

CfBT Inspection Services T 0300 1231231
Suite 22 enquiries@ofsted.gov.uk
West Lancs Investment Centre www.ofsted.gov.uk
Maple View
Skelmersdale
WN8 9TG

Direct T 01695 566934
Direct F 01695 729320
gtunncliffe@cfbt.com
www.cfbt-inspections.com



16 June 2011

Mrs J Spence
Headteacher
Hovingham Primary School
Hovingham Avenue
Leeds
West Yorkshire
LS8 3QY

Dear Mrs Spence,

Ofsted monitoring of Grade 3 schools: monitoring inspection of Hovingham Primary School

Thank you for the help which you, your staff, and your School Improvement Adviser gave when I inspected your school on 15 June 2011, for the time you gave to our discussions and for the information which you provided before and during the inspection.

The leadership team has been recently re-structured and this will formally take effect from September 2011. A new Foundation Stage leader and three teachers joined the school in January 2011.

As a result of the inspection on 29 March 2010, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school has made satisfactory progress in making improvements and satisfactory progress in demonstrating a better capacity for sustained improvement.

At the end of the Early Years Foundation Stage, pupils are demonstrating much better levels of development in 2011 than in 2010, although they are still low. This is the result of new leadership and better planning for learning through talk and play. The use of the outdoor area is better planned to promote learning, including the children's use of English. Attainment at the end of Key Stage 1 is significantly higher in 2011 than in 2010. This reflects the higher ability of the cohort and the better progress they have made in Year 2.

In 2010, attainment at Key Stage 2 remained low, especially in mathematics. Pupils underachieved and rates of progress declined further in both English and mathematics. In 2011, teacher assessment indicates that pupils have made better progress and a higher proportion is on track to gain at least Level 4 in both English and mathematics. This is due to improved achievement in mathematics. Achievement in English is beginning to improve in some other years but it has not improved in the current Year 6, especially in writing. It is

January 2011



INVESTOR IN PEOPLE

unlikely that the school will meet the minimum expected floor standards in 2011. The progress pupils make remains too uneven between classes.

Senior leaders have tackled weak leadership, teaching and assessment through performance management and professional development. The quality of teaching and assessment has improved, although inconsistencies remain. The appointment of new teachers has strengthened the quality of teaching and learning. Planning is more detailed and there is a stronger focus on meeting the range of needs within the class. Progress review meetings are now held regularly to track and evaluate the progress of each class and to plan remedial action. However, the accuracy of tracking is not sharp enough and key actions need closer monitoring. The use of information and communication technology is supporting greater consistency in planning and the sharing of resources. The better teaching effectively motivates pupils and focuses sharply on the learning objectives. Tasks are well-matched to the different needs of pupils and teaching assistants lead learning effectively in groups. In weaker teaching, learning is focussed on the task rather than the skills to be learnt and the management of activities lacks precision and challenge. On occasion, teachers talk too much and do not allow enough scope for pupils to develop their own learning.

The recent management re-structure is strengthening the leadership of learning and assessment. The arrangements provide promising opportunities for subject leaders to systematically work alongside other teachers to improve aspects of teaching. The leader for mathematics has had a good impact in increasing the enjoyment and achievement in mathematics. Pupils say that mathematics is more practical and more fun. The school has won an award for its use of an on-line mathematics programme which has involved a large number of pupils in mathematical challenges. The school has recently acted to strengthen the leadership of literacy across the school but it is too early to see impact.

There are signs of increased creativity in the teaching in some year groups. This has begun to increase opportunities for pupils to express themselves and to work independently. Teachers mark work more regularly and often write positive and helpful comments on pupils work to guide their next steps in learning. More pupils know their targets and how to improve. The school has reviewed and monitored the use of homework and the use of reading and learning logs are being used more consistently. On-line resources for promoting homework are in the early stages of development.

Attendance shows a slight improvement in 2011 compared with 2010. Fewer pupils are persistently absent. Most persistent absences are related to medical issues and some are related to holidays abroad. Overall attendance is affected by the lower attendance during the weeks of the Eid festival. The school council is actively involved in monitoring attendance and pupils value the rewards for good attendance. The school is aware that pupils do not develop sufficiently strong patterns of attendance in the early years before statutory school age and is working with other schools and the community to tackle this. Punctuality has improved though there is room for further improvement.

Local authority subject consultancy support has been inconsistent in continuity and quality. Local authority advisory support has provided effective support and challenge for senior leaders. Leaders have found it useful to work with partner schools in similar contexts to develop school leadership.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Mr Bernard Campbell
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place 29 March 2010

- Increase the proportion of pupils reaching the age-expected levels in English and mathematics by Year 6.
- Ensure consistency in the quality of teaching, especially in:
 - planning and providing work that is accurately matched to pupils' levels of attainment
 - ensuring pupils' school and homework is marked regularly, and following the school policy
 - ensuring that pupils understand what they need to do to improve their work and how to achieve the next National Curriculum level
 - ensuring consistency in the expectation and quality of homework given.
- Improve pupils' attendance.