

Hessle Penshurst Primary School

Winthorpe Road, Hessle, HU13 9EX

Inspection dates

27–28 March 2014

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|--------------------------------|----------------------|-------------|----------|
| Overall effectiveness | Previous inspection: | Good | 2 |
| | 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 from low starting points to achieve high standards.
- The progress of pupils throughout Key Stage 2 is outstanding in reading and mathematics.
- Teaching is mostly good and often outstanding. Work is well matched to meet the needs of pupils.
- Behaviour is good with excellent relationships between teachers, other adults and pupils and between pupils. The school's commitment to restorative practice enhances these relationships between pupils.
- Vulnerable pupils including those with special educational needs and disabilities receive excellent support that helps them achieve well.
- Pupils enjoy coming to school. They recognise that the school is a place where they feel safe, and know that staff care about them.
- The school is a united community where all staff want to do the very best they can for the benefit of their pupils.
- School leaders and governors are ambitious for the school to become an outstanding school.
- The school has an accurate view of how well it is doing and has identified correct priorities for school improvement.
- Teaching is well led; such that helpful support and advice are readily sought and shared and the quality of teaching is improving.
- This is an improving school.

It is not yet an outstanding school because

- Teachers do not share the best practice. Aspects of writing throughout the school and mathematics in Key Stage 1 are not as strong as other subjects.
- Disadvantaged pupils did less well than others in the 2013 national tests for Year 6 pupils.
- Pupils' understanding of other faiths and cultures is limited.

Information about this inspection

- The inspection team observed 20 lessons or parts of lessons.
- The inspectors held meetings with staff, four governors, including the Chair and the vice-chair of the Governing Body and the chair of the board of directors for the federation, three groups of pupils from Years 1 to 6, and also spoke with a representative from the local authority.
- The inspection took into account the 34 responses in the on-line questionnaire (Parent View) and the views of parents when they talked to inspectors informally and the 23 responses to the staff questionnaire.

Inspection team

| | |
|----------------------------------|----------------------|
| Michael Blaylock, Lead inspector | Additional Inspector |
| Christine Millett | Additional Inspector |
| Victoria Johnson | Additional Inspector |

Full report

Information about this school

- Penshurst is larger than the average sized primary school.
- Almost all pupils are White British.
- The proportion of pupils supported through school action is well below average.
- The proportion of pupils supported through school action plus or with a statement of special educational needs is above average.
- The proportion of pupils supported through the pupil premium is above average. (The pupil premium is additional funding for pupils who are known to be eligible for free school meals, children from service families and children who are looked after by the local authority.)
- The school is led and managed by an executive headteacher who has overall responsibility for the primary and secondary school in the Hessle federation. The executive headteacher works closely with the head of school, who is responsible for the day-to-day running of Penshurst Primary School.
- Governance is provided by the Primary Local Governing Body which is a sub-group of the federation board of governors.
- The school meets the government's current floor standard, which is the minimum expectation for pupils' attainment and progress in English and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Improve the quality of teaching and raise achievement further by:
 - sharing the best quality teaching already in school with others so they can improve their practice
 - improving how well pupils do in writing throughout the school
 - ensuring pupils make better progress in mathematics throughout Key Stage 1
 - narrowing the achievement gaps for disadvantaged pupils.
- Provide a broader range of experiences to increase pupils' understanding of other cultures and faiths in preparing them for life in the modern world.

Inspection judgements

The achievement of pupils

is good

- Pupils make good progress so that from starting points that are generally below expected levels, they go on to achieve standards that are above those typically found by the time they leave the school.
- Children enter the Nursery with skills that are below what is expected for their age, particularly in communication, language and literacy. The stimulating indoor environment for the Early Years Foundation Stage promotes children's curiosity and interest. Over the past three years children have made increasingly rapid progress in their communication, language and literacy. They now make good progress. However, the proportion achieving a good level of development is still below the national average.
- The results of the phonics screening check at the end of Year 1 have been variable in the last two years. Actions taken in response to last year's disappointing results have improved pupils' understanding and progress in recognising and linking letters and sounds. Pupils currently in Year 1 are achieving better standards than their peers last year.
- Pupils make steady progress throughout Key Stage 1 and achieve standards that are similar to the national average in both reading and writing but fewer pupils than nationally reach the higher Level 3. Their progress in mathematics is not as good and so standards are below those typically found.
- The performance of the oldest pupils in Key Stage 2 in the 2013 national tests was boosted because they were targeted with the best teaching. Results showed that all pupils, including the most able, had made outstanding progress to achieve significantly high standards in all subjects. Even so, not as many pupils reached the higher Level 5 and the highest Level 6 in writing as did in reading and mathematics.
- The 2013 Key Stage 2 results marked an improving trend which is set to continue. Pupils throughout the school are now making good progress.
- Work in pupils' books shows that their progress from the start of the year has been good. However, written work is sometimes erratic and not always presented carefully and neatly.
- Pupils read well with both expression and understanding. They enjoy using netbook computers and pocket-sized tablets to access books and other reading activities.
- Pupils achieve well in mathematics at Key Stage 2. A positive 'can do' approach helps them to succeed along with an expectation that they should understand what they are doing. This was the case in one lesson where pupils checked their answers and spotted mistakes in calculations when substituting into formulae.
- Pupils supported through school action plus or who have a statement of special educational needs receive good support. This, along with the regular checking of their progress and updating of their work plans and targets, enables them to make good progress.
- Pupils supported through school action make good progress overall because of the individual help they receive.
- The pupil premium funding is used well to provide additional support for disadvantaged pupils. In some cases this has also included paying for school uniform, coats and shoes, a daily breakfast and school trips. Pupils who are known to be eligible for free school meals are on average about a term behind other pupils in the school in both English and mathematics. These gaps were slightly larger in 2013, reflecting the low starting points of a number of these pupils. Such pupils currently in the school are making similar progress to their peers.
- Parents are in strong agreement that their children make good progress at this school.

The quality of teaching

is good

- Work in lessons is well matched to meet the needs of all pupils and provides good challenge for

the most able pupils.

- Staff's knowledge and enthusiasm for subjects, together with high expectations, result in mostly good and excellent behaviour and a good response from pupils to the challenges set for them.
- The school makes excellent use of music to promote learning and enjoyment. This was seen in the Reception class. Similar enjoyment was achieved in a singing practice assembly led by the vocally talented head of school. The quality of children's singing in the school is very impressive.
- There is good use of other adults in the classroom to support pupils with special educational needs as well as others. Teaching assistants model language well and their good questioning helps pupils to learn well.
- The excellent relationships between staff and pupils mean that the pupils are confident learners prepared to try hard, unafraid of making mistakes, knowing that they will learn from them. Errors in pupils' thinking are often skilfully and quickly spotted and corrected, although this is not always the case.
- The school's use of talk partners is well established and helps pupils develop their thinking, listening and speaking skills.
- Homework is used well to extend pupils' learning beyond the classroom.
- The school's strong commitment to creative and innovative practice is seen in the use of pocket-sized tablets and netbook computers to motivate pupils' learning and encourage them to read.
- A new marking policy was introduced in September 2013. Marking is now good throughout the school, consistently using the 'star and a wish' approach to praise pupils' achievements and suggest next steps in their learning.
- Vulnerable pupils are very well supported and the school has a growing reputation for its success in meeting the needs of these learners. Good systems are in place for pupils with statements of special educational needs and disabilities with regular reviews to ensure that support is effective in helping pupils learn. Additionally, the school's 'den' provides focused short-term and part-time support for pupils struggling to cope with the demands of the classroom.
- Parents also recognise that their children are taught well at this school.

The behaviour and safety of pupils

are good

- The behaviour of pupils is good. They enjoy their education and are very positive about their 'brilliant, fantastic, cool' school where they 'learn something new everyday'.
- Behaviour is good in the school. Staff support children well. Children are polite and interested when greeting adults and visitors to the school.
- Attitudes to learning are nearly always good. Pupils know their work targets and the importance of making good progress.
- One member of staff commented, 'I love the friendly family values we have. This makes it an excellent place to learn.' This observation accurately captures key strengths of the school.
- There is good use of the well-understood rewards and sanctions system within the school to encourage good behaviour. The use of 'Restorative Practice' is well established to address poor behaviour with good involvement of parents in resolving issues. This is proving highly effective in helping pupils understand the importance and consequences of their behaviour.
- Pupils have a good understanding of bullying in its various forms and report that bullying is rare. Issues relating to cyber-bullying are addressed well with the social networking facilities in the school's virtual learning environment.
- The school's work to keep pupils safe and secure is good.
- At the time of the inspection a charity hat day was raising funds for brain tumour research. This was in response to the sad death of a Year 5 pupil. The girl's life is celebrated by a remembrance garden in the playground that helps her school-friends to remember her and provides a touching example of the school's care for each individual pupil.
- Attendance is above average.
- Exclusion figures are below the national averages.

- Parent view responses indicated 100% agreement that their children were happy, felt safe and were well looked after at this school.

The leadership and management are good

- The head of school, along with the executive headteacher, governors, middle leaders, teachers and support staff are united in a strong commitment to do the very best they can for the benefit of the pupils in the school. Their aspiration is to be an outstanding school.
- Middle leaders have a clear understanding of their roles and accountability. They lead their areas of responsibility well both by example and in working collaboratively with their colleagues.
- Issues arising from the previous inspection have been successfully dealt with. Leaders' accurate view of the school's performance has helped the school identify correct priorities for further development.
- Teaching is well led and managed with a strong commitment to helping teachers continue to develop their practice. Staff strongly agree with the statement that 'Leaders do all they can to improve teaching'. This is also evident in the discussions between teachers and their readiness to share ideas and try new approaches in their teaching. This was summed up by one teacher who said, 'there is always someone willing to help and offer constructive advice'.
- There is clear linkage between achieving agreed targets and pay progression through the new performance management arrangements. This is continuing to improve the quality of teaching with a good emphasis on professional development.
- The school is unquestionably committed to ensuring every pupil has an equal opportunity to succeed. Assemblies are used well to promote pupils' moral and social development through respectful behaviour, enthusiastic singing and consideration for others. Even so, pupils have a limited understanding of other cultures and faiths.
- A curriculum based on themes promotes basic skills and complements work in English and mathematics. It is regularly reviewed and adapted to ensure that it meets the needs and interests of pupils well.
- Pupils are well prepared for the next stage of their education through the strong links that exist within the federation.
- The new primary sport funding has been used well to provide further sporting opportunities with qualified coaches. As a result, an increased number of pupils now participate in extra-curricular sports. School teams reached rugby, football and cross country finals, and training sessions before school have improved the attendance and punctuality of some pupils. Good links are established with local sports clubs that allow pupils to further pursue their sporting interests. The external coaches have helped develop teachers' skills in teaching different sports.
- The local authority knows the school well and provides good support to the federation. Good partnership with the school was seen in the recent collaboration with senior staff on a work scrutiny.

■ The governance of the school:

- The recent change in governance in January 2014 to form the separate primary governing body was done to provide better challenge and support to the school. Governors have a range of expertise in education, finance and business and include both new recruits and some long-standing members who know the school well. They question and challenge school leaders well on the basis of information provided to them by the school. There are varying levels of awareness of their responsibilities. They know that pay progression is dependent on teachers meeting targets relating to pupil progress in the newly adopted performance management arrangements. Governors are also knowledgeable about current educational and school priorities. They are well informed as to how the sports funding money is being allocated and know that the pupil premium funding is proving effective in narrowing achievement gaps. The commitment of new governors to both induction training and ongoing training to help them fulfil the expectations of their role is evidence of how seriously and conscientiously they take their responsibilities.

What inspection judgements mean

| School | | |
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| 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

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| Unique reference number | 137307 |
| Local authority | East Riding of Yorkshire |
| Inspection number | 440913 |

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

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| Type of school | Primary |
| School category | Academy converter |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 391 |
| Appropriate authority | The governing body |
| Chair | Paul Hogan |
| Headteacher | Joanne Spencer |
| Date of previous school inspection | 18 January 2011 |
| Telephone number | 01482 648808 |
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