

Hornsea Burton Primary School

Hornsea Burton Road, Hornsea, HU18 1TG,

Inspection dates

6 December 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress. The large majority, including pupils with special educational needs, reach nationally expected standards in their tests in Year 6.
- Teaching is good and sometimes outstanding. Lessons are interesting and pupils work hard.
- Teaching assistants make a really good contribution to pupils' progress.
- Pupils behave well. They are extremely good at working on their own. They like reading and they enjoy challenging work.
- Pupils feel safe because they are not scared of being bullied. They are sure that adults in school will help them if they are worried about anything.
- Pupils like coming to school. Their attendance has got better each year. It is now above average.
- The school has a very calm learning environment. This is because it is led and managed well.
- The leadership of teaching is good. As a result, teachers are keen to try out different teaching methods.
- The links with the partner school work well. Teachers from both schools work together to make learning more exciting for pupils.
- The governing body is a strength of the school. Governors know the right questions to ask to help the school get better and better.

It is not yet an outstanding school because

- Teaching in mathematics is not as strong as in reading and writing. Sometimes teachers do not challenge more-able pupils enough.
- Reception children find learning to read very hard because they do not have a wide vocabulary.
- The leadership of teaching has yet to have an impact on these relative weaknesses.

Information about this inspection

- The inspection team observed 11 lessons or parts of lessons taught by four teachers, a nursery nurse and a teaching assistant.
- The inspectors heard pupils from Years 2, 5 and 6 read. They observed reception children and pupils in Years 1 and 2 learning how letters and sounds link together (phonics) to form words. They also observed a guided reading session for pupils in Year 2.
- A group of pupils from Years 5 and 6 talked to an inspector about the books they enjoyed reading and read some of their writing out loud. They showed the inspector their work in mathematics and talked about what helped them to learn.
- The inspection team looked at pupils' English and mathematics books to check the standards of their work and how much progress pupils had made since the start of term.
- The inspectors held meetings with the headteacher, staff, the Chair and Vice-Chair of the Governing Body and a representative from the local authority.
- The inspection team looked at a range of documentation supplied by the school. This included information relating to safeguarding, the school's evaluations of teaching and pupils' progress.
- The inspection took account of the five parents' views in the on-line questionnaire (Parent View).

Inspection team

Lesley Clark, Lead inspector

Additional Inspector

Paul Plumridge

Additional Inspector

Full report

Information about this school

- This school is smaller in size than the average size primary school.
- Most pupils are of White British heritage. A few come from different ethnic groups.
- About 50 per cent of pupils are supported through school action. This is high compared to the percentage in other schools.
- The proportion of pupils supported through school action plus or who have a statement of special educational needs is above average.
- A high proportion of pupils is known to be eligible for the pupil premium.
- About 30 per cent of pupils start or leave school at different times from the usual ones.
- The headteacher is the executive headteacher of another local primary school prior to federation in July 2013. The two schools share a senior leadership team which includes an assistant headteacher at each school.
- The school meets the current government floor standards, which set the minimum expectation for pupils' attainment and progress.

What does the school need to do to improve further?

- Strengthen some aspects of teaching mathematics by:
 - giving more-able pupils more challenging work
 - having a stronger focus on developing pupils' understanding of numbers and how to calculate
 - providing pupils with regular opportunities to use and apply their mathematical knowledge and skill in different subjects
 - giving pupils time to go over their work so they know what to do to improve it.
- Develop reception children's early language and communication skills so that they have a wider vocabulary when they learn how letters and sounds link together to form words.

Inspection judgements

The achievement of pupils is good

- Pupils make good progress. They achieve well. Pupils who start school or leave at different times from the usual ones make good progress. They quickly slot into the school's routines and work hard like everyone else.
- Pupils with special educational needs and those who are known to be eligible for the pupil premium make good progress. They usually do better than similar groups nationally.
- Therefore the school shows that it promotes equality of opportunity and tackles discrimination well. Pupils in danger of falling behind quickly catch up because they are given extra help, sometimes individually, but more often in pairs or threes. This works well because pupils spark ideas off each other.
- Most reception children start school with skills that are typically below those expected for their age. They have a limited vocabulary which makes learning to read hard as so many words are unfamiliar.
- In Year 1, lower-attaining pupils found it hard to combine letters and sounds to make words because they needed help with understanding what the words meant. This is why pupils struggled in their Year 1 phonics tests because they could not disentangle real words from imaginary ones.
- Pupils make good progress in reading. By Year 2, the majority reads at the level expected of their age and a few do better than this. By Year 6, the large majority of pupils are confident readers. They read accurately, fluently and with expression.
- Pupils make good progress in writing. They strive to win the 'Writer of the Week' award. More-able pupils in Year 2, for instance, confidently took notes when researching information on the Internet about whales.
- Pupils in Years 5 and 6 write expressively, using punctuation well. For example, this impassioned speech written in the role of a Victorian politician shows pupils' maturity, 'Just think about the life of this country. It lies in the children and you're ruining it.' They explained that they find their teachers' marking and checklists very helpful when they write.
- The large majority of pupils make good progress in mathematics. However, their knowledge of numbers and their ability to calculate sometimes lets them down. This means they find decimals, for instance, quite hard. Lessons which begin with quick-fire questions that require pupils to calculate numbers in their heads do not always present sufficient challenge to more-able pupils.
- When more-able pupils are given mathematical challenges, they work to a high standard. For example, pupils in Year 4 decided on a question to find an answer to what data to collect and how to present them using different types of graph. When they explained their findings to classmates it was clear how much they had learnt and how stimulating they found it. They were amused to find that mathematics was most pupils' favourite subject!

The quality of teaching is good

- Teaching is mostly good and sometimes outstanding. Teachers are skilled at giving brief introductions and ensuring that pupils spend most of the lesson working. The teaching of pupils with special educational needs is a particular strength.
- In all lessons, teaching assistants are used very well to help different groups of pupils to learn. An example of outstanding practice is when teaching assistants extract a small group of pupils selected by the teacher to go over specific points that they have puzzled over during the day. Consequently, pupils do not struggle for long without getting help.
- Teachers ask questions that make pupils think. They are invariably encouraging. This develops pupils' confidence to express their ideas articulately. However, teachers in the Early Years Foundation Stage do not spend enough time talking to children and developing their language

and communication skills. This slows children's initial progress in reading.

- Teachers make good use of up-to-date technology to make teaching points clear. They also use IT extensively to support pupils' learning.
- In the best lessons, teachers respond quickly to pupils' keenness and curiosity. For example, a teacher spent a few minutes explaining to a more-able pupil how to do a particular graph. He made rapid progress as a result.
- In less effective lessons, teachers miss opportunities to challenge more-able pupils. For example, a few pupils quickly completed problems involving the 12-hour clock. They were clearly capable of solving more complex problems involving the 24-hour clock.
- A strength in the teaching of writing is the opportunities pupils have to use and apply their skills in other subjects. This is a comparative weakness in mathematics where pupils have few opportunities to practise new skills in different contexts.
- First rate marking in English is clearly having an impact on pupils' rates of progress. However, in mathematics, pupils are less sure as to what to do to improve their work. They do not have time to go over it and teachers' guidance as to what to do next is less specific.

The behaviour and safety of pupils are good

- Pupils clearly enjoy learning. They say, 'The work is fun!' They work hard and are keen to do well. They listen carefully to instructions and concentrate for long periods of time. Pupils are good at getting on with the job in hand and not disturbing teachers when they are working with other pupils.
- Although pupils are a bit rueful about the 'amber' warning which they are given for minor misdemeanours, they agree that this probably makes their behaviour much better. They are keen to win awards such as the weekly individual or class attendance awards.
- Bullying is rare. Pupils talked about the recent anti-bullying week, saying, 'How awful it is for people being bullied' and how they had not fully realised that. They agree that if they have any concerns adults 'solve our problems really well and fast.'
- Pupils have a good awareness of how to keep themselves safe. They know about e-safety rules which help to keep them safe from harm.
- Pupils say, 'Some people in the past have been called racist names and some did call people gay but it has stopped. The school teaches us that it's OK to be different'. The school's behavioural records confirm their positive views.
- In this school, pupils' views matter. School councillors play a key role. Pupils wrote the school rules with staff. They clearly abide by the second one. 'We treat everyone in our school nicely and with respect because we want everyone to be happy, safe and feel they are valued'. Newcomers to the school say that people are friendly and helpful. Pupils have a good understanding of spiritual, moral, social and cultural issues.

The leadership and management are good

- The school's leadership has blossomed into a senior leadership team that encompasses two schools. It has given this small school the outlook and facilities of a much larger one. Senior leaders are, therefore, objective and incisive. They have a lot of resources to draw on to make change happen quickly. Safeguarding is of good quality.
- The local authority made an extra visit to the school after the last inspection but then reverted to light touch support for this good school because it was clearly doing well.
- The leadership of teaching is good. There is some innovative practice as a result. In particular, teaching assistants are used creatively to support different groups of pupils for specific, short-term help. As a result, pupils with special educational needs and those who are known to be eligible for the pupil premium do as well as pupils nationally and in the school and newcomers

settle in quickly and do as well as others.

- Leadership of teaching is not yet outstanding. Leaders and managers have not yet ensured that the teaching of mathematics is as strong as that of reading and writing or had a fully positive impact on accelerating the rate at which reception children develop language, communication and literacy skills.
- Senior leaders take effective action to ensure continued improvement. Pupils' writing has improved considerably, for example, as a result of good improvement planning. Everywhere in the school, pupils' writing is celebrated. Guidance as to how to improve writing is evident in every classroom, reflecting this school's whole-hearted approach to improvement.
- Performance management is used well to support school improvement but also staff's personal development. It is closely linked to the school's accurate view of which aspects of its work need to improve further. This is based on observations of teaching, 'drop-in' visits to lessons and looking at pupils' work in their books to check the progress they have made.
- The points for improvement are well-chosen. It is clear to see how they link to salary progression. The impact is seen in better teaching and standards since the last inspection.
- **The governance of the school:**
 - The governing body is a notable strength. The question governors always ask themselves is, 'How will it improve this school?' They work actively with other schools to ensure that the pupils in this school get the best deal, hence the 'soft collaboration' with nearby schools and the pending federation with another. They ensure that pupil premium money is spent as it should be and make sure that parents are kept fully informed. The impact is seen in a sharply rising trend of improvement.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	133519
Local authority	406526
Inspection number	406526

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	74
Appropriate authority	The governing body
Chair	Norman Anderson
Headteacher	Carole Shiels
Date of previous school inspection	24 January 2011
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