

Hornsea Community Primary School

Inspection report

Unique Reference Number	117853
Local Authority	East Riding of Yorkshire
Inspection number	301717
Inspection dates	14–15 November 2007
Reporting inspector	Andrew Saunders

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 on roll	
School	482
Appropriate authority	The governing body
Chair	Cllr B Jefferson
Headteacher	Miss M T Foxton
Date of previous school inspection	1 June 2003
School address	Newbegin Hornsea HU18 1PB
Telephone number	01964 532382
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Age group	4-11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a large primary school in a rural, coastal town. The school takes pupils from a wide area. The majority of pupils are of White British origin. The proportion of pupils entitled to claim a free school meal is below the national average. The proportion of pupils with learning difficulties and/or disabilities is above the national average. The school holds the BECTA ICT Award, Accreditation for Inclusion Gold Award, the Heartbeat Award, Activemark and the SSCO Sports Partnership Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Hornsea Community Primary School is a good school where pupils are able to flourish both socially and academically, and where their achievements are celebrated with pride. Some aspects are outstanding, including personal development and well-being, care, guidance and support, and leadership and management. Pupils achieve well throughout the school and enjoy an exciting and varied curriculum delivered with enthusiasm. They develop into confident and well-rounded young people. Parents are highly supportive of the school and express great satisfaction with the education their children receive. The school is well regarded within local community.

Children start school with skills and capabilities that are similar to those typically found. They make good progress in their first year giving them a flying start to Year 1. This good progress is sustained throughout the school. By the end of Year 6, standards are above average overall. They are particularly high in English. Pupils of all abilities and backgrounds make similar progress. Although pupils achieve well, the school recognises that more consistent achievement in mathematics in Key Stage 2 would enable them to reach even higher standards overall. In 2007, fewer pupils reached the higher levels in mathematics than in English and science.

Teaching and learning are good. Pupils thoroughly enjoy lessons, particularly art. Their personal development is excellent, as demonstrated by their exemplary attitude to learning and their respect and care for each other. Positive relationships between staff and pupils also contribute substantially to success in lessons. Pupils are aware of their targets and mostly know what to do to reach the next level. This advice is not yet consistently good. In mathematics, pupils are not fully aware of what to do to reach the highest standards.

The school has a firm commitment to teaching basic skills in literacy, numeracy and technology as well as to promoting learning in languages and the arts. French is introduced from Reception, and taught more formally from Year 3, making good use of links with the local secondary school which has specialist status in languages. There is a wide range of expertise and talent among staff that is shared and that contributes to the high quality learning experiences. Pupils are provided with an excellent range of extended opportunities which are both rich and diverse, ranging from community projects, visiting artists and sporting activities to residential visits. Pupils take responsibility for their own safety and are aware of what they need to do to stay healthy.

Not surprisingly, the school enjoys the enthusiastic support of its parents. This is typified by comments such as: 'Hornsea is an example of parents, teachers and community working together'. Concern was expressed, however, about safety when arriving at school and the lack of musical instrument tuition. The school is well aware of these concerns and is doing everything practical to resolve them.

The headteacher effectively demonstrates clear leadership, commitment and determination to maintain high standards. She inspires her staff to work energetically to support new initiatives focused on securing even better outcomes for pupils. Together, they make a considerable contribution to driving the school forward and have been highly successful in locating extra funding. Governors are committed and well informed, and provide an effective balance of support and challenge. Areas for improvement in the previous report have been successfully addressed.

Effectiveness of the Foundation Stage

Grade: 1

The overall effectiveness of the Foundation Stage is outstanding. Children enjoy school and delight in the many stimulating activities. Meetings with parents and careful assessment demonstrate that, on entry, children's attainment is typical of that of children of the same age nationally. For the latest intake, whilst there are strengths in areas of personal development, skills in mathematics, communication and in speaking and listening are less well developed. Across the curriculum, children achieve very well and detailed records indicate that most make rapid progress. Leadership and management of the Foundation Stage are very strong. The adults involved have a good understanding of the required areas of learning. The excellent shared approach ensures that children of all levels of ability thrive. Outstanding teaching enables most children to reach and often exceed the goals set for them by the end of Reception. Some of the children with summer birthdays who spend only one term in the Reception class do not reach these goals but provision for them in Year 1 successfully bridges the gap between the end of the Foundation Stage and the requirements of the National Curriculum.

What the school should do to improve further

- Raise standards in mathematics at Key Stage 2 by ensuring that all pupils, particularly the more able, know what to do to reach the highest standards

Achievement and standards

Grade: 2

Pupils achieve well overall. Children start in Reception with skills similar to those typical of their age and most progress very well to enter Key Stage 1, having reached or exceeded the nationally agreed learning goals set for them. During Years 1 and 2, good planning and effective teaching ensure good progress is maintained. Standards are above average in Year 2, as is reflected in national assessments. By Year 6, standards in national tests are usually above average, significantly so in English. They dipped a little in 2007 because of significant changes in the make-up of the Year 6 groups in the last two years and of the above average proportion of pupils with learning difficulties. Fewer pupils reached above average levels in mathematics compared with English and science. The school has already identified strategies to improve attainment, especially in mathematics, and these are starting to have a positive impact. Inspection findings and school data show that pupils in the current Year 6 are on track to achieve above average levels.

Children with learning difficulties and/or disabilities are very well supported and they make good progress towards the targets set for them. The more able pupils are set challenging work and their achievement is often outstanding. Boys and girls achieve equally well.

Personal development and well-being

Grade: 1

By the time they leave the school, pupils are mature, confident and enthusiastic learners as a result of the school's outstanding provision for personal development and well-being. Pupils relish the responsibilities for tasks around the school, helping younger pupils in the playground and in learning projects such as the creative context week. They have a strong understanding of fair play and know they need to be truthful and honest. Pupils behave well in class and around the school, and are always ready to offer help to others. They enjoy everything that

the school has to offer and attendance is good. Spiritual, moral, social and cultural development is good. Pupils readily explain what they know and understand about the cultures and traditions of people from other places.

The trust and respect pupils have for the staff are exemplified in the way they spontaneously explain how they have been helped and supported in work and play. They say that they feel safe in school and that on the rare occasions that bullying takes place teachers listen to their needs and respond promptly and effectively. Pupils are highly enthusiastic about the rich range of activities and opportunities before and after school, and at lunchtime. They are very clear about making healthy choices for eating and physical activity. Their enthusiasm about the healthy diet on offer in school and at the tuck shop is well placed. Pupils have very positive attitudes to work and learning. As one said, 'I like everything about this school; there would not be another school I would want to go to.' Pupils are in a strong position to get the most out of their life in school, the next phase of education and beyond.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching is good overall with some outstanding lessons seen. As a result, pupils make good progress. Teachers have good subject knowledge and use a range of strategies to engage and motivate pupils. Learning activities are well planned with a good range of challenging tasks being set for pupils at different stages in their learning. Pupils who find learning difficult are well supported by a team of skilled teaching assistants. Teachers use questions to probe and challenge pupils, and so enhance and extend their learning. Interactive whiteboards are used well to both demonstrate teaching points and to engage pupils. Marking strategies usually provide supportive comments to develop the pupils' skills and to remind them of their targets. The best practice is not yet consistent across the school. In mathematics in Key Stage 2, marking does not always help more able pupils know what to do to reach the highest standards. Pupils are involved in assessing their own and each other's work, which they appreciate.

Curriculum and other activities

Grade: 1

The curriculum is outstanding. The school uses a wide range of creative strategies to ensure that the curriculum is exciting, enjoyable and interesting. This brings learning to life and adds much to pupils' academic and personal development. An example of this is the creative context week, during which the curriculum is enriched by a range of visiting artists and members of the community. Children and staff still rave about this and are planning the next one. International and local links are well used to give a real life context to the curriculum. Curriculum leaders regularly monitor and evaluate the impact of their curriculum area on pupils' progress. Careful, detailed planning ensures that cross-curricular links are effective in transferring skills in literacy, numeracy and technology across the curriculum. An extensive range of extra-curricular activities is provided, which pupils speak highly of and participate in enthusiastically.

Care, guidance and support

Grade: 1

The care, guidance and support of children are outstanding. They are the underpinning reason why children's personal development and well-being are so good. All of the teaching and

support staff know pupils very well and are dedicated to meeting their needs. This is reflected in many of the responses by parents. Safeguarding arrangements meet government requirements. The procedures for child protection, health and safety and risk assessments are monitored regularly and are fully understood by all of the staff. When children join the school from the nearby nursery and when they transfer to the local secondary school, transition arrangements are managed very well. The Gold Inclusion Award bears out that the school manages some pupils with challenging behaviour extremely well; many of these pupils are now making extraordinary progress. The school has very effective working links with other schools, the local authority and other agencies such as those supporting pupils with learning difficulties and/or disabilities. Sensitive use is made of information collected about pupils' on-going progress. Pupils who are at risk of underachieving are provided with additional support. Effective opportunities are provided for those identified as gifted and talented.

Leadership and management

Grade: 1

Leadership and management are outstanding. Inspirational leadership from the headteacher provides a compelling vision for the school and galvanises all staff. Together with the senior leaders, she has accurately identified appropriate key priorities and encouraged innovative approaches to teaching and learning in order to raise standards and promote enjoyment for all pupils. Vertical groupings for certain activities are a good example. The curriculum leaders are enthusiastic and knowledgeable, working effectively as a team. They reflect accurately on how to improve attainment and have put in place clear and useful strategies which are having an impact in the classroom. Through peer observations and sharing of ideas, best practice is actively encouraged. The school is relentless in seeking out ways to move forward. Self-evaluation takes into account the views of all stakeholders. It is modest in its judgements in some aspects but very accurate in identifying areas that could be improved further.

Governors have received appropriate training and are active partners in the school's development. They are supportive and well-informed, and are consequently able to work effectively with the school. Finances are very well managed to give outstanding value for money. The school is extremely adept at finding extra sources of funding to provide exciting activities and resources that would otherwise not be possible, such as the Forest Classroom. The staff and governors work as a team with pupils' best interests at heart. The school is exceptionally placed to improve further, and there is a strong determination to do so.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	2

Achievement and standards

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

29 November 2007

Dear Pupils

Inspection of Hornsea Community Primary School, East Riding of Yorkshire, HU18 1PB

Following our visit to your school, we would like to thank you for the warm welcome you gave us. We were very impressed by your good behaviour and how polite and helpful you were. We particularly enjoyed chatting to so many of you at break and lunchtime.

Your school is a good school and there are many things to be proud of. We spent a lot of time finding out how well you are learning. In lessons, you listened carefully to your teachers and worked hard. By the end of Year 6 you get good results in your tests, so - well done! Keep trying your best!

You told us that you enjoy coming to school and that the adults take good care of you. You have lots of opportunities to be responsible, such as through the school parliament, and the creative context week, helping each other. You said how much you enjoyed going on all the interesting visits and trips which the school organises, and which help make lessons interesting. Your school is a friendly place which shows you how to care for each other and helps you gain confidence. You are cared for very well and set challenging targets which you do your best to achieve.

Although we know you are doing really well, we hope that teachers will help you to raise your work in mathematics in Key Stage 2. You need to know exactly what you can do to reach the highest standards so that you can achieve as well in mathematics as you do in English and other subjects.

Most important of all, we agree with you that your school is a good school.

Congratulations on helping to make it such a super place for learning and to interact with each other and the community.

Yours sincerely

Andrew Saunders Heather Evans Angela Charlton

Lead inspector Inspector Inspector