

Withernsea Primary School

Inspection report

Unique Reference Number	136041
Local authority	East Riding of Yorkshire
Inspection number	382009
Inspection dates	29–30 May 2012
Lead 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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	542
Appropriate authority	The governing body
Chair	Stephen Cope
Headteacher	Angela Harper
Date of previous school inspection	
School address	Hull Road Withernsea HU19 2EG
Telephone number	01964 612800
Fax number	01964 615853
Email address	wps@eastriding.gov.uk

Age group	3–11
Inspection date(s)	29–30 May 2012
Inspection number	382009



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.

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.ofsted.gov.uk

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk

You may copy all or parts of this document for non-commercial purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store Street
Manchester M1 2WD

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



© Crown copyright 2012

Introduction

Inspection team

Lesley Clark

Joan Beale

Bobbi Mothersdale

Additional inspector

Additional inspector

Additional inspector

This inspection was carried out with two days' notice. The inspection team observed 29 lessons taught by 18 teachers. They held discussions with 10 groups of pupils and heard most of them read. They also held discussions with parents and carers, governors, and staff. Inspectors took account of the responses to the on-line (Parent View) survey in planning the inspection. They observed the school's work and looked at a range of documentation, including assessments of pupils' progress; the school's monitoring of teaching and learning; the literacy and numeracy action plans; and documentation relating to attendance and safeguarding. The team analysed questionnaires returned from staff and pupils and 106 questionnaires from parents and carers.

Information about the school

This school is much larger than the average-sized primary school. Most pupils are of White British heritage. A very small minority of pupils is from other White or mixed White backgrounds and is learning English as an additional language. A larger than average proportion of pupils is known to be eligible for free school meals. A larger than average proportion of pupils joins or leaves the school at times other than is usual. The proportion of disabled pupils and those with special educational needs is above average as is the proportion of pupils currently supported by School Action Plus or with a statement of special educational needs. The school meets the current floor standards, which are the minimum standards for attainment and progress expected by the government.

The school opened in September 2010 following the closure of the previous infant and junior schools. The school has Healthy Schools status. It holds the Basic Skills Award and is an Investor in People. It has Safeguarding Accreditation and SFVS (Schools Financial Value Standard).

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key Findings

- This is a good school. The school is not yet outstanding because attainment in reading and writing, especially for more-able pupils, is not as high as in mathematics. It is improving rapidly. Pupils work hard and are keen to do well. Year 6 agrees, 'This school helps you to be yourself, find your own talent and to be the best you can be.'
- Achievement is good. Pupils make good progress from their starting points to reach broadly average standards by the end of Year 6. A larger proportion of more-able pupils reaches the higher levels in mathematics than in English, despite much accelerated progress this year, especially in reading.
- Teaching is good, with significant strengths in the teaching of early reading skills. As a result, younger pupils have a good understanding of phonics (how letters and sounds link together). Children in the Early Years Foundation Stage and in Year 1 learn well and spend much of their time leading their own learning. Older pupils are less independent learners.
- Behaviour is good. Pupils set themselves high standards. They listen attentively in lessons and respond to their teachers' high expectations. Those who have behavioural problems are given support to help them to manage their difficulties. Pupils feel safe and are confident that adults in school will help them if they have any worries.
- The school is led and managed well. As a result, the staff work as a team, the governing body is supportive, and pupils feel that they are valued. Self-evaluation is accurate and is used effectively by senior leaders to manage performance and accelerate improvement. The leadership of teaching is a notable strength, resulting in accelerated rates of progress for all groups of pupils. Pupils say 'The reason we enjoy ourselves is because teachers want to teach because they care about us learning.'

What does the school need to do to improve further?

- Raise attainment in reading and writing, especially for more-able pupils, by giving pupils more opportunities to:
 - work on independent tasks without adult support
 - make decisions and lead their own learning
 - set themselves challenges
 - be involved in deciding when they are ready to move on to harder work.

Main Report

Achievement of pupils

Pupils, including those who join the school outside the usual times, achieve well from starting points that are significantly below those expected. Children in the Early Years Foundation Stage make good progress. Their attainment is below average overall by the start of Year 1. By the end of Year 6, most pupils attain nationally-expected levels in English and mathematics. Parents and carers agree that their children make good progress. The school is effectively closing the gaps in performance between different groups of pupils. Disabled pupils and those with special educational needs achieve well because they receive specialist support in lessons, but are also expected to think for themselves. Pupils who are known to be eligible for free school meals or who are learning English as an additional language achieve well. Their performance is better than that of similar pupils nationally.

In reading, an increasing proportion of children is at age-related expectations by the end of the Reception year. As a result, attainment in reading at the end of Key Stage 1 is now close to average. This is because younger pupils are making rapid progress in phonics year on year, with pupils currently in Year 1 reading as well as those in Year 2. A recent injection of new reading resources across the school, weekly certificates for pupils who have read the most books, and daily reading lessons are leading to higher attainment for all pupils. A very recently introduced reading challenge in Year 6 has resulted in over a third of pupils reading much more. They explained, 'For the past two days we've kept reading because we want to win the prize.' Similar challenges have yet to be introduced in other classes to ensure sustained reading stamina, especially for more-able pupils. Attainment in reading is broadly average by the time pupils leave school.

Pupils make good progress in writing. In the Early Years Foundation Stage, children label maps confidently. In Year 2, more-able pupils write vividly because they have time to write at length, as in this example, 'Splash! There I was! Fire in my eyes!' In Years 3 to 6, good support helps pupils to develop their ideas, select interesting language and check their work against agreed criteria. As a result, their writing is well expressed and pupils use paragraphs and punctuation well. However, few pupils reach the higher Level 5. This is because they are over-dependent on adult support and lack confidence in making decisions, such as how to start a piece of writing or what to write next. It is, however, a rapidly-improving picture, as pupils strive to meet their targets, matching their work against level descriptors and advising each other on how to improve their writing. In lessons, the use of 'experts', who act as 'consultants' to other pupils, is effectively raising pupils' aspirations.

Progress in mathematics is good. The proportion reaching the higher level in mathematics is increasing and is getting closer to the national average. That is because pupils are taught to work systematically, to investigate and solve problems, and to explain their methods. They move on quickly to more challenging work, building effectively on what they know and understand.

Quality of teaching

Marking is a key strength. It is consistent, evaluative and tells pupils clearly what to do to improve their work. Pupils are given 'response time', so they can correct their work and learn from their mistakes. When pupils check each others' writing, they mirror their teachers' evaluative approach saying, for example, 'Well done, you have included all we were told to do. I like the way you use brackets.'

Parents and carers agree that teaching is good. In most instances, lessons are well paced and consistently help pupils to develop a range of skills. The good balance between teacher-led and child-led activities in the Early Years Foundation Stage aids children's good progress. Throughout the school, teaching assistants work effectively with different groups, including disabled pupils and those with special educational needs, to ensure that the pupils understand what they have to do and how to do it. Teachers question effectively and enliven pupils' learning through topical references or linking subjects together. Techniques such as 'hot seating' whereby pupils enact different parts or share thoughts quickly encourage pupils to be articulate. Paired discussions are used effectively. Such teaching techniques make a good contribution to pupils' spiritual, moral, social, and cultural development because they encourage pupils to be open to new ideas.

In mathematics lessons, a clear focus on method, team work, sharing expertise, and practising new skills offers multiple challenges to different groups of pupils. Teachers tend to nurture older pupils through writing tasks, giving them much guidance and structure in order to make up the shortfall in previous learning. At times, that holds back the learning of more-able pupils, who complete reading or writing tasks quickly, but do not move to new challenges because they are not involved in deciding when to move on to harder work. In outstanding lessons, tasks and resources require pupils to think, as when Year 5 pupils applied their knowledge about how liquids are measured in real-life situations. In less successful lessons, the pace of learning slackens when introductions are too long or closing sections too hurried so pupils miss out on evaluating what they have learnt.

Behaviour and safety of pupils

Parents and carers have mixed views on behaviour. While they recognise that most pupils behave well, they are concerned that pupils with behavioural problems disrupt lessons. Records of behavioural incidents, accident records, and discussions with 10 groups of pupils from Year 1 to Year 6 confirm that, occasionally, lessons are disrupted by poor behaviour, but it is good overall. Staff have effective strategies to help pupils manage their behavioural difficulties, including individual pastoral support programmes. Pupils have a well-tuned perspective on behaviour, recognising 'Some can't help it and some just do it for attention.' They agree that most pupils behave well. Pupils who have experience of other schools say 'This is happiest we have been.' Around school, pupils behave sensibly, maturely and politely, carrying out responsible jobs. In lessons, they concentrate well and try their best. That is why pupils achieve well.

Attendance has improved dramatically over the past year because the school has closer links with parents and carers. It is now broadly average. Where pupils are able to influence their own attendance, attendance is above average, especially for older pupils. Pupils say 'We feel extra safe in school.' They agree that bullying is not a problem. They are well aware of the different forms of bullying and agree that name-calling, including using 'gay' as a derogatory term, is dealt with very quickly. The school council checks that staff empty 'worry boxes' regularly so adults are alerted when pupils need help. Regular times when pupils talk about their feelings help them to be emotionally self-aware. They applaud academic success because they have high aspirations.

Leadership and management

Leaders and managers are focused firmly on raising achievement and closing gaps between different groups of learners. Monitoring of pupils' progress is rigorous and support is targeted correctly. As a result, the performance of pupils who are known to be eligible for free school meals, disabled pupils and those with special educational needs or who are learning English as an additional language is better than that of similar groups nationally. That is because every pupil has a designated staff member who checks that they have the support they need to achieve success, including someone to read to if necessary. The 'learning curriculum teams' provide very effective leadership of literacy and numeracy. That includes stringent checking of teaching with follow-up action plans. They are effective because the actions are both practical and immediate. The school has identified the difference between attainment in English at the higher levels and mathematics and has suitable plans to rectify this. Performance management and professional development ensure consistently good teaching with relatively minor shortcomings and a staff team which checks that pupils achieve well. Those factors are why the school is improving rapidly.

The school provides a well-balanced curriculum that interests pupils and extends their experiences through regular visits and extra-curricular clubs. It promotes their spiritual, moral, social, and cultural development well. The impact is seen in pupils' strong sense of fair play and their thirst for knowledge and new ideas. The school promotes equality and tackles discrimination well. The gap in attainment between groups is closing, especially for the more-able, now that tracking is more rigorous. The governing body is fully supportive of the school, contributing well to the effective amalgamation of two different schools. Safeguarding meets requirements.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add up exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



31 May 2012

Dear Pupils

Inspection of Withernsea Primary School, Withernsea, HU19 2EG

Thank you for your warm and friendly welcome. A special 'thank you' goes to all the different groups of pupils who spent time talking to us, showing us their work, reading to us and telling us what it is like to be a pupil at this school. The school councillors from Year 6 deserve a special mention because they represented your school extremely well and gave a very balanced view of what they like about your school and why. You go to a good school. You are taught well and achieve well. Your school is getting better all the time because it is led and managed well. You behave well in lessons and around school. The 'nurture room' is clearly a good place to go to when you need a bit of extra help. Your attendance has improved considerably over the past year and is now average. Well done those of you who get yourselves to school, your attendance is very good. That is why you make good progress.

We noticed that those of you in the Early Years Foundation Stage and in Year 1 make lots of decisions for yourselves. You are busy, active learners who have a great deal to do. You are beginning to read and write well for your age. Pupils in other year groups also make good progress, but rely more on adults to help them. Did you know that those of you who find learning easy do a bit better in mathematics than in reading and writing? This is what we have asked your teachers to do next.

- Help more of you to reach the higher levels in reading and writing by giving you more times to work on your own without adults helping you, so that you make decisions for yourselves and become confident learners. That will help you to set your own challenges and to be involved in deciding when you should move on to harder work.

We hope you enjoy these new challenges! You can help by continuing to work hard and do your best.

Yours sincerely,

Lesley Clark
Lead Inspector (on behalf of the inspection team)

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