact on pupils' learning of the recent changes to the curriculum?

Information about the school

This is a smaller-than-average primary school. The percentage of pupils from minority ethnic backgrounds is well below average and very few speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is well above average and very high in some year groups.

The school has a variety of awards including Healthy School status, an Activemark award and an International School award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This good school provides a much improved quality of education since its last inspection. This is reflected in recent improvements to standards as a result of better quality teaching, and ambitious and effective leadership. The school is not complacent and is a self-critical and evaluative organisation. Its view of the success or otherwise of its work is accurate and honest. This, together with the rising achievement and better provision, demonstrate a good capacity to improve further in the future, especially through the challenges and opportunities of moving to the planned new building.

The consistently good quality teaching is evident in the pupils' good progress, especially in reading but also now in rising standards in writing and mathematics. The good progress builds on children's starting points, which are well below those expected. Although girls have, in the past, achieved less well in mathematics, the school is aware of this and works successfully to address any inequality. All other groups generally achieve equally well. The youngest children in the Reception class make very strong progress and are given a firm basis for their future education. Staff are working very effectively to address weaknesses evident in children's emotional development when they start school. In the best lessons, pupils behave well and take part in activities excitedly, and with real enjoyment and willingness to learn. The school has devised a creative and interesting curriculum which allows for special projects such as the recent topic based on a mystery egg, as well as building the necessary skills and knowledge to support pupils' learning in the future. Although there are opportunities for creative activities, not enough opportunities are provided through art and design, drama and role play, for pupils to develop their cultural understanding.

The school is effective in teaching pupils how to stay safe, especially with regard to the use of the internet, and how to stay healthy. Those given responsibility, such as the very articulate school council members, make a good contribution to the school community. Attendance has improved recently and over the last year was at least average. All pupils, but especially the most vulnerable, are well cared for and supported during their time at the school. Those with special educational needs and/or disabilities are helped to make progress at least in line with that of their peers.

The leadership team has worked hard to help the school achieve its current success. Team members provide strong role models as teachers and leaders. Leadership has been delegated more since the last inspection but the use of assessment data has only recently been shared fully with teachers. This information has not been used sufficiently to track the success of teachers' work so teachers are not sufficiently accountable for pupils' progress.

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What does the school need to do to improve further?

- Raise standards in English and mathematics by
 - making staff more accountable for the impact of their teaching
 - using available data more effectively and more regularly to show the progress pupils make.
- Provide more opportunities for pupils' cultural development, especially through art and drama.

Outcomes for individuals and groups of pupils

2

Pupils are making good progress in lessons and over time. In a Year 1 mathematics lesson, for example, pupils made clear gains in their learning about solving money problems and working out the costs of their Teddy Bears' picnic. Older pupils developed a clear understanding of the concept of odd and even. Standards are broadly average by the time pupils leave the school but, in some year groups, are lower than average due to the high numbers of pupils with special educational needs and/or disabilities. Even so, all pupils are currently making good progress and standards in reading, writing and mathematics are rising. This represents good achievement given pupils often very low starting points. The school's detailed analysis of test and assessment information identifies any underachievement, such as that by girls in mathematics, and teachers then work hard to address any weaknesses.

The work in pupils' books shows good progress over time. Higher-attaining pupils, the small number of pupils who are at an early stage of learning English, and those with special educational needs and/or disabilities all make good progress. Where pupils' circumstances cause barriers to learning, the school works hard to reduce them, providing homework clubs, a breakfast club and a lot of interventions on a one-to-one or small group basis. These clearly help those pupils to access learning and achieve success.

Pupils' spiritual, moral and social development is good due to a strong and effectively enriched curriculum. Pupils' cultural development, although strong in music, has weaknesses in art and design, and drama because they have too few opportunities in these areas. For example, there is little evidence of any appreciation of great artists. Even so, the overall picture is of a school where pupils enjoy learning and achieve well.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The quality of teaching and learning is good because staff work very hard to provide appropriate activities that help pupils enjoy learning as well as achieve higher standards. All adults who work with the pupils have a positive impact on learning. Teaching assistants provide teachers with very effective support and, when they work directly with pupils, they have a good impact on their learning. Those supporting pupils with special educational needs and/or disabilities, or who act as learning mentors in different ways, also provide good support and, again, this has a positive impact on outcomes. The marking of pupils' work is good where pupils are given time to respond to the teacher's comments, and so are able to improve their work. Lessons are usually well-paced with a range of activities that engage pupils in their learning. This happened, for example, in a good Year 6 philosophy session where pupils maturely discussed aspects of friendship.

The curriculum is good because it has been created to ensure pupils use their skills in different situations and for different purposes. In this, it has been successful. Parents' and pupils' views on the curriculum were sought and formed part of the planning for the resultant changes. Extra-curricular activities provide good enrichment and are tailored to the pupils' needs well. The good care, guidance and support are shown in the way the school supports the most vulnerable through after- and before-school clubs and tracks and encourages those who take up of these opportunities.

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Please turn to the glossary for a description of the grades and inspection terms

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The improvements made to the school, resulting in better quality teaching and rising standards, are the result of some strong and effective leadership. The headteacher has a clear vision of where she wants the school to be in the near future. She has led the school well with the support of a strong team of senior staff. Leadership has been delegated more since the last inspection and a clear vision shared with all involved in the school. Even so, the success of the school has not always been shared sufficiently well with parents and others. The leadership of teaching and learning is good and has had a clear impact on improved standards and on the mutual support and coaching shared among staff so that good practice is spread. However, the use by teachers of all of the available assessment data is at an early stage and they have not been held fully accountable for pupils' progress in the past. Even so, the provision of equal opportunities is good as the school works hard to overcome any barriers to learning, especially for the most vulnerable pupils, so that they all achieve well.

Safeguarding is good because, as well as meeting all necessary requirements, the school analyses information such as that about accidents, and acts positively to address any issues. The school's work to promote community cohesion is good because it has carried out a detailed survey to see what areas are covered and where the provision can be improved, and has taken action accordingly. Links with other schools in differing areas are being actively sought. The school has strong partnerships with a range of outside agencies and the vast majority of parents and carers, and these have a positive impact on pupils' progress. The governing body has worked hard to develop effective monitoring systems and to provide sufficient challenge and support for the school. Individual expertise is used well and is proving very positive in preparing for the move to a new building.

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Please turn to the glossary for a description of the grades and inspection terms

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The children start in the Reception class at levels often well below those expected, especially in their communication skills. However, the very strong provision through good teaching, with high quality support from other adults, and a well-planned and resourced curriculum, enables good, rapid progress to be made. By the time children join Year 1, they have almost caught up with the level of knowledge and skill expected at that age, so their attainment is close to average. Weaknesses remain in children's emotional development and this is a focus for improvement currently. Even so the school already does a great deal to build confidence in the children, to create effective links between school and home and with other early years settings so that transition into Reception is successful. There is a good balance of teacher-led and child-initiated activities, and children develop good levels of independence which supports their future learning well.

Assessment is used very effectively to track children's progress and detailed records and samples of children's work are kept. The outdoor area is used well. The coordinator leads the provision well and her expertise is often used in other schools to support the work of other settings.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

A vast majority of the parents and carers who returned questionnaires said that their children enjoyed school and that the school kept the children safe. This is supported by the inspection evidence. Many also said the school helped them to support their children's learning. The school has clearly involved parents and carers well in the changes made to the curriculum. A minority of those who replied felt their children did not make enough progress, that the school did not listen to them and that it was not well led and managed. These views represent a historical perspective as the school has improved greatly recently, although it has not always been successful in explaining the improvements made to those outside the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hinguar Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 51 completed questionnaires by the end of the on-site inspection. In total, there are 195 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	25	49	25	49	1	2	0	0
The school keeps my child safe	30	59	20	39	1	2	0	0
My school informs me about my child's progress	18	35	28	55	3	6	0	0
My child is making enough progress at this school	19	37	24	47	7	14	1	2
The teaching is good at this school	21	41	27	53	1	2	1	2
The school helps me to support my child's learning	19	37	30	59	2	4	0	0
The school helps my child to have a healthy lifestyle	23	45	25	49	3	6	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	14	27	31	61	1	2	0	0
The school meets my child's particular needs	19	37	25	49	6	12	1	2
The school deals effectively with unacceptable behaviour	18	35	25	49	4	8	2	4
The school takes account of my suggestions and concerns	16	31	26	51	7	14	0	0
The school is led and managed effectively	14	27	27	53	7	14	3	6
Overall, I am happy with my child's experience at this school	21	41	23	45	6	12	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



21 October 2010

Dear Pupils

Inspection of Hinguar Community Primary School, Southend-on-Sea, SS3 9AN

Many thanks for the way you made us welcome when we visited your school recently. It was a pleasure to talk to so many of you and to hear you talk about how much you enjoyed school.

Your school is good. These are some of the things we particularly liked.

The school helps you learn and make progress because the teaching is good.

You behave well in lessons and this helps the teachers to help you learn.

You really enjoy learning and are very enthusiastic in most lessons.

The curriculum is interesting and you do some exciting activities, such as investigating mysterious eggs.

The school looks after you well and keeps you safe.

The headteacher and staff plan and organise things well so the school runs smoothly and so all of you can learn new things.

To make it even better, we have asked the school to make sure teachers use the information they have to check on your progress more regularly, and to provide more opportunities for you to learn about your own and others' cultures, especially through art and drama. You can help by keeping up your hard work and good behaviour.

Thank you again for your help. Enjoy your time at Hinguar!

Yours sincerely

Geof Timms

Lead inspector

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