

Hornsea Community Primary School

Newbegin, Hornsea, HU18 1PB

Inspection dates 21–22 May 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress from their starting points and they achieve well. As a result pupils' national test results at the end of Key Stage 2 have continued to improve over time.
- The quality of teaching is good. Teachers have high expectations of their pupils and, in the best lessons, skilful questioning and well-targeted activities are used effectively to continually challenge pupils' thinking and ideas.
- Behaviour in lessons and at play is typically good. Pupils get on well together and relationships between adults and pupils are very positive.
- The school provides a safe, inclusive and supportive environment and pupils are well cared for. The school's 'rainbow room' facility is particularly effective in helping those pupils whose circumstances make them vulnerable or who have personal and social difficulties to re-engage with learning.
- The headteacher, ably supported by the deputy headteacher, has brought about significant improvements in all aspects of the school's work since the previous inspection. Good staff teamwork and mutual support are evident across the school. Governors challenge the school's performance rigorously.

It is not yet an outstanding school because

- Although the quality of teaching is good overall, there is not yet enough outstanding practice to ensure that all pupils are able to make rapid and sustained progress.
- Despite making good progress, pupils' attainment in writing is lower than that in reading and mathematics.
- Children's progress in the Early Years Foundation Stage, although secure, does not match the good progress evident across the rest of the school.
- Not all middle leaders play a full part in monitoring teaching and pupils' achievement in their area of responsibility.

Information about this inspection

- Inspectors observed 19 lessons, including two joint observations with senior leaders. In addition, inspectors listened to pupils read and reviewed pupils' written work in lessons.
- Meetings were held with the headteacher, senior and middle leaders, teaching staff, pupils, three governors, including the Chair and vice-chair of the Governing Body and a representative from the local authority (the school improvement partner).
- Inspectors examined Ofsted questionnaires completed by school personnel and 71 on-line responses to the Parent View questionnaire.
- Inspectors looked at a number of documents including the school's information on pupils' achievement, records of lesson observations, information on behaviour and attendance, the minutes of governing body meetings and safeguarding information.
- During this inspection, inspectors asked additional questions designed to ascertain the school's view of the impact and effectiveness of local authority services to support school improvement. This information will contribute to the work being carried out by Ofsted to assess the use, quality and impact of those services.

Inspection team

Angela Headon, Lead inspector

Her Majesty's Inspector

Sue Eland

Additional Inspector

Sally Hicks

Additional Inspector

Full report

Information about this school

- The school is larger than the average sized primary school.
- The proportion of pupils supported at school action, school action plus or with a statement of special educational needs is above average.
- The proportion of pupils eligible for pupil premium (additional funding for pupils in local authority care, children from service families and those known to be eligible for free school meals) is average.
- Almost all pupils are of White British heritage.
- The proportion of pupils who join the school part-way through their primary education is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Ensure that the proportion of outstanding teaching continues to increase in order to further improve achievement, particularly in writing, by
 - making sure that all teachers develop effective questioning skills to fully challenge all pupils
 - increasing the opportunity for pupils to develop their independent learning skills
 - ensuring that all pupils are given sufficient time to respond to teachers' written comments
 - routinely sharing the best practice in the school.
- Develop fully the skills of all middle leaders so they are able to monitor teaching and pupils' achievement effectively in their area of responsibility.
- Accelerate the progress of children in the Early Years Foundation Stage to match that of pupils in Key Stage 1 and 2.

Inspection judgements

The achievement of pupils is good

- Children join the Reception class with skills that are below those expected for their age. Although they make progress, the rate is slower than that in Key Stage 1 and Key Stage 2.
- However, as they move through the school, pupils' progress in reading, writing and mathematics accelerates and by the end of Key Stage 2, pupils' attainment in national tests is similar to the national average. This pattern of good performance at expected and higher levels has continued to improve consistently over a number of years.
- Disabled pupils and those who have special educational needs receive additional help in lessons, within small groups and individually. Overall, their attainment levels are in line with similar pupils nationally.
- Extra provision funded by the pupil premium includes an increase in the number of support staff and teachers to support learning in literacy and numeracy, focused one to one and small group support for identified pupils, and an improved system to track pupils' performance. As a result pupils supported by the funding make good progress. The average point score in English and mathematics indicates that the difference in attainment between these pupils and their peers is continuing to close.
- Overall, pupils who join the school part-way through their primary education make similar progress to their peers. This is testament to the school's strong inclusive ethos and practices within the school, which ensure that all pupils are equally able to succeed.
- The school has recently introduced a new mathematics programme to promote mental and oral skills and develop pupils' confidence. Early indications show that this is already having an impact on achievement across the school.
- Pupils enjoy reading. Reading record books are well presented and indicate that pupils read regularly. Pupils' attainment in reading at both key stages continues to improve, particularly at the higher levels. Sustained improvement in writing is also evident, but school leaders are aware that results are not yet similar to those in reading and mathematics.
- The school's procedures for tracking the attainment and progress of its pupils are rigorous. The school's assessment system and the regular pupil-progress meetings ensure that any variation in pupils' performance can be identified easily and addressed effectively.

The quality of teaching is good

- The relentless drive by senior leaders to improve teaching has been successful. It is now good overall, with an increasing proportion that is outstanding. Senior leaders have an accurate view of the quality of teaching across the school.
- There is a positive climate for learning in lessons and pupils are keen to do well. Teachers have high expectations and pupils receive continuous encouragement from all adults. Additional adults are used very effectively to lead and support pupils' learning, particularly in mathematics lessons.
- In lessons, learning activities are well planned to meet the needs of different groups of pupils and teachers provide many opportunities for pupils to discuss and share their understanding and ideas. Teachers display good levels of subject knowledge; teaching in both literacy and numeracy lessons in Key Stage 1 and 2 is typically good.
- In those lessons where pupils make outstanding gains in their learning, teachers consistently provide high levels of challenge throughout the lesson. Skilful, targeted questioning and a focus on developing pupils' independent learning skills are key features. Senior leaders are fully aware of what is required to ensure that more teaching is at this highest level.
- Pupils' written work is marked regularly, with examples of detailed feedback that helps pupils to improve further. However, pupils do not always have sufficient opportunity in all classes to

respond to their teachers' written comments.

- Although children make a secure start in the Early Years Foundation Stage, teaching is less effective than in the rest of the school.
- The school's investment in the 'rainbow room' facility ensures that those pupils with the greatest personal and social needs receive very effective pastoral support to give them every opportunity to fully engage with learning.

The behaviour and safety of pupils are good

- Pupils enjoy school and this is reflected in their typically good behaviour, both in lessons and around the school. Pupils are polite and courteous when talking to adults and take pride in their school.
- Good relationships between teachers and pupils are evident, and pupils have a clear understanding about how the school promotes good behaviour through the 'good to be green' behaviour system.
- Pupils feel safe in school and indicate that behaviour has improved significantly in recent years. They are very aware of how to stay safe and know about risk. They report that there is little bullying and school records support this view.
- Pastoral arrangements and thorough procedures to safeguard and care for those pupils with the highest level of personal and social need ensure that they have the opportunity to experience all that the school has to offer.
- The school has worked hard to improve attendance, with a focus on those pupils and families who take holidays during term-time and also those pupils with a track record of poor attendance. As a result attendance has increased and is now in line with the national average.
- The overwhelming majority of parents who responded to Parent View indicate that their children feel safe in school and are well looked after.

The leadership and management are good

- The headteacher's effective and determined leadership has been instrumental in moving the school forward. In this, she has been well supported by the deputy headteacher. Leaders and school personnel work well together and have a shared commitment for continuing improvement.
- Senior leaders have an accurate view of the school's performance. Effective self-evaluation means that there is a sharp focus on key priorities and expectations are high. As a result there have been significant improvements in the quality of teaching, pupils' achievement and their behaviour since the previous inspection.
- Senior leaders rigorously check the quality of teaching and pupils' achievement. Regular monitoring of lessons, teachers' work and pupils' workbooks, together with focused meetings on pupils' progress ensures that leaders are well placed to tackle any variation in performance.
- Systems to manage the performance of teachers are robust. Teachers are accountable for pupils' achievement and support plans to develop individual teachers have helped to improve practice. Staff have benefited from a range of well-targeted training opportunities.
- Although phase leaders and literacy and numeracy subject leaders are fully involved in monitoring the school's work, leaders responsible for other subjects have a more limited role. Senior leaders recognise that there is now scope to further develop their skills and the school's monitoring procedures in all subject areas.
- The curriculum promotes pupils' achievement, their personal well-being and their spiritual, moral, social and cultural development well. Learning is enhanced by a comprehensive range of enrichment activities and extra-curricular clubs. Pupils thoroughly enjoy taking part in sports and

performing arts activities. The school has continued to win the 'Junior Rock Challenge' competition over a number of years.

- The school works effectively in partnership with other schools, notably a local primary school and nursery school, through the '3 to 11 collaboration'. Parents are positive about the school's work. Almost all those who responded to the Ofsted questionnaire indicated that their children were happy in school.
- The local authority has ensured that the school has received appropriately tailored support since the previous inspection. The school improvement partner has regularly reviewed pupils' achievement, supported governors with appraisal procedures and recently led a whole-school monitoring visit to measure the impact of the school's work. The school has also received good advice on health and safety, exclusion and child-protection matters. School personnel have benefited from the regular meetings and training activities provided by the local authority, including assessment and middle leader development. Governors also have access to training opportunities through the governor services provision. The headteacher and governors value the challenge and support offered by the local authority, which is proportionate to need and to the school's requirements.
- **The governance of the school:**
 - The governing body fully understands the strengths of the school and where further challenge is required. They have the required knowledge and skills to hold leaders to account and have secure information on the impact of pupil premium funding and pay progression. The monitoring and evaluation group plays a key role in scrutinising the school's work and governors regularly visit the school. The governing body is now looking to strengthen further the links between individual governors and subject areas. The school's safeguarding arrangements meet all statutory requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	117853
Local authority	East Riding of Yorkshire
Inspection number	405726

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	504
Appropriate authority	The governing body
Chair	John Woodruff
Headteacher	Linda Laird
Date of previous school inspection	11 April 2011
Telephone number	01964 532382
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