



Hedon Primary School

Inspection Report

Unique Reference Number 117851
LEA East Riding of Yorkshire
Inspection number 280165
Inspection dates 19 October 2005 to 20 October 2005
Reporting inspector Moira Fitzpatrick

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

Type of school	Primary	School address	Ketwell Lane
School category	Community		Hedon
Age range of pupils	4 to 11		Hull, HU12 8BN
Gender of pupils	Mixed	Telephone number	01482 899327
Number on roll	218	Fax number	01482 896324
Appropriate authority	The governing body	Chair of governors	To be advised
Date of previous inspection	1 April 2000	Headteacher	Mr Paul Rimmer

Age group 4 to 11	Inspection dates 19 October 2005 - 20 October 2005	Inspection number 280165
-----------------------------	---	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

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.

Introduction

The inspection was carried out by two additional inspectors.

Description of the school

Hedon Primary School is about the same size as most primary schools, with 218 pupils aged 4 to 11. The overall attainment of children when they join the Reception class is below what is typical for their age. All pupils are taught in mixed age classes with the exception of the current Year 2 pupils. The percentages of pupils eligible for free school meals and of pupils who have learning difficulties and/or disabilities are about the national average. The number of pupils who have a statement of special educational need is high compared with most schools. The school population is from white British heritage groups, with only one child from a minority ethnic group, who is fluent in English. The school has received awards for School Achievement, Healthy School and the National Travel Plan.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school, with some outstanding features. Pupils make good progress from a below average starting point and they achieve average standards overall by Year 6. The school has recognised the need for improvements to standards in mathematics. The quality of education is good because there is good teaching and learning through a well planned and interesting curriculum. The care and support of pupils is very good and a strength of the school. Provision for their personal development, through taking on responsibility and contributing to the community spirit in the school, is outstanding.

The school is well led and managed at all levels. Parents, who are consulted on the work of the school, are highly supportive and are pleased that their children are so well cared for and happy. The good provision in the Foundation Stage helps children in the Reception class build well upon their earlier experiences in the local nursery.

There has been good improvement since the last inspection and the school is well placed to continue to improve. Resources are well managed and the school gives good value for money.

What the school should do to improve further

- Improve standards in mathematics.
- Improve assessment procedures, especially for mathematics, and teachers' marking so that pupils are given better guidance on how to reach their targets.
- Introduce mathematics homework to consolidate what is learned in class.

Achievement and standards

Grade: 2

Children make good progress in all areas of their learning in the Foundation Stage. By the time they start Year 1 most have reached the goals set in all six areas of learning, doing particularly well in personal, social and emotional development, although a significant minority do not reach the expected level in communication, language and literacy or in mathematical development.

By the end of Year 2, the vast majority of pupils are at, or are close to, the national expectation for their age in reading, writing and mathematics. By the end of Year 6, almost every pupil reaches the expected standard in science and about half exceed this. In English, pupils make good gains in reading and writing, because of their teachers' effective use of assessment to track their progress. They make very good improvements to their speaking skills, because of the well planned development of these in all lessons. In mathematics, a few pupils do not make quite the expected progress from their starting points and therefore, by Year 6 pupils' standards in mathematics are slightly below those in English and science.

Lower attaining pupils and pupils with learning difficulties and/or disabilities make the same good progress as their classmates and progress well towards the targets that are set for them.

Personal development and well-being

Grade: 2

Pupils' personal development is good overall, with some very good features. From the earliest age, pupils respond very well to their teachers' high expectations of conduct, effort and consideration for each other. Pupils behave well in and out of class. Pupils enjoy coming to school, which is reflected in their good attendance, because they find the lessons interesting and challenging. In discussion, several older pupils commented on how they liked the variety of their learning and the opportunities for learning outside of school. Pupils in Years 3 to 6 relish opportunities to take on responsibility and make improvements to the school. These opportunities make an outstanding contribution to pupils' personal development, especially through their involvement in class councils and the school council. Pupils develop a strong sense of citizenship and a belief that they can make a difference.

The school goes to some lengths to alert pupils to the need to stay healthy and safe. A well taught curriculum in personal and social education, as well as good opportunities to take part in sport ensure that pupils understand the need for healthy food choices and regular exercise.

Pupils' spiritual, moral social and cultural development is good overall. Particularly strong features are their social and moral development, which are very well promoted through teachers' high expectations and the good lead they give. Pupils have a good understanding of right and wrong, they respect each other's views, give way politely in class discussion, and work very well with each other. While pupils' cultural development is good overall, there is a need for more opportunity for them to know about the diversity of the culture in which they live.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching is good overall and some outstanding teaching was seen during inspection. Teachers make effective use of their assessment of pupils' learning to plan challenging tasks that promote good learning in English and science. In many of the mathematics lessons, teachers made good use of on the spot assessment to ensure that pupils understood what was being taught. However, this is not as sharply used for planning tasks for pupils so a few are occasionally either given work that is too challenging, or work that is not demanding enough. For both of these groups of pupils, their progress is not always as good as it could be and some do not reach the level they ought to by the end of Year 6. Teachers' set targets, in English, but not yet in

mathematics. At present, the teachers' marking is not linked sufficiently to the targets and so pupils do not get appropriate guidance on how to improve.

All teachers promote very good relationships within their classes. Teachers make very good use of talk for learning, and pupils feel comfortable explaining their ideas and developing the ideas of others. The impact of talk for learning is evident in the quality of pupils' writing which is preceded by thorough discussion. In science pupils are challenged to think ideas through and share them before embarking on their investigations.

Teaching assistants give good support to pupils' learning. They are particularly skilled at giving encouragement to pupils without completing tasks for them.

Curriculum and other activities

Grade: 2

The school provides a good curriculum, which has a number of strengths. One of these is the thorough and detailed planning for science. Another strength is teachers' planning for the use of literacy skills in other subjects.

The school provides some very interesting opportunities for pupils beyond the classroom and invites visitors into the school to enrich and extend pupils' learning. Pupils spoke wholeheartedly about the enjoyment they got from fieldwork trips. The school provides very good opportunities for pupils to learn both French and German, and teachers have embraced this challenge with gusto. Provision for extra-curricular activities is very good for pupils in Years 3 to 6 and includes a good emphasis on sport, music, drama and art. However, there is none available for the younger pupils.

Care, guidance and support

Grade: 2

The school's care, guidance and support for its pupils is good overall. The school's thorough procedures for risk assessment and health and safety, create a safe secure place for pupils to work and play in and out of the classroom. Pupils acknowledge that their teachers know them well and that they would have no hesitation in seeking the help and support of a teacher if they had a problem. Standards of personal care are very high and pupils feel safe and well cared for. This is an outstanding aspect of the school's provision. Parents are confident that their children are well looked after and show overwhelming support for the work the school does.

The assessment of pupils' learning varies between subjects. It is best in English and science where pupils make good progress as a consequence, and less good overall in mathematics. Pupils who have learning difficulties are set appropriate targets and are guided well by teachers and teaching assistants to reach these. Pupils who have a statement of special educational need are very well cared for through individual support programmes. They are also encouraged to take on as much responsibility for themselves as they can manage. This ensures that their confidence and self-esteem matches that of their peers. Teachers monitor pupils' personal, social and emotional development well and provide opportunities for pupils to develop good social and communication

skills. Year 6 pupils were very appreciative of the sympathetic support given by teachers to those feeling a little homesick during a recent residential visit.

Leadership and management

Grade: 2

The quality of leadership and management is good overall. Under the strong leadership and clear guidance of the headteacher, all staff in the school are clear about the school's aims and priorities. There is a good balance on developing both the academic and personal skills of pupils which ensures they are well rounded, mature and well prepared for the next stage of their education.

The school has developed its self-evaluation procedures well since the last inspection. All teachers have a well defined role in assessing areas for improvement and are given time to carry out this effectively. Good use is made of the information from monitoring activities to decide on priorities through consultation between the senior managers, teachers and governors. Governors make a good contribution to the school's improvement, and recognise when it has been achieved and what more needs to be done. The leadership of English and science are particular strengths in the school, so too is the management of provision for pupils who have learning difficulties and/or disabilities.

The school manages its limited finances well. Staffing levels give good support to pupils' learning and there are sufficient resources for learning. The school has acted well on all areas for improvement suggested in the last report with the exception of assessment where a few further improvements are still needed. These are already on the school's improvement plan for this year and some staff have been allocated places on training courses to help them bring about further improvements. Given the school's evaluation procedures, and the skill and commitment of staff, it is well placed to continue to improve.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
--	-----------------------	--------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Alexandra House
33 Kingsway
London WC2B 6SE
T 0207 421 6800
F 0207 421 6707

www.ofsted.gov.uk

Hedon Primary School
Ketwell Lane
Hedon
Hull
HU12 8BN

21 October 2005

Dear Children,

Thank you for making us so welcome when we visited your school. You made it very clear to us how much you love your school and told us the things you like best about it.

Here are some of the things we liked best about your school.

The very warm welcome that you and your teachers give to visitors. You make your school a very nice place to visit.

The way you work hard and support each other in lessons. Well done!

The careful way that your teachers plan interesting activities for you to learn from. It seemed that everyone we talked to had a few special subjects they liked best.

We particularly liked how well looked after you are. We could see that you feel very safe and happy in school and that this was helping your learning. You told us that you knew your teachers cared for you and were always there to help. We agree, they do care for you very well indeed.

We think that the older pupils have some very good opportunities to join in clubs and extra activities and that a lot of you do join in. Good for you.

We think you behave well and show a lot of care and respect for each other and that this makes your learning even better.

We were very pleased to see how well you take on responsibility and are becoming good citizens. We think you make very good use of the opportunities to improve the school through your class and school councils and that you are making the school a better place through your good work. Very well done!

These are some of the things we have asked your school to do to make it even better.

Help you get better at mathematics by looking closer at what you can do well and what you might be finding difficulty with.

Set targets for you in mathematics like you have in English, to help you get better.

Give you suggestions on how to improve when your work is marked.

Finally, we agree with those of you who suggested that some mathematics homework would be a good idea and have asked your school to provide this from time to time.

Once again, our thanks to you all and our very best wishes for the future.

Mrs Fitzpatrick

(Lead Inspector/HMI)

Annex B