

Hedon Primary School

Inspection report

Unique Reference Number	117851
Local authority	East Riding of Yorkshire
Inspection number	379482
Inspection dates	1–2 March 2012
Lead inspector	Robert Jones

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 of pupils on the school roll	173
Appropriate authority	The governing body
Chair	Alan Maltby
Headteacher	Jane Edmands
Date of previous school inspection	7 October 2008
School address	Ketwell Lane Hedon Hull HU12 8BN
Telephone number	01482 899327
Fax number	01482 896324
Email address	hedon.primary@eastriding.gov.uk



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk

You may copy all or parts of this document for non-commercial purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store Street
Manchester M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



© Crown copyright 2012

Introduction

Inspection team

Robert Jones
Mary Lanovy-Taylor

Additional inspector
Additional inspector

This inspection was carried out with two days' notice. Inspectors observed teaching in 17 lessons taught by seven teachers or teaching assistants, of which two were joint observations with the acting headteacher. Meetings were held with staff, pupils and one member of the governing body. Inspectors took account of the on-line questionnaire (Parent View) in planning the inspection but no responses had been posted. They observed the school's work and looked at a range of documentation, including behaviour and bullying records, documents relating to the school's self-evaluation and safeguarding records. They also listened to pupils reading, looked at the work pupils were doing in their books and examined the tracking systems used to monitor pupils' progress. Inspectors considered the 67 questionnaires received from parents and carers as well as those from pupils and staff.

Information about the school

This is a smaller-than-average primary school. The proportion of pupils known to be eligible for free school meals is average. Fewer pupils than average belong to minority-ethnic groups and fewer than average speak English as an additional language. The proportion of disabled pupils and those who have special educational needs is average. The school meets the current floor standard.

Following the retirement of the headteacher in September 2011, the deputy headteacher became acting headteacher.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate
 Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall Effectiveness	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	3
Leadership and management	3

Key Findings

- This is a satisfactory school. Improved teaching in Key Stage 1, particularly in reading, is ensuring pupils now reach average standards by the time they progress to Key Stage 2. The school is not good because the quality of teaching overall is not yet strong enough to raise attainment or rates of pupils' progress further. The school's systems to monitor and evaluate its effectiveness are mostly too new for them to have had a positive impact.
- Achievement is satisfactory. The school is successfully eliminating gaps in learning for various groups of pupils in Key Stage 1. Pupils now make satisfactory progress throughout their time in school and leave at the end of Year 6 with attainment that is broadly average.
- The quality of teaching is satisfactory. There are examples of good teaching in the school although there are inconsistencies which are preventing the overall quality of teaching from rising to good. Some lessons lack challenge for higher attaining pupils or do not give pupils sufficient opportunities to become independent through researching topics or working in groups solving problems.
- In lessons and around the school, pupils' behaviour and their awareness of how to stay safe are satisfactory. Most pupils say they feel safe and secure in the school and that bullying is dealt with effectively. There are occasions, however, when some boys misbehave because they are not sufficiently challenged or stimulated in lessons.
- New systems are in place to increase the accountability of staff by monitoring and evaluating provision. Some of these systems have had a positive impact in improving teaching in Key Stage 1. However, these systems, including the regular monitoring of teaching and teachers' performance across the school, are too new to ensure the quality of teaching and achievement rises to be consistently good or better. Whilst school leadership has achieved some success

in closing performance gaps between groups in Key Stage 1, its monitoring of the achievement of groups is not yet consistent across the school.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Improve the quality of teaching so it rises to be consistently at least good by:
 - providing more demanding work for higher attainers and increasing the opportunities for pupils to learn independently through research, problem-solving and working in teams
 - using assessment information with more precision so that work is matched to pupils' differing abilities
 - increasing teachers' confidence and use of information and communication technology (ICT) to extend pupils' learning
 - capitalising on opportunities to develop the communication, language and literacy skills of children in the Reception class within all areas of learning.

- Improve the school's systems of monitoring and evaluation by:
 - consistently and rigorously monitoring the achievement of different groups of pupils and taking prompt, decisive action when any underachievement is detected
 - structuring opportunities for teachers to share good practice where it exists in the school
 - ensuring pupils' targets are regularly revised and suitably challenging.

- Improve the behaviour of a minority of boys by:
 - customising learning so it meets the needs and interests of boys
 - designating different areas in the playground for different games.

Main Report

Achievement of pupils

Pupils' satisfactory progress over time and their broadly average attainment by the time they leave Year 6 is reflected in lessons seen during the inspection. Pupils learn best when they are given the opportunity to work independently or collaboratively. In one lesson, pupils created art collages and enthusiastically discussed where their ideas came from. This developed their speaking skills as well as their spiritual, moral, social and cultural understanding. In the Reception class, children make good progress in acquiring mathematical skills and quickly develop good social and collaborative habits which prepare them well for learning in Year 1. However, their communication, language and literacy skills are not developed sufficiently well across all areas of learning, which results in their progress in these areas being slower. An emphasis on developing reading skills systematically has ensured that attainment in reading at the end of Year 2 is average. Inspectors heard pupils in Year 1 reading

confidently, using their knowledge of letters and their corresponding sounds to work out unfamiliar words for themselves. Attainment in reading by the end of Year 6 is average, but it could be higher. This is because pupils are sometimes reading books which are too simple for them or they are not asked questions which enable them to think deeply about the stories and characters in their books. Pupils' attainment in writing and mathematics is also average by the time they leave school.

Gaps in achievement between boys and girls are closing but there is still much to be done. In lessons, tasks sometimes fail to spark boys' enthusiasm, which occasionally results in them making less progress than the girls. Disabled pupils and those with special educational needs make satisfactory progress and receive satisfactory support for their literacy and numeracy needs from teaching assistants. Parents, carers and pupils are justified in saying pupils are making better progress in Key Stage 1 than in the past; however, there is still much to be improved before achievement can be regarded as good. Several parents and carers comment that pupils whose circumstances potentially make them vulnerable are helped to gain confidence and as a result enjoy school. This view is endorsed by the inspection team.

Quality of teaching

Where teaching is good, teachers have a good understanding of pupils' differing abilities and use information from assessments with skill to customise tasks which precisely meet the needs of pupils. In these good lessons, good use of the planned curriculum allows literacy to be developed at every opportunity, such as in a physical education lesson where pupils used a poem about fireworks as inspiration for their own dance pieces. However, in the Reception class, adults sometimes miss opportunities to promote children's communication skills in other areas of learning. Where teaching is satisfactory, a 'one size fits all' model is adopted. This sometimes leaves high-attaining pupils unchallenged, who then finish the work early and wait for others to catch up before moving on. The school is in the early stages of helping teachers to understand assessment data. This means that while some are using these data effectively to match work to ability, others are still developing these skills. In some lessons, the work planned is not sufficiently well customised to meet the needs of boys, for example, there are few 'hands-on' activities and little use of ICT, and this slows their progress. While contented overall about the standard of teaching, parents, carers and pupils all consider, and inspectors agree, that ICT is not used enough in lessons.

In the more effective lessons, teachers give short, clear instructions and ensure there is ample time for pupils to discuss their work and help each other. Such opportunities for collaborative learning aid pupils' spiritual, moral, social and cultural development as well as their academic progress. Learning is less effective in lessons where the teacher gives overlong explanations and provides insufficient opportunities for pupils to learn independently through research, problem-solving and working in teams. Teaching assistants give satisfactory support to disabled pupils and those who have special educational needs. When working in small groups, pupils receive prompt attention to their needs. As a result, pupils who find reading difficult make sound progress. In whole-class activities, however, when the same task is given to all pupils, those with special educational needs rely on teaching assistants to provide very close support so that they are able to complete the tasks. While this often leads

to satisfactory learning, it is not helping pupils to become confident, independent learners.

Behaviour and safety of pupils

When teaching is good, pupils respond with good manners, help each other through tasks, are fully involved in their learning and are polite and courteous to adults. Where lessons tend to be dominated by overlong teacher explanations or where tasks are repetitive and mundane, pupils become passive and a minority of boys talk when they should be listening or use distraction techniques to avoid working.

Parents and carers are, on the whole, happy with the standard of behaviour in school. They say that, when they have had occasion to contact the school on matters relating to bullying, it was dealt with swiftly and effectively. Pupils say that all types of bullying are rare but that when it does occur, it is addressed well. Pupils have a sound understanding of the different kinds of bullying, including any potential dangers associated with the internet and mobile devices. The school monitors pupils' attendance carefully. It is average for all groups of pupils.

The school's records of accidents and behaviour over time reveal that too many boys are involved in minor playground injuries at lunchtimes and break-times. Inspectors also saw a number of incidents during the inspection, involving boys. While pupils feel safe in the playground, areas are not designated for different games. This means that boys chase around or play football with tennis balls in and around other pupils which, inevitably, causes minor accidents.

Leadership and management

The impact of some of the school's new initiatives, such as changes in the systems to monitor and evaluate the provision, is apparent in the improved attainment of pupils in Key Stage 1, particularly in reading. The school is beginning to ensure assessments are accurate and that increased challenge is offered to all pupils. School leaders are acutely aware that much remains to be done. Staff are wholeheartedly positive about how the school is led and managed, and are committed to improvement. The governing body holds the school adequately to account and the acting headteacher provides members with high-quality information on pupils' achievement. Governors ensure the school meets statutory requirements for safeguarding. The school's promotion of equal opportunities is satisfactory at present because it is still closing the achievement gap with national averages for all groups of pupils. However, discrimination is tackled decisively, whenever and wherever it occurs. Parents and carers are overwhelmingly positive about how the school is led and managed. The school has satisfactory capacity to sustain its improvement.

Increased use of data is enabling leaders to challenge teachers on the progress of pupils. This is having a positive impact in the classes where teachers ensure work is matched to ability but, at present, this lacks consistency. Although it has had some success in closing gaps at Key Stage 1, the school is not yet using the available data about the progress of different groups of pupils consistently or rigorously enough to pinpoint what is needed to raise their achievement or to take decisive action when underachievement is detected. Pupils' targets for the end of Year 6 are not revised

after the end of the Early Years Foundation Stage to ensure they are challenging but achievable. The quality of teaching is now being monitored with increased rigour but this has not been in place long enough for any good practice to be shared among all staff.

The satisfactory curriculum is enhanced by a range of visits and visitors. While it meets the needs of pupils, as identified by parents, carers and pupils, there are missed opportunities to extend and enhance pupils' learning across the curriculum through the use of ICT. The provision to promote pupils' spiritual, moral, social and cultural development results in satisfactory outcomes for pupils. In the Early Years Foundation Stage, children quickly learn the social and collaborative skills which prepare them for Year 1. Assemblies reinforce positive messages about respect for others and ways of life in other cultures.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



5 March 2012

Dear Pupils

Inspection of Hedon Primary School, Hull HU12 8BN

Thank you for the welcome you gave the team when we came to inspect your school recently. We judged your school to be satisfactory.

Your achievement is satisfactory by the time you leave school in Year 6. We found that those of you in Year 1 and Year 2 are making better progress than you did in previous years. Children in the Reception class quickly learn how to behave and play sensibly and happily with each other. You told us how behaviour is sometimes a little rough outside but that you feel safe and secure in and around the school.

To improve your school further, we have asked your headteacher, governors and staff to do a few things. First, to improve teaching so it is good in all lessons by stretching you in your learning, involving you in group work and discussions in lessons and making sure that you have the opportunity to use information and communication technology in all lessons. Second, we have asked that the leaders keeps a close eye on how things are progressing in the school by monitoring the progress of boys and girls and other groups of pupils, finding out how teachers can learn from each other and making sure your targets help you to achieve as highly as possible. Finally, we have asked that the school provides activities that really interest boys as well as girls and to help boys in particular to play safely in the playground and avoid any accidents.

Your school leaders will be talking to your school council about how you can help in making these improvements quickly.

Yours sincerely

Robert Jones
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email enquiries@ofsted.gov.uk.