

Hornsea Burton Primary School

Inspection report

Unique Reference Number	133519
Local Authority	East Riding of Yorkshire
Inspection number	360525
Inspection dates	24–25 January 2011
Reporting inspector	Declan McCauley

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	72
Appropriate authority	The local authority
Headteacher	Mrs C Shiels
Date of previous school inspection	7 November 2007
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Introduction

This inspection was carried out by two additional inspectors. The inspectors observed three teachers teaching nine lessons. They held meetings with two representatives of the governing body, staff, parents and groups of pupils. They observed the school's work closely and looked at the school's documentation relating to safeguarding, its improvement plans, reports on its work, governing body minutes and comprehensive records of pupils' progress. Inspectors considered questionnaires from 14 parents and carers, as well as those from pupils and staff.

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

- The impact of teaching on pupils' attainment in English and mathematics
- How effectively the more-able pupils are challenged in their learning.
- How well the curriculum meets the needs of the more-able pupils and those with special educational needs and/or disabilities.
- The impact of strategies used by school leaders on raising attainment and improving pupils' progress.

Information about the school

The school is much smaller than the average-sized primary school. Most pupils come from a White British background. The percentage of pupils known to be eligible for free school meals is higher than the national average. The percentage of pupils who have special educational needs and/or disabilities is well above the national average as is the percentage of pupils with a statement of special educational needs. In some year groups the large majority of pupils have special educational needs and/or disabilities. An above-average proportion of pupils join the school at times other than in the Reception class.

The school has gained a number of awards including Basic Skills, Healthy School status, Activemark and the Financial Management Standard.

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?

3

The school's capacity for sustained improvement

2

Main findings

This is a satisfactory school. The learning environment is welcoming and pupils are well supported by a very caring staff team. All pupils benefit from the caring ethos, which is apparent from the way in which they treat each other. They are consistently well supported in school resulting in a confident approach to learning. Some aspects of pupils' personal development are good. The majority of parents and carers who completed the questionnaire and who spoke to inspectors are pleased with their children's experiences of school. Pupils are very active participants in school and are involved in many aspects of community life outside of the school day. Pupils are encouraged to eat healthily in school and they speak with confidence about the benefits of living a healthy lifestyle. The school has a good reputation in the community for including pupils who have specific difficulties and those excluded from other schools. Many pupils attending the school have special educational needs and/or disabilities.

Children start school with a varied range of skills but overall they are generally below those expected for their age. As a result of the small numbers in each year group and pupils' differing abilities attainment fluctuates widely year-on-year and follows no specific trend. In addition, test results are affected by pupils arriving part way through their education. In 2010 almost all pupils in Year 6 had special educational needs and/or disabilities and attainment was below average, but current attainment in the school is broadly average. Most pupils make satisfactory progress and some make good progress from their individual starting points. Pupils with special educational needs and/or disabilities are appropriately supported in their learning by a caring and highly-skilled team of teaching assistants who make a positive contribution to their learning, enabling them to make at least satisfactory progress.

School leaders are having success in improving the quality of teaching with the result that the progress made by pupils is improving. The quality of teaching is satisfactory overall, but there is some good teaching. The use of assessment to inform teachers' planning to ensure appropriate challenge for pupils of all abilities is inconsistent, particularly for the small number of the more-able pupils in each year group. The effectiveness of the Early Years Foundation Stage is satisfactory although school leaders recognise that the provision does not always ensure the best possible learning and progress for all children.

The school's self-evaluation gives senior leaders an accurate picture of where improvements are needed. School leaders are highly focused on further improving outcomes for pupils. They have rightly directed resources at improving the quality of pupils' learning in lessons. School data demonstrate this has resulted in rapid improvement in pupil's progress. For example, attainment in the current Year 6 is broadly average due to improving progress. Rigorous procedures are fully in place to hold the school to account for the quality of learning provided. Members of the governing body

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have had much success in ensuring that all pupils are safe in school. Attendance is improving due to the high priority given to raising attendance and the introduction of a wide range of initiatives by the school. Given the improvements which have already taken place in raising attainment and increasing progress, school leaders demonstrate a good capacity to make sustained improvement in the future.

Up to 40% of the 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 attainment and accelerate pupils' progress by:
 - improving the proportion of good or better teaching throughout school
 - developing more opportunities within the curriculum which stimulate pupils' imagination and inspire their enthusiasm for learning
 - using on-going assessment to fully inform planning the next steps in learning
 - providing all pupils with learning activities which are consistently well matched to their needs
 - using information and communication technology (ICT) to its full potential in lessons.
- Increase the level of challenge for the more-able pupils in lessons by:
 - ensuring that teachers plan effectively to meet their needs
 - providing greater creative opportunities within the curriculum for independent learning
 - making sufficient learning tasks available to them to extend their learning.
- Improve the overall effectiveness of the Early Years Foundation Stage to good or better by:
 - ensuring the learning environment stimulates the development of young children
 - further developing the emphasis on communication skills
 - increasing the progress made by children in the areas of learning
 - developing the leadership skills of those responsible for leading the Early Years Foundation Stage.

Outcomes for individuals and groups of pupils

3

The progress made by pupils in lessons is at least satisfactory and improving. Pupils concentrate well in lessons and apply themselves to the task. They are able to work well either independently or in groups. School data demonstrate current attainment for Year 6 pupils is broadly in line with what is expected nationally. In lessons the progress made by pupils varies depending upon how well their specific learning needs are met by all teachers. The more-able pupils were challenged effectively in a lesson and made good progress when exploring strategies for calculating perimeters. However, in a minority of lessons, the level of challenge for the few more-able pupils is not as well developed. In all

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classes teaching assistants have an appropriate understanding of pupils' with special educational needs and/or disabilities and provide support that enables them to make satisfactory progress. Those pupils entering the school part way through their education quickly settle due to effective support and make satisfactory progress.

Pupils are very proud of their school and enjoy participating in lessons and many other aspects of school life. Pupils are very caring and supportive of each other. Much work has been done successfully by the school to improve behaviour, which is satisfactory overall. In some lessons the behaviour of a very small number of pupils can be challenging, but this is dealt with well by teaching assistants so as not to disrupt learning. The school is extremely successful in encouraging pupils to adopt healthy lifestyles. Pupils enjoy eating the fruit and healthy snacks provided during morning break. They confidently spoke about how to live healthy lives. A wide range of extra-curricular activities and clubs are run both during and after school in which many pupils participate. Pupils say that they feel very safe and well-cared for when at school. They are confident to approach adults if they have any concerns and say these are resolved promptly.

Pupils enthusiastically participate in the life of the school. They enjoy taking on responsibilities. They have a high profile within the local community and are involved in many events and work to raise funds for specific local groups. They have been involved in making decisions about which play equipment should be purchased for children to play on in the local amenities. Pupils understand right from wrong and get on well together around school. Pupils' attendance has improved rapidly. Great emphasis has been placed by school leaders on reducing the amount of time spent absent from school by pupils; this has resulted in improved attendance which was low in recent years, but is now satisfactory. Pupils' basic skills are satisfactory and, as a result, pupils' preparation for their future is satisfactory.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	3
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	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

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?

Lessons are planned to meet the different needs of pupils. In practice they do not always challenge the small numbers of the more-able pupils sufficiently. In the best lessons teachers maintain a good pace of learning throughout and ensure that activities are matched well to pupils' abilities. High-quality probing questions are asked by some teachers to enable them to assess how well pupils have progressed in their learning. This helps teachers understand the impact of their teaching on pupils' learning. Some teachers structure lessons so that pupils proceed in their learning at a fast pace. Information and communication technology is used by some teachers in lessons to inspire pupils' enthusiasm for learning, but this is inconsistent. Teaching is less effective when pupils spend too long listening to teachers. The more-able pupils who could cope with directing their learning independently do not always have sufficient opportunity to do so. Most teachers assess how the pupils are learning and the progress they are making using a range of effective processes. Targets set for pupils are detailed and inform them about what they must do next in order to improve in their learning. Marking is used very effectively by some teachers to identify the next steps which pupils must take to improve their work although this is not consistent across subjects.

The curriculum is enriched adequately by visitors to school, theme days and a range of visits to inspire pupils' enthusiasm for learning and to develop their imagination. Curriculum events of this type are not having sufficient impact on raising attainment

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because they are not happening regularly enough. Links with local schools are strong and used to support the curriculum well. Currently, the curriculum meets the needs of all pupils adequately but does not provide consistent challenge for all pupils, particularly those who are more able. The high proportion of pupils with special educational needs and/or disabilities is very well supported by caring teaching assistants. Staff work closely with outside agencies to support vulnerable pupils effectively.

The guidance and support which pupils receive make a strong contribution to their personal development and well-being. The school works very effectively with a range of specialist outside agencies to support the high proportion of pupils whose circumstances make them vulnerable. All members of the staff team know the pupils very well and take good care of them. Transition arrangements between the key stages work smoothly because of careful liaison between staff. Those pupils excluded from other schools quickly settle and staff manage and improve their behaviour effectively.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The leaders of the school, including the governing body, are highly motivated to increase the amount of progress made by all pupils and further raise attainment. They have an accurate picture of the school's strengths and the areas where improvements are needed because of effective self-evaluation. The school's improvement plan sets out clear and appropriate priorities. These have been discussed in detail by all those involved in seeking to bring about improvement. Leaders have brought about many changes since the last inspection. Teaching and learning is well led by strong subject leaders who know their subjects well and have worked successfully to raise attainment and bring about improvements in progress. Currently they are taking successful and effective steps to reduce the variability of rates of progress in English and mathematics.

Members of the governing body work very effectively as a strategic group and have a thorough understanding of the workings of the school. They are both highly challenging and supportive in their drive to improve the school further. They have ensured procedures to safeguard pupils are fully in place and are particularly proud of these achievements, such as the stringent checks carried out before staff take up their appointment. Members of the governing body have safeguarding representatives on each of their committees and they conduct regular safeguarding audits within school to ensure all pupils are safe.

The school works satisfactorily with many partners to successfully support the learning and well-being of pupils. Relationships with parents and carers are satisfactory overall. The school seeks the views of parents and carers on a regular basis and acts upon them.

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The school website demonstrates a commitment to working with parents and carers by sharing information to benefit pupils' development. School leaders recognise their responsibilities for promoting full equality of opportunity and tackling discrimination, giving equal chances to all pupils to succeed in their education. The sustained improvement in academic performance of boys with a statement of special educational needs and the successful work carried out within school to increase the progress made by girls are strong examples of the impact of how successfully equal opportunities are promoted. Plans are in place to improve the progress made by specific groups in school, for example, the more-able. Community cohesion is satisfactory. The school plays an important role in the local community and has suitable plans in place to develop pupils' understanding, awareness and appreciation of wider international communities. It is resourced adequately overall and this has resulted in the on-going improvements in outcomes for pupils.

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	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

When children start school, their skills and knowledge are below those expected for their age. Their literacy and mathematical skills are particularly low. As a result of the supportive work of staff during the initial weeks, children settle quickly, become more confident in their surroundings and show interest and enjoyment in the activities. Overall, children make satisfactory progress.

Relationships with adults are good and children relate well to each other. Observations and assessments of children's learning are used well by adults to plan appropriate development opportunities. Much effort has recently been put into supporting the development of speaking, listening and communication skills, particularly in English, which has so far not been fully developed.

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Leadership and management are satisfactory. The leader is relatively new to this role and is well supported by other adults who work in the Early Years Foundation Stage. They share information and meet on a regular basis working well together to bring about some improvements. As a result of these improvements, children are becoming more active learners and increasingly show enjoyment in the range of activities provided by adults. The learning environment is not currently sufficiently stimulating to support the good development of young children. The outdoor area, which has been effectively developed since the previous inspection, is used well by children to support their learning.

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	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Around a fifth of parents and carers returned the inspection questionnaire. The majority of these parents and carers were positive about the school and its work. A minority also wrote comments to expand upon their views.

Some spoke appreciatively about the school and praised the staff. One of the comments made by parents and carers was, 'The school staff are always available to talk over concerns and have been vigilant in helping my child achieve set goals.' This comment was typical of the responses showing how well pupils are supported whilst at school.

A small minority of parents and carers had concerns about the school. The inspection team did not find evidence to support these views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hornsea Burton 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 14 completed questionnaires by the end of the on-site inspection. In total, there are 72 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	7	50	6	43	0	0	1	7
The school keeps my child safe	7	50	7	50	0	0	0	0
My school informs me about my child's progress	6	43	8	57	0	0	0	0
My child is making enough progress at this school	4	29	9	64	1	7	0	0
The teaching is good at this school	6	43	6	43	2	14	0	0
The school helps me to support my child's learning	7	50	5	36	2	14	0	0
The school helps my child to have a healthy lifestyle	7	50	6	43	1	7	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)	6	43	8	57	0	0	0	0
The school meets my child's particular needs	5	36	7	50	2	14	0	0
The school deals effectively with unacceptable behaviour	5	36	6	43	3	21	0	0
The school takes account of my suggestions and concerns	5	36	6	43	3	21	0	0
The school is led and managed effectively	7	50	3	21	4	29	0	0
Overall, I am happy with my child's experience at this school	6	43	5	36	3	21	0	0

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.



26 January 2011

Dear Pupils

Inspection of Hornsea Burton Primary School, Hornsea, HU18 1TG

Thank you for being so welcoming to the inspectors when we visited your school. We enjoyed meeting you and talking with you during the inspection. We are grateful to those of you who completed the pupils' questionnaires; these provided us with a lot of information. We discovered you go to a very friendly and welcoming school providing you with a satisfactory education which you enjoy.

These are the main things that we found out about your school.

- You try hard to do your best.
- Teachers work hard to teach lessons which help you develop your skills.
- You take on responsibilities in school and do much in the wider community.
- You say you feel very safe and know the adults care for you very well.
- You are very well cared for and fully supported by all the adults in school.
- You know how to eat healthily and understand why it is important.
- Your school is well led by the headteacher and governors.

We have asked the school's leaders to do three things to help make it even better.

- Improve the attainment and progress you make in your learning.
- Provide more challenge for those of you who are more able.
- Improve the effectiveness of the Early Years Foundation Stage to ensure the children have better learning experiences.

We saw many of you working hard in lessons and we hope that you will continue to do this in the future so that you do well at school and in the future.

Yours sincerely

Declan McCauley

Lead inspector

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