



Hinguar Community Primary School

Inspection Report

Unique Reference Number 114772
LEA SOUTHEND-ON-SEA LEA
Inspection number 283218
Inspection dates 14 December 2005 to 15 December 2005
Reporting inspector Mr. David Jones LI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary	School address	Hinguar Street
School category	Community		SS3 9AN
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01702292721
Number on roll	297	Fax number	01702298892
Appropriate authority	The governing body	Chair of governors	Mr. Roger Hadley
Date of previous inspection	Not applicable	Headteacher	Mrs. Viv Stevens

Age group 4 to 11	Inspection dates 14 December 2005 - 15 December 2005	Inspection number 283218
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors (HMI) and two Additional Inspectors.

Description of the school

Hinguar Primary is a large school situated close to the centre of Shoeburyness, Southend-on-Sea. The local population represents a wide mix of social backgrounds. The number of pupils eligible for free school meals is average. Pupils are mostly of white British heritage, although there are some from minority ethnic backgrounds. The proportion of pupils who have learning difficulties and disabilities, including those with Statements of Special Educational Needs is above average. Pupil mobility is rising. The school judges attainment on entry to be average and inspectors agree. The school is a member of the local authority's excellence cluster and of a local sports partnership. It was awarded the Basic Skills Mark in 2002 and the Healthy Schools Award at intermediate level in 2005. It was inspected in November 2004 and judged to have serious weaknesses in the quality of provision and standards of attainment. The headteacher assumed responsibility for the school just prior to that inspection; a new deputy headteacher was appointed at Easter 2005.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 4

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school. The school has some strengths: the caring and inclusive agenda strongly supported by senior managers; the progress made by younger pupils; the personal development of most pupils; and the efforts made by many staff. However, a pattern of weaknesses exists in: the quality of teaching and learning; the standards achieved in Key Stage 2; curriculum planning for mixed-age classes to ensure that work meets the needs of all pupils; and the leadership and management of the school. The quality and standards in the Foundation Stage are satisfactory and the pupils' progress throughout Key Stage 1 is sound. However, most pupils in Key Stage 2 underachieve and standards of attainment are very low. The school has failed to check the pattern of decline evident in standards at Key Stage 2 since 2002. The school judges all aspects of provision as at least satisfactory; inspectors do not agree because the school's self-evaluation of significant areas of its work lacks objectivity. Although the school has made satisfactory progress in tackling some of its serious weaknesses, it has made inadequate progress overall since the last inspection and does not provide value for money. The school's capacity to improve is inadequate.

What the school should do to improve further

- Raise standards of achievement, particularly in Key Stage 2.
- Improve the quality of teaching by focusing on learning outcomes particularly in mixed-age classes.
- Improve the use of assessment information to help teachers plan lessons that match the pupils' learning needs by building effectively on their previous knowledge.
- Improve the quality of leadership and management through the use of rigorous monitoring and evaluation procedures.

Achievement and standards

Grade: 4

Most 7 year olds have made satisfactory progress and reach average standards in reading, writing and mathematics. However, at Key Stage 2, the performance of too many pupils of all abilities fails to meet the national expectations in English and mathematics. Standards reached by 11 year olds in 2005 were very low and the pupils' progress from Key Stage 1 was among the worst achieved by primary schools nationally. However, in science most pupils reached the nationally expected Level 4 and there were improvements in the proportion of pupils doing well in reading. In lessons, pupils make satisfactory progress in the Foundation Stage and Key Stage 1; however, progress in Key Stage 2 varies because tasks do not consistently match the pupils' learning needs. The school's assessment procedures reveal that even in classes taught by

experienced staff significant numbers of pupils fail to make appropriate progress. The school sets challenging targets but these aspirations are not met.

Personal development and well-being

Grade: 3

Personal development and well-being are satisfactory. Most pupils enjoy school, feel safe and want to learn. However, those in Years 3 to 6 become restless when the lessons fail to secure their attention. When work is well-matched to the pupils' needs, they respond enthusiastically and achieve well. This was evident in a Year 5/6 information and communication technology (ICT) lesson when the tasks provided were exciting and demanding. In some lessons, pupils are given insufficient opportunities to become independent learners. In the Reception classes, children are making good progress in developing their personal and social skills because teachers and support staff provide a well-structured and supportive environment. Social relationships are satisfactory. Overall, pupils' attitudes and behaviour are satisfactory. Provision for the pupils' spiritual, moral, social and cultural development is satisfactory. Members of the school council enjoy representing the views of their class and feel that they are able to make a difference in the school. They have been given responsibility for controlling the school council budget; through charitable fund-raising they become aware of the needs of others and contribute to the wider community. The pupils enjoy the 'Student of the Week' assemblies; applause for their peers was spontaneous. The pupils are pleased with the recent improvements to playground facilities; they talk about the need for a healthy lifestyle and know the importance of a good diet and regular exercise. Pupils' literacy and numeracy skills are not as good as they should be and consequently they are not fully prepared for adult life. Attendance has improved and is now in line with the national average.

Quality of provision

Teaching and learning

Grade: 4

The quality of teaching and learning is inadequate. There are examples of satisfactory and good teaching but too many lessons provide inadequate challenge. In the best lessons, teaching proceeds at a lively pace, keeps the class fully involved in learning and challenges them to think and reflect. Pupils are clear about the learning objectives and the teachers' expectations. In these lessons, the work is accurately matched to the pupils' vastly differing needs, they have time to learn and the gains they make by the end of the lesson reflect their ability. In less effective and inadequate lessons, planning does not cater for the wide range of ability to be found in the mixed-age classes. Where the pace of lessons is too slow, pupils lose focus and social chatter sometimes degenerates into argument. Not enough time is given to independent tasks and active learning. Where time is not used effectively, introductions are too long, the practical task is underdeveloped and the final part of the lesson does not assess or secure learning. Teaching assistants provide good support to individual pupils who

have learning difficulties; however, they are underused during whole class teaching. A significant number of teachers are new to the profession. Their teaching has been monitored by senior staff and the local authority but this process lacks rigour. Although some areas for improvement have been identified they have not been addressed fully and much remains to be done. The school uses assessment data appropriately to track pupils' academic achievement. However, not all teachers use this information to plan lessons that match the pupils' learning needs. The records of progress made by pupils who have emotional or behavioural difficulties give little indication of the significant progress made.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. Recent revisions have made the links between subjects more relevant to the pupils' interests. Although the school has thought hard about how topics are planned for the mixed-age classes, some of these are not revisited sufficiently and the amount of time allocated for some subjects is less than recommended. The organisation of the timetable would allow the grouping of pupils by ability in the core subjects and this is being considered. ICT facilities have been enhanced. The computer suite is modern and some classrooms are equipped with data projectors, but more use could be made of these facilities. A programme of personal, social and health education is timetabled weekly. The recent refurbishment of the playground and the Foundation Stage outside learning area has improved the range and quality of activities provided. A good programme of activities after school supports the pupils' interests, learning and health. Sporting links have been improved through the local sports partnership.

Care, guidance and support

Grade: 2

The school judges care, guidance and support to be good and inspectors agree. The school has a caring ethos that supports all pupils with their learning and personal development. The care for children at risk and of those who have learning difficulties and disabilities is good and these pupils make satisfactory progress. The school's behaviour management procedures are good and pupils appreciate 'Golden Time' which rewards them for their behaviour at the end of the week. Learning support staff operate with a degree of independence and considerable expertise. However, the main responsibility for supporting pupils' individual education plan targets lies too much with the teaching assistants. Child protection and health and safety procedures are in place. Pupils are generally happy in school; they say they feel safe and that staff are helpful if they have problems. Some children worry about the behaviour of others but were pleased with how the school managed the recent anti-bullying week.

Leadership and management

Grade: 4

The leadership and management of the school are inadequate. Although the headteacher has put a great deal of effort into the development of the school and the refurbishment of its facilities, senior managers have been unable to check the decline in standards of achievement in Key Stage 2. The targeted intervention programmes introduced in the spring and summer terms made an impact at Key Stage 1 but were unsuccessful in Key Stage 2. The areas of weakness noted in the quality of teaching and learning during the most recent local authority review reflect those recorded on this inspection and that of the HMI monitoring visit of May 2005. The monitoring and evaluation of provision are inadequate. Reviews of the quality of teaching by senior managers have failed to focus on lesson outcomes, have been inconsistent in their rigour and overly positive. Lesson observations and monthly reviews conducted by the local authority include contradictory evidence and conflicting judgements on the quality of provision. As a result the school has not been provided with an accurate picture of its strengths and weaknesses and its self-evaluation is insufficiently objective. The governing body has worked hard to manage the budget and refurbish the school premises. However, governors have failed to grasp the gravity of the school's weaknesses. The roles of the subject and phase co-ordinators have been reorganised as the result of the appointment of five new staff. Some subject leaders have helped to develop procedures to scrutinise children's work; however, the use of assessment to inform teachers' planning remains inconsistent. The senior leadership team has worked hard to address the complex issues faced by the school. However, the weakness in standards and provision has not been successfully addressed. Consequently the school has not demonstrated the capacity to improve further.

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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
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	4	NA
The capacity to make any necessary improvements	No	NA
Effective steps have been taken to promote improvement since the last inspection	No	NA

Achievement and standards

How well do learners achieve?	4	NA
The standards ¹ reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	4	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	3	NA
The attendance of learners	3	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	4	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	4	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	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?	4	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	4	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4	NA
How effectively and efficiently resources are deployed to achieve value for money	4	NA
The extent to which governors and other supervisory boards discharge their responsibilities	4	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

Thank you for your help when we inspected your school just before Christmas. Everyone was very friendly and polite. Now we want to share with you what we thought about your school. These are the things we thought were going well. - Your teachers care about all of you and work hard to look after you. - Most of you say you enjoy coming to school and want to do your best. - Support staff are good at helping those of you who find your work hard. But we know everyone wants to do better and we have suggested a few things that we think will help. - We have asked those who help to run the school to check how well the school is organised and managed. They are keen to make sure it all works well. - Your teachers need to make more of your lessons interesting and challenging because we know you want to improve. - We have asked the staff to check closely on your progress and use this information to plan the work you are asked to do. A team of inspectors will come to your school regularly to see how you are getting on. I enjoyed meeting all of you and wish you well.