

Hinguar Community Primary School

Inspection report

Unique Reference Number	114772
Local Authority	Southend-on-Sea
Inspection number	319458
Inspection dates	9–10 June 2008
Reporting inspector	Declan McCarthy

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	240
Appropriate authority	The local authority
Headteacher	Mrs Vivienne Stevens
Date of previous school inspection	Not previously inspected
School address	Hinguar Street Shoeburyness Southend-on-sea Essex SS3 9AN
Telephone number	01702 292721
Fax number	01702 298892

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This average sized primary school serves an area of wide social mix around Shoeburyness. The roll has fallen slightly since the last inspection and pupils are mostly White British. The overall proportion of pupils eligible for free school meals is broadly average; it is above average in Reception and Key Stage 1. The proportion of pupils who have difficulties with learning or behaviour, including those with statements of special educational need, is well above average. An above average proportion of pupils enters or leaves the school, at other than the usual time. During the current academic year, the school has achieved a number of awards including Healthy School status, Active Mark for physical activities and the National Association for Able Children in Education award for its work with gifted and talented pupils. At the time of its last inspection, the school was given a Notice to Improve.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

In accordance with section 13 (5), of the Education Act 2005, Her Majesty's Chief Inspector (HMCI) is of the opinion that the school no longer requires significant improvement. It is now satisfactory and improving and accurately evaluates its performance. It has made good progress in addressing the areas for improvement identified at its last inspection because the headteacher and senior leadership team have monitored the quality of teaching rigorously and effectively and improved its impact on pupils' progress. Subject leaders share the same drive for improvement and are actively involved in evaluating the school's work. However, they have yet to develop their monitoring role fully. Governors are increasingly holding the school to account for its work and are committed to its further improvement. The overwhelming majority of parents are pleased with the school. The good leadership of the headteacher and her deputy headteacher give the school good capacity to improve, as seen by good improvement in all areas identified at its last inspection. This is particularly noticeable in relation to pupils' achievement, teaching and the curriculum.

Standards have been below average at Key Stages 1 and 2. However, the increase in the proportion of pupils gaining higher National Curriculum test levels in 2007 and 2008 confirms the improvement the school is making. Pupils' achievement is satisfactory overall. Many pupils experience difficulties with learning or behaviour and some have severe barriers to learning. The school has successfully tackled a legacy of underachievement and has overcome barriers to learning so that vulnerable pupils and those who find learning difficult achieve as well as others. Children make good progress in the Foundation Stage. Many pupils in Key Stages 1 and 2 are making better progress because teaching continues to improve. Although inspection findings indicate that there are no instances of inadequate teaching, and the proportion of good and better teaching is steadily rising, occasionally, a few pupils do not always achieve as well as they could because expectations for learning are not quite high enough. All groups of pupils, including the more able, those with barriers to learning and those with behavioural difficulties, make the same rate of progress because of good support in lessons.

Good care, guidance and support have a significant impact on pupils' good personal development and well-being, ensuring their good behaviour and good spiritual, moral, social and cultural development. Pupils stay healthy and safe. They make a positive contribution to the community and greatly enjoy school. They are satisfactorily prepared for the next stage of their lives. The new curriculum has good opportunities to extend learning but has yet to impact fully on pupils' achievement. The use of information and communication technology (ICT) is satisfactory, and supports teaching and learning increasingly well.

Effectiveness of the Foundation Stage

Grade: 2

The Foundation Stage provides children with a good start to their education and contributes well to ensuring that they develop positive attitudes to learning and start to make up any lost ground. The curriculum is planned effectively to cover all areas of learning. There are good opportunities to develop imaginative and structured play indoors and in the delightful outdoor area that is used very well. Children's personal development, independence and behaviour are good because teachers are very good role models and have high expectations of them. Effective leadership ensures that there is a particularly strong emphasis on teaching language, communication, and social and problem-solving skills so that children achieve well, make good

progress and develop high self-esteem. Assessment is thorough and accurate and there are good systems for tracking children's progress. Relationships are excellent and children settle quickly and happily into their routines. Parents are rightly pleased with the provision.

What the school should do to improve further

- Improve the achievement of all pupils by ensuring that teaching and learning is consistently good in all lessons so that all pupils make equally good progress.
- Ensure that all subject leaders effectively monitor their subject areas in order to develop consistently good teaching and learning within their subjects.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Pupils' attainment on entry to Year 1 is below average, despite their good progress in the Foundation Stage. Standards in Year 6 were below average in the national tests in 2007. Nevertheless, achievement is satisfactory and improving and more pupils are reaching the higher National Curriculum levels in Years 2 and 6. Pupils are making satisfactory progress in writing because of the strong emphasis given to it throughout the school. Improved teaching is leading to improved progress. In relation to pupils' starting points, the school sets challenging targets and works hard to help pupils meet or exceed them. Pupils with complex needs and significant barriers to learning make the same progress as others because they receive good support. However, in a small number of lessons where teaching is no more than satisfactory, a few pupils do not always make sufficient progress when teachers' expectations for learning are not high enough.

Personal development and well-being

Grade: 2

Pupils respect each other and the staff, and behave well. Most speak very positively about their learning and school. Attendance is broadly average and reflects the hard work done by the school, especially that of the learning mentors. Spiritual, moral, social and cultural development are good. Pupils are sensitive to others' feelings. They are reflective in assemblies and proud of their school. They develop a good understanding of their own and other cultures - as in new opportunities to contact children in schools in Africa and France. Pupils increasingly adopt healthy lifestyles and many take part in a wide range of sporting activities for which they have won trophies. They contribute well to the community and raise money for charities. Older pupils willingly take responsibility for others. For example, play leaders organise activities for younger pupils. Pupils share their ideas for improvement in the school council, and were closely involved in the development of the playground. They express their views and concerns through 'bubble boxes'. Pupils are appropriately prepared for their future lives because their basic skills are improving and there are good opportunities for working together.

Quality of provision

Teaching and learning

Grade: 3

There has been steady improvement in the quality of teaching since the last inspection, with more good teaching throughout the school. Teachers' planning and use of assessment information in matching learning tasks to different abilities is usually effective. Teaching assistants provide good support for pupils with more complex needs and ensure that they progress at the same rate as others. Lessons are usually interesting and most pupils enjoy their learning. Appropriate use is made of resources including ICT. Pupils behave well and focus on learning because all teachers have good relationships with them. However, some inconsistencies in teaching remain, and occasionally teachers' expectations of what pupils should achieve are not always as high as they might be.

Curriculum and other activities

Grade: 3

The school is working hard to develop the curriculum to meet the needs of all learners. Literacy, numeracy and ICT were rightly, targeted first, and are well coordinated. For example, pupils have many opportunities to practise writing in all subjects and this strategy is contributing strongly to improvements in progress and standards. However, it is too soon to evaluate the full impact of the range of curriculum changes on standards attained by pupils. The strong emphasis on personal, social, health education and citizenship makes a significant contribution to pupils' personal development and is matched well to their needs. Increasingly, the school provides curriculum enrichment through themed sessions, workshops, visits and visitors. For example, the 'apprentice days', which include gardening, cycling proficiency, fire safety and interior design, really enrich learning and promote pupils' personal development. Pupils value highly the wide range of additional activities, recognising the contribution they make to raising good awareness of healthy lifestyles. Cultural and multicultural education is effectively promoted, and reflected in the range of displays around the school. All pupils in Years 3 to 6 have French lessons. They are looking forward to practising their new language skills in letters sent to pupils in a French school.

Care, guidance and support

Grade: 2

Very good pastoral care and support contribute strongly to pupils' good personal development. Robust systems ensure pupils' safety so that they feel safe and well cared for. Provision for the wide range of additional needs of many pupils and their families is increasingly effective. Learning mentors maintain good links with a wide range of support agencies to provide 'wrap-around' care and support for vulnerable groups. This also helps to raise achievement. External agencies are used well to support learning and other needs of individuals. Effective support in lessons for those with significant learning difficulties ensures that all abilities benefit and make at least satisfactory and often good progress. Academic guidance is good. Any underachievement is identified quickly through the school's excellent tracking system. Targets help pupils to fill gaps in basic skills and progress is checked regularly. Tracking of progress is well established and pupils know their learning targets. Marking is positive and mostly related to clear learning objectives. There is increasing evidence of pupils evaluating their own

performance and knowing how to improve, although not all teachers explain this enough in marking.

Leadership and management

Grade: 3

The headteacher, very well supported by her deputy headteacher, is purposeful and highly effective in improving the school. Their determination and shared vision of improvement have built strong teamwork and confidence among all staff. Senior leaders rigorously monitor teaching and learning to ensure improved provision and better achievement. However, subject leaders are not fully involved in monitoring and evaluating the school's performance. This limits the school in its ability to use the skills of all teachers in bringing about school improvement. Nevertheless, subject leaders have begun to make a positive impact on achievement by developing the curriculum and improving the quality of teaching, through teacher's use of assessment. However, the school recognises that there is scope to improve teaching further. Staff and governors are becoming more involved in the process of school self-evaluation. Consequently, they understand what needs to be done and are working together to put in place good strategies to bring about improvement. For example, effective links have been forged with the excellence cluster of schools and local organisations, such as Southend United Football Club, to help raise achievement and promote pupils' good personal development.

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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?	3
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?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

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?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
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	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

11 June 2008

Dear Pupils

Inspection of Hinguar Community Primary School, Shoeburyness, SS3 9AN

Thank you very much for being so polite, helpful and friendly when we visited your school. We were pleased to see you working hard and behaving well in lessons. We saw how much you enjoyed school and liked your teachers. We appreciated everything you told us about your school and here are the main things we found out.

- We think your school is improving all the time and gives you a satisfactory education.
- Your headteacher, governors and staff are all working hard together to help you make even more progress.
- You try hard, your behaviour is good, you understand why you need to stay healthy and you know how to stay safe.
- The staff take good care of you and check how well you are doing.
- Overall, you make satisfactory progress but this is getting better because there is now more good teaching which helps you to learn faster.

To help your school improve more, we have asked the headteacher, governors and staff to make sure that:

- you all learn as well as you can in all lessons
- teachers should always expect you to make good progress in learning
- subject leaders check on the quality of teaching and learning in their subjects so that you can achieve more

Go on doing your best and thank you again for being so helpful to us.

With good wishes for the future

Declan McCarthy

Lead inspector