

Hedon Primary School

Inspection report

Unique Reference Number	117851
Local Authority	East Riding of Yorkshire
Inspection number	326698
Inspection date	7 October 2008
Reporting inspector	Eric Jackson

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	196
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs Anita Hall
Headteacher	Mr Paul Rimmer
Date of previous school inspection	1 October 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Ketwell Lane Hedon Hull HU12 8BN
Telephone number	01482 899327
Fax number	01482 896324

Age group	4–11
Inspection date	7 October 2008
Inspection number	326698

© Crown copyright 2008

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 an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues.

- Progress by the end of Year 2 and Year 6 in academic and personal terms.
- The quality and effectiveness of academic guidance on children's learning in mathematics and science.
- How effectively the leadership and management monitor and evaluate the schools' success against outcomes for the children.

The inspector gathered evidence from lesson observations, looking at pupils' work, assessment information, documents, interviews and discussions with the headteacher, staff, pupils and significant partners of the school. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

Hedon is an average sized primary school serving a socio-economically mixed community, with over half of its pupils coming from a disadvantaged area. The school provides for children in the Early Years Foundation Stage (EYFS) of learning in a mixed Reception/Year 1 class. The proportion of pupils with a statement of their educational needs is above average, but overall, an average proportion of pupils are identified with learning difficulties and/or disabilities. Almost all the pupils are of White British heritage.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The school has maintained its strengths from the last inspection, continuing to provide a good education for its pupils. Parents and pupils are full of praise for the staff, saying that they have high expectations, provide very good care and are 'firm but fair'. Inspection evidence confirms these views, also matching those expressed by the school in its accurate self-evaluation.

Standards are broadly average and achievement is good. This represents a steady improvement in standards since the last inspection. Early indications are that the results of national tests fell back in 2008 to below 2007 levels, but these still reflect good progress across the school from much lower than average beginnings in Reception. Achievement in science was particularly high in 2007, and has improved well in mathematics since the last inspection. Pupils' writing skills are the weakest element in their development of basic skills, although some pupils reach high levels by Year 6. The school has the improvement of pupils' writing as a current development issue. Pupils develop good skills in information and communication technology (ICT), Year 4 pupils following a specific keyboard course to increase their competence well.

The good quality of pupils' personal development was recognised in the last inspection, and is confirmed by current inspection findings. Year 6 pupils are confident, articulate learners: they show in their positive attitudes and excellent behaviour how well the school supports their parents in helping them grow. Pupils' spiritual, moral, social and cultural development is well promoted, and they enjoy a wide range of stimulating and challenging opportunities to enhance these aspects of learning. They live the healthy lifestyle messages promoted by the staff, and recognise the wisdom of the headteacher's reminders in assembly about how to keep themselves and others safe. Pupils love school as is exemplified by their enthusiastic descriptions of trips out, visitors to the school, and interesting, often exciting, lessons. Pupils learn from an early age to care for the fabric and resources of the school. They develop a strong sense of community, willingly carrying out duties such as litter pickers, school councillors and classroom monitors. By the time they leave they are well prepared for their future lives, confirmed by the Head of Year 7 in the main receiving high school.

Achievement is good because the educational provision is good. Pupils make good progress in their learning because the teaching is well organised, planned and delivered. Teachers in Years 5 and 6 have adapted new national guidance in literacy and numeracy creatively to meet children's needs. Pupils with learning difficulties and/or disabilities are very well supported and make good progress towards their learning targets. The school insists on all pupils having access to all learning opportunities, movingly described by parents who value highly the staff's care and determination to help their children. Gifted and talented children are identified and provided with appropriate challenge. The best lessons have a purposeful buzz of activity, with pupils fully engaged in tasks that demand thought and concentration. Sometimes, however, opportunities are missed to encourage pupils to discuss their work in order to extend the range of their vocabulary and understanding. The good curriculum covers all required elements well, and is enhanced by a rich programme of after-school clubs, visits and residential trips.

The staff's care, guidance and support for the pupils are good. The school is safe and all required child protection and safeguarding procedures are in place. The pupils' welfare is paramount in the school's planning and is recognised and welcomed by parents. Vulnerable pupils and those with additional needs are carefully nurtured and successfully encouraged to achieve well. Support staff are deployed well to support groups or individuals effectively. Teachers' marking

of pupils' work is thorough and helpful, pointing out strengths and offering guidance to improve. Older pupils initial their response to marking, and are given time to complete any extra tasks. Teachers use their knowledge of pupils' progress well to set them new learning targets. Pupils say that they always know what their learning objectives are in lessons because the teachers make them clear. However, general records of pupils' progress and achievement are too complex to identify patterns in pupils' progress or to pick out individuals or groups needing extra support or challenge.

Leadership and management are good. The staff are highly skilled and experienced, know the pupils and their families well, and work together successfully to promote good learning. They also set high standards for pupils' personal development that lead to them behave extremely well. The headteacher and other senior leaders ensure that the school runs smoothly, and that school improvement is clear and soundly based in thorough evaluation of the school's outcomes. The evaluation of the school's extensive assessment data is more complex than it should be because it is not recorded clearly and accessibly enough. This makes it difficult to set and monitor pupils' targets for improvement. There are very good links with parents and the main link High School, and with local community organisations. These help the pupils to develop citizenship skills well. Governors are closely involved and provide effective support and challenge to the school. The school's development planning is ambitious and far-reaching, so that improvement is good and there is good capacity to improve further. This plan includes the improvement of the outdoor learning area for children in the EYFS, which is timely.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Provision in the Early Years Foundation Stage (EYFS) is good. It is well managed so that children achieve well, many of them from below typical starting points. They reach close to expected levels for their age by the time they reach Year 1. The setting is safe and secure and the staff care for the children well. Children are well settled, and clearly enjoy their learning activities. They learn in a class with Year 1 pupils. The leading teacher and well trained teaching assistant, who oversees much of the learning for Reception, plan effectively from the same theme for the whole class but the two groups have different learning experiences. For Reception children, these experiences cover the new requirements of the EYFS successfully in the main, although continuous outdoor learning and choice indoors are constrained. This is in part because there are limitations in the interior design and in outdoor provision. During the inspection, Reception children were observed concentrating well whilst learning sounds and letters. They already form letters accurately in the main and can sound out and say common three letter words. Many of them also painted exuberant and skilled images of beach scenes and activities. They could explain well what their painting intention was, and why they had chosen the colours used. The lack of sufficient opportunities for children to initiate their own activities limits children's independence, but overall, their personal development and well-being are good. Good assessment procedures ensure that children's progress is monitored, recorded and used well to plan new learning, recognised as good practice in a Local Authority evaluation in July 2008.

What the school should do to improve further

- In order to raise standards in writing across the school place more emphasis on talk and discussion to improve pupils' speaking and thinking vocabulary.
- Evaluate assessment information more clearly to:

- make sharply focused judgements about pupils' progress and especially identify those needing additional support or challenge
- monitor more effectively pupils' progress towards their learning targets.

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.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

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?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

¹Grade 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.

Personal development and well-being

How good are 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
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	1
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	2

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
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 eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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

Annex B

Text from letter to pupils explaining the findings of the inspection

7 October 2008

Dear Pupils

Inspection of Hedon Primary School, East Riding of Yorkshire, HU12 8BN

Thank you for your kind welcome when I visited your school. I missed your special celebration of World Book Day, but I was told that it was a great day.

You will remember that I came to check how well your school helps you to learn and grow. Please thank your parents for sending me their views. You and your parents told me that Hedon Primary is a good school where you are able to learn well, have good things to do, and enjoy yourselves. That is what I saw, so I agree with you and your parents that yours is a good school. I know that you are safe and well cared for, and that if you need special help or support the staff help you straight away. Almost all of you make good progress in learning and by Year 6 are well prepared for High School and your future lives.

It was good to see Year 6 learning how to present a balanced argument and children in Reception creating beautiful paintings. I think that you behave extremely well and that this adds strongly to how well you learn.

The school is going to help you to improve your writing by helping you to build up a bigger bank of words that you know how to use, like a big dictionary in your head. You should also notice that when you are discussing targets for learning with your teachers, they match what you need to do very clearly.

Thank you again for helping me and best wishes for your futures, wherever they may take you.

Yours sincerely

Eric Jackson

Lead inspector