

# Hedon Primary School

Ketwell Lane, Hedon, Hull, HU12 8BN

**Inspection dates** 12–13 September 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Pupils' achievement in the Early Years Foundation Stage and Key Stages 1 and 2 is not as good as it should be because not enough pupils are making good progress.
- Teaching is not consistently good or better across the school.
- Standards have fallen in mathematics in Key Stage 2 and in pupils' phonics skills.
- Work provided for pupils does not always match their needs well enough, particularly for the more able.
- Teachers do not always provide enough opportunities for pupils to answer their questions and sometimes overlook mistakes made by pupils in their work.
- When their work and activities do not capture their full attention, pupils' attitudes to learning can deteriorate.
- Attendance levels are not as high as they should be.
- Leaders do not check the quality of teaching and learning regularly enough to ensure that pupils are making the best possible progress.
- The school is yet to appoint staff with the necessary skills to strengthen leadership at different levels.
- The governing body are not sufficiently clear about the link between teachers' pay and performance and have not always been effective enough in holding leaders to account for the progress pupils make.
- The school's web site does not contain all the information that it should.

### The school has the following strengths

- The recently appointed headteacher has, over a very short period of time, gained a clear and accurate view of the school's performance and has put in place appropriate plans to drive improvement.
- Standards in English and mathematics in Key Stage 1 have been rising over the last three years.
- Pupils play and work well together, which leads to a calm and purposeful atmosphere in and around the school.

## Information about this inspection

- The inspectors observed 13 lessons including parts of lessons. All teachers were observed at least once. One lesson was observed jointly with the headteacher.
- The inspectors met with staff, pupils and parents. They held a telephone discussion with the Chair of the Governing Body and held a meeting with five members of the governing body. They met a representative from the local authority.
- Inspectors took into account 18 staff questionnaires and considered information from previous school surveys carried out with parents. They considered 14 responses to the online questionnaire (Parent View) and four letters from parents.
- The inspectors talked to groups of pupils in Key Stages 1 and 2, listened to them read and observed them moving around inside and outside the school and at different times in the day.
- They observed the school's work and considered a number of documents, including the school's own evaluation of its performance, its improvement plan and minutes from governors' meetings.

## Inspection team

Jonathan Woodyatt, Lead inspector

Additional Inspector

Jennifer Firth

Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average-sized primary school.
- The large majority of pupils are of White British heritage.
- The proportion of pupils supported through school action is much higher than other primary schools. The proportion supported at school action plus or with a statement of special education needs is similar.
- The proportion of pupils known to be eligible for the pupil-premium funding is similar to the average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after by the local authority.)
- The school meets the government's current floor standards, which are the minimum expectation for pupils' attainment and progress.
- At the end of the previous term over half the staff left, including the acting headteacher and acting deputy headteacher. A new headteacher and teachers in the Early Years Foundation Stage, Key Stages 1 and 2 have been in the school since the start of this term.
- At the same time several members of the governing body left.
- The school has recently rejoined the local school sports partnership.

### What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good and better by:
  - planning lessons and providing work for pupils that fully matches their needs and abilities, including the more-able pupils, so that they can quickly progress to the next level
  - consistently giving pupils questions that challenge their levels of understanding and providing opportunities for more pupils to give their answers
  - ensuring that regular and accurate checks on pupils' work are made so that mistakes are quickly identified and corrected.
- Improve the achievement of all pupils, particularly the more-able in order to accelerate pupils' progress, especially in mathematics in Key Stage 2 and phonics in the Early Years Foundation Stage by:
  - improving teachers' mathematics and phonics skills through appropriate training and support
  - implementing clear steps for teaching phonics and regularly checking pupils' progress so that teaching can be adjusted to ensure that pupils quickly increase their skills.
- Increase the effectiveness of leadership and management by:
  - regularly checking the quality of teaching and learning in all year groups to ensure pupils are making the best possible progress
  - fulfilling plans to appoint staff with the necessary skills to strengthen leadership at different levels
  - ensuring that the school's website contains all the required information
  - ensuring that effective action is taken to improve attendance
  - an external review of governance, to include a specific focus on the school's use of the pupil premium, should be undertaken in order to assess how this aspect of leadership and governance may be improved.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Pupil's achievement requires improvement. Not enough pupils make consistently good progress in English and mathematics.
- Standards in mathematics in Key Stage 1 have been rising over the last three years. However, there is inconsistency in the progress made by pupils in mathematics between Key Stage 1 and 2. At the end of Key Stage 2, standards in mathematics fell sharply in 2012 and recent results show that levels have not risen enough. As a result pupils are not building rapidly on the skills that they have learned previously.
- In 2012, when compared to the performance of pupils in writing and especially reading, not enough of the more-able pupils reached the levels expected in mathematics.
- Recent results show that standards achieved by pupils in reading and writing are now similar to those nationally in both Key Stage 1 and 2 and that, from their starting points, pupils make typically expected progress overall.
- Checks on pupils' phonic skills (the knowledge of letters and sounds to help read unfamiliar words) carried out in Year 1 in 2012 and 2013, show that not enough pupils reached the levels expected for their age. Although pupils say that they read frequently in school, they are not developing the skills in phonics quickly enough.
- Children start school in the Early Years Foundation Stage with skills that are similar to others for their age, though this can vary across different years. Children typically make expected progress and reach levels that are similar to others nationally by the end of the Reception class.
- Results in the 2012 national tests show that pupils who are eligible for the extra funding through the pupil premium reached standards that were lower than those not eligible for these funds and other pupils nationally. The school's most recent data shows that the extra support provided by teaching assistants has enabled these pupils to catch up and make similar progress as others in the school in English and mathematics.
- The achievement of disabled pupils and those with special educational needs requires improvement. The school's most recent data shows that their progress is improving but is still below that of others in the school.

### The quality of teaching

### requires improvement

- Teaching is not consistently good over time. As a result, all pupils do not make enough good progress in all their lessons.
- Teachers do not always plan tasks for pupils that fully match their needs or capture their enthusiasm and get the best work out of them. Work is sometimes too easy, especially for the more-able and there is not enough variety to ensure that all pupils can improve. As a result pupils do not do as well as they should.
- Teachers do not always ask searching questions to get pupils thinking or to see how much they have understood. Sometimes, there is not enough time for all pupils to give their answers during larger group or whole-class discussions.
- In some lessons, teachers do not accurately check what pupils have been learning, for example by overlooking mistakes made by pupils when working on their mini-whiteboards.
- The teaching of phonics is variable. The school does not follow a consistent scheme. There is no evidence of the school carrying out additional checks when pupils fall behind and therefore teachers have not been able to make the necessary adjustments to their teaching to help pupils catch up quickly.
- Teachers provided pupils with detailed information to ensure they are clear about learning activities and could benefit the most from their lessons. Occasionally, the guidance they give takes too long and so limits the time available for pupils to work on their own and consolidate

their learning.

- Teaching assistants make an effective contribution to lessons by supporting pupils learning well, especially when they are given appropriate tasks by teachers.

### **The behaviour and safety of pupils**

### **requires improvement**

- Pupils have positive attitudes to their work and to teachers and other adults. However, at times, their attention slips in lessons especially when learning activities are not matched well enough to their needs. In these instances, pupils do not concentrate and fidget whilst the teacher is talking.
- Pupils cooperate well with each other in games and activities outside and while queuing for lunch in the hall. Pupils told inspectors that behaviour was generally good around the school and over time. Similar views were expressed by most of the parents the inspectors talked to. A few parents, members of staff and pupils expressed concerns about unacceptable behaviour in lessons. The inspectors saw no evidence of unacceptable behaviour in lessons during the inspection.
- Attendance levels have recently dropped. School leaders are aware of this and have made changes to the information and advice that they provide to parents and the consequences they face when holidays are taken during term-time.
- Pupils say that they feel safe and well cared for in school. They know that they can always talk to an adult if they are worried about anything.
- Pupils are aware of different forms of bullying including name-calling in the playground and on the internet. There are no racist or homophobic incidents in the school records. Pupils say that bullying is rare and that adults are quick to deal with any incidents, should they occur, and that this leads to improvements in behaviour.

### **The leadership and management**

### **requires improvement**

- The headteacher accurately evaluates the school and, in a short space of time, has constructed ambitious plans for improvement that are clearly focussed on raising pupils' achievement. However, leadership and management overall is still judged to require improvement because not enough has been done to secure consistently good teaching or ensure all pupils achieve well over time.
- Leaders do not sufficiently monitor the impact of learning in the classrooms by regularly checking the quality of teaching to ensure all pupils make the best possible progress, including the more able.
- Opportunities provided by leaders for teachers to improve their skills through additional training or support have not been frequent or effective enough, for example, to improve the teaching of mathematics at Key Stage 2 and phonics quickly enough.
- The governing body and headteacher recognise that they need to strengthen the leadership within the school. Clear plans are in place to make appropriate appointments, such as the deputy headteacher and middle leadership roles, but these have not yet taken place.
- Staff share the headteacher's view of how the school can improve and say they feel supported in their roles.
- There are suitable systems in place for leaders to gather a range of information to gain an accurate view of the school's performance, such as information from assessments carried out by teachers. Priorities identified in the school's plans for improvement are correct and well focussed. Changes, introduced by the headteacher, have not yet had time to fully impact on raising pupils' achievement.
- The school has recently joined the local school sports partnership and has access to additional sporting facilities. The school has not taken part in activities yet.
- The headteacher recognises that the school's website does not provide sufficient information to

meet the requirements.

- The local authority provides worthwhile support in reviewing the work of the school and identifying areas where performance has been weakest. Recently it has supported the governing body with the appointment of the headteacher.
- **The governance of the school:**
  - The governing body has a suitable awareness of the school's strengths although they are less clear about the quality of teaching and the link with pay and performance. They recognise that they have not always been clear about the performance of pupils in receipt of the pupil-premium funding. This means that they have not been fully effective in holding senior leaders to account. They are ambitious to see improvements and have been fully involved with recent staff recruitment. They visit the school regularly and spend time in classrooms, which means that they know their teachers and pupils. They can talk confidently about the views of parents. They manage the budget and can balance the finances effectively. There are appropriate arrangements in place to ensure safeguarding and statutory duties are met.

## 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

<b>Unique reference number</b>	117851
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	425809

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	160
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Alan Maltby
<b>Headteacher</b>	Amanda Barnett
<b>Date of previous school inspection</b>	1 March 2012
<b>Telephone number</b>	01482 899327
<b>Email address</b>	hedon.primary@eastriding.gov.uk

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