

Hessle Penshurst Primary School

Inspection report

Unique Reference Number	117849
Local Authority	East Riding of Yorkshire
Inspection number	358208
Inspection dates	18–19 January 2011
Reporting inspector	Terry McDermott

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	280
Appropriate authority	The governing body
Chair	Mr Paul Elsom
Headteacher	Mrs Sarah Young
Date of previous school inspection	17 November 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 23 lessons, observing all 11 teachers teaching, almost all of them twice. They held meetings with groups of pupils, staff and members of the governing body. They observed the school's work, and looked at the school's methods for tracking the progress pupils make, a range of school documents including its policies, minutes of meetings of the governing body, monitoring records, an extensive sample of pupils' work, and reports from the School Improvement Partner. Eighty six responses by parents or carers to the Ofsted questionnaire were received and considered, along with questionnaires completed by staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether teaching is consistently challenging to ensure that all pupils, including those who are the most able, make as much progress as possible.
- Whether the school has maintained the good quality of pupils' personal development since the previous inspection.
- Whether leaders at all levels throughout the school, and indeed the wider federation, have the necessary ambition to sustain recent improvements.

Information about the school

This average-size primary school is part of the Hessle Federation of schools. The proportion of girls is lower than is usual. A broadly average number of pupils are known to be eligible for free school meals. The proportion of pupils from a minority-ethnic background is low. None of whom speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is average, though the proportion of pupils with a statement of special educational needs is below average. The school holds several awards including the Quality mark and the CPD Mark. A new headteacher has been appointed since the previous inspection.

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: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Penshurst is a good school. It is improving rapidly, as the legacy of previous underachievement is being successfully eradicated. The school's close links with Hessle High School through the Hessle Federation are proving very beneficial to both establishments. The school has an outstanding strength in the exemplary quality of its safeguarding procedures. This is a key element of pupils' emotional security, which is recognised by pupils and parents alike; it underpins pupils' outstanding behaviour, and sustains their good personal development. Pupils' achievement has improved since the last inspection.

The quality of teaching seen during the inspection was good. This explains the good progress of all pupils, including those with gifts and talents, throughout the school. The excellent relationships between adults and pupils, pupils' own very good attitudes to learning and good learning resources, are strong features of all lessons. Learning sometimes slows when work set does not meet pupils' individual needs closely enough. Some inconsistency of pace and occasional ineffective use of assessment information sometimes restricts pupils' progress.

The curriculum is good and supports pupils' learning well. The very wide range of enrichment activities is taken up with enthusiasm by pupils, and enables them to make consistently good progress in all elements of their personal and social development.

Adults in the school know pupils and their families well through their close community ties. They quickly identify when pupils may be having problems or difficulties and have a wide range of support available to provide rapid and sympathetic assistance. This ensures that all aspects of pupils' personal development and their spiritual, moral, social and cultural development is at least good.

Leaders ensure that pupils gain all the skills necessary to enable them to cope successfully within an increasingly complex society. School self-evaluation is largely accurate, if a little modest at times, because it is linked to the outcomes reached by pupils. Staff morale is high and all adults are committed to doing their best for the pupils in their care. Senior leaders know exactly which aspects of provision need to improve and, most importantly, have already planned actions to make the necessary improvements. These improvements are most needed in the Early Years Foundation Stage where the separation of the classes, and differences in the quality of physical provision, are hindrances to the school fulfilling the vision enshrined in the Federation's motto: 'Every child has the potential for extraordinary achievement.'

The school's capacity for further improvement is good.

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What does the school need to do to improve further?

- Improve the consistency of the quality of teaching by:
 - - making more effective use of information about what pupils already know and can do to set tasks which fully meet their individual learning needs
 - - making sure that pupils spend the maximum amount of time engaged in learning tasks.
- Improve the learning opportunities for children in the Early Years Foundation Stage by:
 - - unifying the physical provision so that all children have access to equally good experiences
 - - increasing the effectiveness of adults for sharing best practice in teaching, assessment and planning.

Outcomes for individuals and groups of pupils

2

Learning seen in lessons during the inspection was good overall, though it is sometimes better than this for pupils in Years 5 and 6. The school's reliable records show the same. Pupils in the current Year 6 are making good progress. When considering their broadly average starting points on entry to the school, they are on track to reach above average standards in English and mathematics. Attainment at the end of Year 6 in 2010 was broadly average. Pupils are exceptionally well behaved and work sensibly when not directly supervised. All groups of pupils, including those with special educational needs and/or disabilities, make the same good progress as their classmates. Currently, there is no discernible trend of academic underachievement by any particular group of pupils. Boys and girls now make good academic progress. This is shown clearly for pupils across all age groups in the school's sophisticated and accurate tracking system.

Pupils say they enjoy coming to school because, 'the teachers trust us to be mature, and we respond to it'. They are certain they are safe and can explain convincingly why that is so. Pupils confidently assert that there is no bullying, even though they are well aware of what to do should it occur, 'because we do restorative practice here and we take responsibility for our own actions'. They have a good understanding of how to lead healthy lives and know how exercise helps their bodies to work more efficiently. Pupils are proud of their school community and participate willingly and enthusiastically in representative sport, concerts and political debate. They are keen to take up positions of responsibility as school-councillors or lunchtime play leaders. Pupils give generously to charity because, 'it is our responsibility to help others and especially when there is a tragedy such as the earthquake in Haiti'.

When they leave the school at the end of Year 6, pupils are polite, self-confident, reliable and well-balanced young citizens with improving levels of attainment. Pupils are well prepared for the next stage of their education and their lives.

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

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

All lessons are characterised by good relationships between pupils and adults. Pupils listen carefully to guidance from the teacher. They follow this through when working independently on a range of tasks usually well matched to their learning needs. Pupils willingly share their own learning with their classmates. This secures and enhances learning for all. In the best lessons, pupils sustain their concentration well as they work independently, researching through good resources to solve knotty problems for themselves. This is true for both the oldest and youngest pupils in the school. It was best exemplified in an outstanding Year 6 lesson when the teacher, following up a visit to Eden Camp, encouraged pupils of all abilities to self-select, from a large range of resources, evidence to prove the opinions they held on aspects of the 'Blitz' of 1940. They were thus able to challenge themselves to stretch and improve their understanding. In a small minority of lessons, learning slows somewhat because work is not planned in enough detail to present sufficient challenge to all pupils.

The curriculum is growing in its effectiveness. It allows pupils to develop the skills and disciplines, both mental and practical, which they have learned in one subject in a range of other subjects. This is preventing gaps in pupils' learning from occurring. A very good range of enrichment activities, including visitors and many visits, helps pupils to gain a good and real understanding of the world in which they live. This reinforces their consistently good personal development.

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Adults in the school know the pupils and their families very well and are trusted by them, as indicated by the comment, 'I travel five miles to bring my child to this good school, children only get one chance and I wouldn't want mine to miss out.' Meticulous recording of pupils' academic progress and personal development provides the school with information that it uses sensitively to identify and address any personal issues, which arise. The school takes prompt action to secure additional professional support should the need arise. This ensures that all pupils, of whatever age, gender or background, have an equal opportunity to move forward.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The powerful leadership team works relentlessly to take the school forward. All adults in the school firmly hold, and can convincingly explain, their vision for the future of the school. Through their dedication and persistence they are helping pupils to develop and learn well. They are fully committed to keeping all pupils safe. They have built an atmosphere of calmness, respect and tolerance. This pervades the school and is fully adopted by pupils. Leaders evaluate the effectiveness of all the actions the school takes with rigour. Data in the reliable and accurate tracking system confirms good progress being made across the school.

Governance is good. Members of the governing body give very generously of their time in supporting the school. They have a good appreciation of the school's strengths and challenge leaders to address the school's weaknesses. Safeguarding procedures are understood and applied rigorously, because the best interest of the pupils is central to all the school's work. Current requirements are fully met because of the school's meticulous attention to detail. Almost all parents and carers feel that their children are safe in school.

All pupils are provided with good equality of opportunity, because they all have the support required to make good progress. The school works diligently and successfully to ensure that pupils are fully aware that discrimination and inequality must be confronted. This is clearly evident throughout the school where pupils are confidently free from any harassment. The effectiveness of the school's provision for community cohesion is good. Its good local links are being extended internationally through the federation, and these give many opportunities for pupils to increase their understanding of cultural diversity. The school gives good value for money.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The Early Years Foundation Stage has undergone significant staff changes in the last year. Children usually join the Nursery class with knowledge and skills broadly as expected for their age in most areas of learning, though their communication, language and literacy skills are low. This has not always been successfully diagnosed in the past, and for some children in Reception class residual difficulties are proving hard to overcome. Skilful but new leaders have focused closely on this aspect and are now successfully closing the gap, because the teaching and facilitation of learning by all adults is good.

Good links with parents and carers ensure that children settle quickly into a happy and caring environment. Adults provide good role models from which children learn how to play and work together in harmony. Children behave well in free-flow activities, sensibly sharing their thoughts, ideas and toys well. They take good care of each other, their colourful and exciting resources for learning, and their environment. This sets a solid foundation of good personal and social development on which the continuing good relationships between adults and pupils are built and developed as children move through the school.

Leadership and management are good. The new leadership team have quickly grown into their roles. They have successfully focused work more closely on helping children to develop their writing, speaking, and reading skills. Assessment is frequent and objective and gathers information for teachers to plan accurately for the next steps of learning. Adults take good care of all children and welfare requirements are met. The physical separation of the two Early Years Foundation Stage classes and the differences between the two in the quality of the accommodation, are a barrier to consistency of opportunity for children and to the sharing of good practice between staff.

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

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

A similar proportion of parents and carers to the usual responded to the Ofsted questionnaire. They expressed overwhelmingly positive views about the school. They expressed the unanimous view that their children enjoy school.

A very small number of parents and carers expressed concerns about different aspects of the school's work. Inspectors looked closely at all of these, in particular the concern about how well the school keeps children safe. Inspectors judged the effectiveness of the school safeguarding procedures to be outstanding and found no evidence to substantiate these concerns during this inspection. A small proportion of parents and carers felt that the school did not deal effectively with unacceptable behaviour. Inspectors found that behaviour in class and around the school is good. No instances of challenging behaviour were observed. Pupils, when asked directly, said that instances of poor behaviour were rare, were often resolved by themselves through restorative practice and did not interfere with their learning. A small proportion of parents and carers disagreed that the school prepared their child well for the future. Inspectors spoke with many older pupils who were selected at random. Many had already visited Hessle High School and all were looking forward to the transition within the Hessle Federation. Inspectors judged internal transition arrangements to be good, with solid underpinnings in the passage of pupil performance information through the school's sophisticated tracking system.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hessle Penshurst Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 86 completed questionnaires by the end of the on-site inspection. In total, there are 280 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	49	57	37	43	0	0	0	0
The school keeps my child safe	47	55	37	43	2	2	0	0
My school informs me about my child's progress	34	40	45	52	3	3	4	5
My child is making enough progress at this school	37	43	39	45	8	9	1	1
The teaching is good at this school	42	49	40	47	3	3	0	0
The school helps me to support my child's learning	37	43	45	52	3	3	1	1
The school helps my child to have a healthy lifestyle	37	43	45	52	3	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	29	34	48	56	6	7	0	0
The school meets my child's particular needs	39	45	42	49	3	3	1	1
The school deals effectively with unacceptable behaviour	36	42	40	47	6	7	2	2
The school takes account of my suggestions and concerns	33	38	45	52	6	7	0	0
The school is led and managed effectively	43	50	40	47	2	2	0	0
Overall, I am happy with my child's experience at this school	49	57	33	38	1	1	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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.



20 January 2011

Dear Pupils

Inspection of Hesse Penshurst Primary School, Hesse, HU13 9EX

Thank you for making us so welcome when we inspected your school recently. We were impressed with your politeness to each other and to adults, and with your good behaviour and positive attitude to learning in lessons. We really liked the way you understand and adopt restorative practice to make sure you all get on so well together and make Penshurst such a calm and happy school.

We found that Penshurst provides you with a good education and helps you to make good progress. We found that the way the school looks out for your safety is outstanding, and this is why you were so certain in telling us how safe and secure you feel.

There are some things which the school could do better, and I have asked the adults in the school to make sure that:

- the work set in lessons is always pitched just right for each of you so that, by working hard, you can make the best possible progress
- Nursery and Reception classes can work more closely together so that all children can have equally good resources and experiences for learning.

You can help the school to improve by telling your teachers politely when you are finding that the work you are set is too easy.

Please continue to be the happy, polite and hard working children you already are.

I send you all my best wishes for the future.

Yours sincerely

Mr Terry McDermott

Lead inspector

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