

Hornsea Community Primary School

Inspection report

Unique Reference Number	117853
Local Authority	East Riding of Yorkshire
Inspection number	363877
Inspection dates	11–12 April 2011
Reporting inspector	Lesley Clark

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	457
Appropriate authority	The governing body
Chair	Mr John Woodroofe
Headteacher	Mrs Linda Young
Date of previous school inspection	14 November 2007
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Introduction

This inspection was carried out by four additional inspectors. They observed 19 lessons taught by 17 teachers. Meetings were held with parents, carers, four groups of pupils, members of the governing body and staff. The inspectors observed the school's work, and looked at a range of documentation including: assessments of pupils' progress, the school improvement plan, attendance data, records of children's progress in the Early Years Foundation Stage and documentation relating to safeguarding. The team analysed questionnaires returned from staff and pupils, and 138 questionnaires from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether teachers' expectations are high enough to ensure that pupils of all abilities make sufficient progress in English and mathematics.
- The extent to which teachers use assessment to shape what they teach and how far they involve pupils in checking what they have learnt.
- The extent to which children in the Early Years Foundation Stage lead their own learning and how effectively staff take children's interests into account to plan productive learning activities.
- The impact of the new leadership team on raising achievement and securing sustainable improvements.

Information about the school

This school is twice the size of most primary schools. Almost all pupils are of White British heritage. An average proportion is known to be eligible for free school meals. Around 20% of pupils are vulnerable because of their circumstances or their learning or behavioural difficulties and five per cent of pupils are looked after by the local authority. An above average proportion of pupils has special educational needs and/or disabilities. A high proportion has a statement of special educational needs. A new headteacher joined the school in September 2010.

The school's awards include the Artsmark Gold, the Activemark, the information and communication technology (ICT) mark and the Eco schools silver award. It has Healthy School status.

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?

3

The school's capacity for sustained improvement

3

Main findings

This school gives pupils a satisfactory education. After a slow decline since the last inspection, the school has gathered impetus under new leadership and management. It is improving rapidly. The impact of the leadership team is seen in pupils' much improved attendance, including the sharp reduction in the number of persistent absentees, and more rigorous checks on all aspects of safeguarding. Assessment procedures are much sharper and providing better guidance for staff. The result is a buoyant staff team who are excited by the changes and a pro-active governing body, which now asks the right questions to move the school forward. Scrupulously accurate self-evaluation identifies the main priorities for improvement. Changes have been put in place to address weaknesses, but it is too soon to evaluate their success on raising pupils' achievement from its currently satisfactory level. Teaching is monitored, but as yet good practice is not shared across the school. The school, therefore, demonstrates satisfactory capacity for sustained improvement despite the current fast rate of change.

The school's strengths lie in the good care, support and guidance it gives pupils, especially those who are vulnerable due to their circumstances, and its good safeguarding procedures. As a result, pupils have a detailed understanding of safety issues and good health awareness. Behaviour is good in lessons and around the school. Close partnerships with parents and carers support pupils well in their learning.

Pupils make satisfactory progress from their broadly average starting points when they enter the Early Years Foundation Stage. Children make satisfactory progress in the Early Years Foundation Stage, following radical changes to ensure that children spend the greater part of each day leading their own learning both indoors and outdoors. Attainment is average at the end of Year 6 in English and mathematics as confirmed in national tests. It is higher in reading than in writing. Pupils' progress varies from class to class because teaching, although satisfactory overall, is inconsistent. Teachers' expectations are not always high enough and this affects the progress of different abilities especially the most able pupils. This weakness in targeting work accurately leads to underperformance in writing and mathematics because the work pupils are set does not match their needs or capabilities sufficiently well. The extent to which teachers use assessment to shape what they teach and to ensure that pupils know what to do to improve their work also varies from class to class.

Up to 40% of schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

What does the school need to do to improve further?

- Raise attainment in writing and mathematics especially for the most able pupils by:

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- ensuring teachers set work that is accurately matched to the needs and capabilities of different groups and individuals
- teaching pupils a range of calculation strategies and ensuring they can demonstrate how they have arrived at their answers
- giving pupils more opportunities to write at length and providing extra support where it is most needed and greater independence to the most able pupils.
- Ensure all teaching is as effective as the best practice evident in several classes by:
 - raising teachers' expectations of what pupils can achieve
 - improving the quality of teachers' questioning so as to extend pupils' learning
 - giving pupils more opportunities to work together, discuss ideas and ask questions
 - using up-to-date technology to make teaching points clear.
- Sharpen the use of assessment by:
 - ensuring that lessons are based on accurate assessments of what pupils know, understand and need to learn next in order to accelerate pupils' learning
 - improving the quality of teachers' marking so that pupils know exactly what small steps to take to improve their work
 - involving pupils in setting targets and checking whether they have met them.

Outcomes for individuals and groups of pupils**3**

Achievement and enjoyment are satisfactory. In lessons where pupils have suitably challenging tasks, opportunities to discuss their ideas, ask questions and check their work against agreed targets, they work hard and clearly enjoy learning. In these lessons, more-able pupils write at length using a wide range of interesting vocabulary and are keen to do harder work in mathematics because they find it stimulating. Progress in lessons overall is satisfactory because in most lessons work is pitched at the middle ability group who make the best progress. However, tasks then lack challenge for the most able pupils, whereas pupils with less ability struggle because they need more help. In these lessons, pupils over-prepare each piece of writing and so the most able pupils do not learn to write at length without intensive support and direction. In mathematics lessons, the most able pupils race to produce the correct answer, but cannot explain or show their methods, and less confident pupils flounder because they have not learnt a suitable range of calculation strategies. Nevertheless, the decline in progress has been reversed and attainment is average at the end of Year 6. Pupils with special educational needs and/or disabilities make satisfactory progress. The progress of those who have a statement of special educational needs or who are vulnerable due to their circumstance is accelerating because they receive good support which is finely-tuned to their needs.

Pupils are proud of their school and through the school council are beginning to have a voice. Older pupils volunteer to play with younger ones and undertake roles and responsibilities when given the opportunity to do so. They know who to turn to should they have any concerns and agree that 'bullies are taught to deal with the consequences'. The new behaviour policy is appreciated by pupils and some lively Year 6 pupils recommended in their letter to 'The Big Bad Wolf' that he had 'a behaviour chart'. They

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enjoy music, art and sport and respect other cultures and beliefs. They are suitably equipped with wider skills and personal qualities for their future lives.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
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	3
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	3

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?

Teaching quality varies considerably from class to class. In the most effective lessons, teachers tailor work to pupils' needs based on accurate assessments of prior learning and give pupils lots of opportunities to discuss, ask questions and work together. In these lessons, teaching assistants are used effectively to support the learning of different groups and pupils' learning accelerates. Expectations are high and pupils rise to the challenge because the work interests them. Where teaching is less effective, opportunities to work together are missed and all pupils do the same work at the same pace. This slows the learning of the most able pupils and those who have less ability or confidence struggle because they do not get sufficient support. Teachers' questioning fails to extend pupils' learning and opportunities are missed to make teaching points clear through using up-to-date technology and to involve pupils in demonstrating what they understand. Similarly, marking and involving pupils in setting targets and success criteria vary widely, and so some pupils have a better grasp of what to do to improve their work than others. In all classes, teachers and pupils have good relationships. Behaviour management is a strength.

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The curriculum makes satisfactory provision for literacy, numeracy and information and communication technology. It offers a wide range of enrichment opportunities, especially in the performing arts, sport and extra-curricular provision. It is less successful at offering consistent opportunities for pupils to use and apply their skills independently and imaginatively through investigation and research.

High level care, support, guidance and induction procedures have a significant impact on the attendance and attainment of looked after pupils and those whose circumstances make them vulnerable. Pupils with a statement of special educational needs are similarly provided for very well. The school is in the process of adapting its personal, social, health and citizenship programme to offer even more support for all pupils. Very tight systems have greatly improved pupils' attendance and punctuality.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Strong and sensitive leadership from the new leadership team has swiftly introduced ambition and a desire to raise achievement. Staff at all levels are invigorated by the team approach. Consequently, morale is high. The recently refined assessment systems enable senior leaders to monitor more accurately the progress of pupils and to target support more closely to where it is needed most. Teaching and learning are monitored regularly and staff training needs have been identified in line with the school's drive to raise attainment. However, as yet action has not been fully effective in securing high-quality teaching or ensuring all pupils make as much progress as possible.

The school promotes equal opportunities satisfactorily. It has identified pockets of underachievement and has suitable measures in place to close gaps between different groups of learners. It tackles discrimination effectively.

The governing body gives satisfactory support and ensures that statutory requirements are met, including those for ensuring the safety of staff and pupils. Members use their skills and expertise increasingly effectively to challenge the school and hold it to account. They say, 'We are on an exciting journey and want to make a difference.' The school adopts recommended good safeguarding practices, including safer recruitment, across all areas of its work. Those to ensure child protection are exceptionally good. The school has good partnerships with parents and carers who comment that 'communication is excellent and we get to know about everything.' A suitable range of external partnerships with local services and support agencies contribute to pupils' satisfactory and improving outcomes. The school promotes community cohesion successfully locally but has yet to extend this to a range of different communities.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children make satisfactory progress to reach broadly expected levels by the start of Year 1. A radical change to the way the provision is organised is having a significant impact on children's learning, especially in terms of children's independent learning skills and freedom to access indoor and outdoor activities as they choose. As a result, more-able children are beginning to forge ahead and those who are less mature learn at the right rate for their stage of development. Children have a large say in what they do. For example, from one child drawing a treasure map and another finding a picture of a maze, children embarked on an elaborate learning journey incorporating building large boats out of boxes, visiting the local fish shop, and collecting lots of different bar codes which they used for number work and pattern making. Staff are excited by this inventive approach, which is a new way of planning for them.

Staff carefully assess children's learning and collate observations and annotated photographs in individual 'All about Me' books. Extremely informative home/school books, to which parents and carers also contribute, give a clear overview of what children achieve each week and what they are going to learn next. Children are well cared for and settle in well. The main weakness lies in the outdoor provision which offers limited access to and provision for different areas of learning. Leaders have accurately identified that developing the outdoor area and staff training are priorities.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The very large majority of parents and carers who responded to the questionnaire or spoke to the inspection team have positive views. They praise the support for reading, say 'induction processes are excellent' and comment favourably on the way 'the school goes the extra mile when dealing with difficult behaviour'. Most are also pleased with the improvements to safeguarding. A small minority expressed concerns about whether more-able pupils are sufficiently challenged and disagreed that the school deals effectively with unacceptable behaviour. The inspection team found that parents' and carers' comments very largely reflected its own findings but that behaviour is good overall. Those pupils who have difficulties managing their behaviour are helped effectively to do so without disrupting the learning or play-times of others.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hornsea 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 138 completed questionnaires by the end of the on-site inspection. In total, there are 457 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	74	54	58	42	4	3	1	1
The school keeps my child safe	81	59	54	39	2	1	0	0
My school informs me about my child's progress	64	46	68	49	2	1	0	0
My child is making enough progress at this school	72	52	59	43	5	4	0	0
The teaching is good at this school	78	57	56	41	1	1	0	0
The school helps me to support my child's learning	62	45	66	48	5	4	0	0
The school helps my child to have a healthy lifestyle	60	43	72	52	1	1	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)	59	43	71	51	2	1	0	0
The school meets my child's particular needs	67	49	62	45	4	3	0	0
The school deals effectively with unacceptable behaviour	33	24	74	54	17	12	2	1
The school takes account of my suggestions and concerns	51	37	71	51	7	5	0	0
The school is led and managed effectively	61	44	64	46	6	4	0	0
Overall, I am happy with my child's experience at this school	74	54	59	43	3	2	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



13 April 2011

Dear Pupils

Inspection of Hornsea Community Primary School, Hornsea, HU18 1PB

Thank you for your warm and friendly welcome. A special 'thank you' goes to the four groups of pupils who spoke to us on Monday afternoon and showed us their work. Your school gives you a satisfactory education. This means that it does some things well and needs to improve others. Adults take good care of you, keep you safe and help you when you need it. You behave well and have a good understanding of safety and why it is important to live healthily. Your school has good links with your parents and carers. We agree with you that different classes have different ways of doing things, so this is what we have asked your school to do next to make sure that everyone learns as well as they possibly can.

- Make sure that those of you who find learning easy get harder work and give more help to those of you who find learning more difficult. We want you to have more opportunities and time to write on your own and have asked your teachers to teach you different ways of calculating so you can explain how you arrive at your answers.
- We have asked your teachers to work together so that all lessons are really good. We want you to have more times to work together and that teachers use up-to-date technology to help you understand.
- We have requested that teachers check carefully what you know and understand and use this information to help them plan lessons. When teachers mark your work we have asked them to show you exactly what you need to do to improve it. Lastly we want them to involve you in setting targets and checking whether you have met them.

You can help by attending every single day, working hard and saying when the work is too easy or too difficult. We hope you enjoy these new challenges.

Yours sincerely,

Lesley Clark

Lead inspector

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