

Hovingham Primary School

Hovingham Avenue, Leeds, West Yorkshire, LS8 3QY

Inspection dates 8–9 July 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement.

- Pupils' achievement over time has not been good.
- Pupils' progress in reading, writing and mathematics is inconsistent in Key Stage 2, because teaching does not always enable pupils to do as well as they might. Tasks set are sometimes too easy, particularly for the most-able pupils.
- Pupils occasionally lose concentration when the tasks set do not provide sufficient challenge.
- A small number of pupils find it difficult to adhere to the school's expectations when moving around school.
- Teachers' marking does not always tell pupils how they can improve their work.
- Leaders' actions over time have not been effective enough to ensure consistently good teaching. As a result, pupils, especially at Key Stage 2, have not achieved highly enough.
- Some leaders in charge of subjects are not involved enough in checking teaching in their subjects. As a result, too little teaching is good or outstanding.
- Children in the Early Years Foundation Stage do not make good progress because planning lacks rigour and opportunities to develop their language skills further are overlooked.

The school has the following strengths

- Leaders have taken decisive action to check on the quality of teaching and learning more carefully in the last year. As a result, teaching has improved across the school and pupils are now making faster progress.
- Pupils who are eligible for additional funding through the pupil premium make good progress overall and gaps with other pupils are closing.
- From their varied and often complex starting points, disabled pupils and those with special educational needs make good progress.
- Pupils are now doing well in reading, writing and mathematics in Key Stage 1, often from low starting points.
- There are good procedures in place to ensure that pupils are safe.

Information about this inspection

- Inspectors visited 21 lessons or parts of lessons, two of which were observed jointly with the acting headteacher. They looked at a range of pupils' work and heard a number of pupils from Years 2 and 6 read.
- Meetings took place with the headteacher, senior teachers, staff and groups of pupils, a representative from the governing body and the school improvement advisor.
- Inspectors looked at a range of documentation, including the school's data on pupils' progress and records relating to pupils' behaviour, attendance and safeguarding.
- Inspectors observed playtimes and lunch breaks. Displays around school and in classrooms were also examined.
- Inspectors were unable to take into account responses to the on-line questionnaire (Parent View) as there were too few to register. However, inspectors did speak with a number of parents and looked at the results of the school's own survey of parents' views. The views of staff and pupils were also considered.

Inspection team

Christine Millett, Lead inspector

Additional Inspector

Rosemary Batty

Additional Inspector

Don Parker

Additional Inspector

Full report

Information about this school

- Hovingham is much larger than the average-sized primary school.
- The overwhelming majority of pupils are from ethnic minority groups. Only a small proportion of are at an early stage of speaking English.
- The proportion of pupils eligible for the pupil premium funding is above that found nationally. The pupil premium is additional funding for those pupils known to be eligible for free school meals and those children who are looked after by the local authority.
- The proportion of pupils supported through school action is above average. The proportion supported through school action plus or through a statement of special educational needs is below average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- Since the previous inspection, there have been a number of changes in staff. The school is led by an acting headteacher. A substantive headteacher has been appointed for September 2014.

What does the school need to do to improve further?

- Ensure that teaching is consistently good or better in order to accelerate progress further by:
 - raising teachers' expectations of what pupils can achieve in lessons
 - planning work that challenges and motivates all groups of pupils so that they are fully engaged in their learning
 - ensuring that teachers' marking, in all subjects, is consistently effective in informing pupils what they need to do to improve
 - helping pupils to take more responsibility for their own behaviour in lessons and around school.
- Improve provision in the Early Years Foundation Stage by:
 - ensuring that planning includes specific opportunities for children to develop communication and language skills outdoors as well as indoors
 - encouraging children to give more detailed, reasoned answers to questions
 - assessing progress regularly so gaps in learning are identified.
- Improve the effectiveness of middle leaders to speed up the pace of school improvement by:
 - ensuring that they make a more effective contribution to improving the quality of teaching through regular checking of the quality of teaching and learning
 - involving them in the modelling of good practice.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils' progress in reading, writing and mathematics over time has not been fast enough and so pupils do not do as well as they can, especially in Key Stage 2.
- For the last two years, pupils' attainment has been well below average in reading, writing and mathematics at the end of Year 6. Even so, in 2013, the proportion of pupils making expected progress was higher than that found nationally for all groups of pupils, including those eligible for pupil premium funding. Most recent data show that there has been a dip in attainment in writing and mathematics, but that in reading it was better than mathematics and writing and an improvement on 2013.
- Recent assessments show that the attainment of those pupils in receipt of the pupil premium funding, including those known to be eligible for free school meals, has improved considerably from last year with these pupils having done better than their classmates in writing and mathematics and making good progress.
- Children start in the Nursery class with skills and knowledge that are well below those expected for their age. By the time they get to the end of the Reception class, only a small proportion has reached a good level of development. Over time, the proportion reaching a good level of development has been much lower than that found nationally because their progress has not been rapid enough. However, the most recent end-of-year assessments show that there has been an improvement in this aspect, compared with the previous year.
- Progress in Key Stage 1 and the most recent data available for Year 2, show that attainment in reading, writing and mathematics has improved significantly, from well below average on entry to the Early Years Foundation Stage, to well above average by the end of Year 2. This represents better than expected progress.
- However, in spite of recent improvements, not enough pupils, particularly the most able, are reaching the higher levels in Key Stage 2, because they are not consistently given sufficient challenge in lessons and this slows down their progress.
- Progress across Key Stage 2 varies from class to class according to the quality of teaching. However, overall attainment is improving and pupils' progress in reading, writing and mathematics is accelerating. This is borne out by the work in pupils' books.
- Disabled pupils and those with special educational needs have a wide range of often complex needs, which require quite intensive support. This help is having a positive impact upon their learning and is enabling them to make progress from their widely differing starting points.
- Pupils enjoy reading and do so regularly at school and can take books home. Reading at home is actively encouraged. Pupils have access to two attractive school libraries, operated by pupils, and books in classrooms. Story sacks are used with younger or less confident readers. Older pupils are members of the local public library. All those heard reading had a range of strategies to call upon when coming across new words.

The quality of teaching

requires improvement

- The quality of teaching requires improvement because it has not ensured that pupils are able to make consistently good progress over time. This is because teachers' expectations of what pupils can do have been and still are, in some instances, too low.
- Teachers do not always provide activities which challenge and motivate pupils because their expectations of what pupils can achieve are not always high enough. Sometimes, pupils are all given the same task, with no account being taken of the different abilities of pupils and consequently rapid progress is not made.
- Marking, especially in mathematics and topic work, does not give enough guidance to pupils as to how they can improve their work, so this restricts the amount of progress they make. In mathematics, pupils are not always set additional tasks to support and challenge them further.

However, marking in literacy books is better. Pupils are shown how well they have done and how their work can be improved.

- Relationships between teachers and pupils are usually good and pupils normally listen carefully and work together well. In Year 1, pupils discussed ideas in twos and then very successfully reinforced their listening skills by reporting back what their partner had told them.
- Pupils who are disabled or have special educational needs benefit from additional support, which enables them to take a full part in lessons. This, together with extra help outside lessons, contributes to their good progress and demonstrates the school's commitment to equality of opportunity.
- In the Nursery and Reception classes, activities, particularly those set up outdoors, sometimes lack focus and children do not always benefit from guidance from adults through planned opportunities to develop language skills. Staff do not track children's progress as often as they might, which means they are not always aware of gaps in children's learning.

The behaviour and safety of pupils

requires improvement

- The behaviour of pupils requires improvement. While behaviour was generally acceptable during the inspection, pupils did lose interest in their work where the teaching was not strong. In some lessons observed, pupils' concentration wandered when the work set presented too little challenge or when working without an adult to help them.
- A small number of parents, staff and pupils expressed concerns about behaviour around school. Inspectors investigated the school's recording of instances of poor behaviour. They found that although incidents do occur, they are well documented and that appropriate action is taken. At times, some pupils' behaviour requires improvement when they move around the school.
- Pupils are polite and relationships among pupils are good. However, a small number of children in the Early Years Foundation Stage are still finding it difficult to play alongside each other harmoniously.
- Pupils have a clear understanding of the different types of bullying, including cyber-bullying. They say that instances of bullying are rare and that as soon as staff are told about any inappropriate behaviour, the situation is quickly resolved.
- Pupils have the opportunity to take on responsibilities, such as members of the school council, Equality Council or librarians. Others help younger children in the dining hall and playground.
- Attendance is broadly average and improving, as a result of a concerted effort by the school to bring about better attendance.
- The school's work to keep pupils safe and secure is good. Without exception, all pupils asked said they felt safe in school. Leaders take all aspects of health and safety seriously and organisations, such as ChildLine, visit the school to inform pupils how to keep themselves and others safe.
- The employment of bi-lingual staff who work with parents to improve attendance and punctuality across the school is having a positive impact. Attendance is rising and holidays in term-time are reducing.

The leadership and management

requires improvement

- Leadership and management require improvement, because teaching and achievement over time are not consistently good. However, the acting headteacher, well supported by the deputy headteacher, governors and the local authority, has led a number of significant changes during the last year.
- Changes in staff and better staff training since the previous inspection have resulted in improvements in the quality of teaching. However, middle leaders do not yet play a big enough part in supporting the headteacher to drive school improvement, especially in checking the quality of teaching and learning in their subjects or modelling good practice.

- The senior leadership team have accurately identified the school's strengths and areas for development. Along with members of the governing body, they demonstrate a commitment to raising standards further. However, there is still more to be done to enable pupils to make consistently good progress.
- Regular observations of lessons by senior leaders provide teachers with accurate feedback on their performance. This knowledge ensures that teachers are set new targets to improve their work, which are then followed up. As a result, much weak teaching has been eliminated.
- Careful checks are made on pupils' progress. As a result, the school is able to identify those pupils in danger of falling behind and then put in place extra support to help them catch up.
- The school makes every effort to reach out to parents. Parents are given opportunities to be involved in their children's learning through the 'open-door' policy, attending celebration assemblies or stay-and-play sessions.
- Developments in the range of subjects being taught are making learning more relevant to pupils and providing a good contribution to pupils' spiritual, moral, social and cultural development. An increasingly varied range of trips and visitors to the school is being used to promote learning.
- Additional government funding for primary school sport is allowing the school to increase the range of sports and activities it offers, including basketball and orienteering. The school ensures that all pupils are included. This further ensures equality of opportunity. The funding also provides training for teachers to help them develop their own skills further.
- The school has valued and benefited from the local authority's effective advice and support to improve the quality of teaching and learning through additional training. For example, staff in the Early Years Foundation Stage have received specialist training to improve the learning of the small proportion of children for whom English is not their first language.
- **The governance of the school:**
 - The governing body has an accurate understanding of the strengths of the school and what needs to be done to improve further. They are well informed about the quality of teaching and give appropriate attention to the connection between the quality of staff's work and the arrangements for pay progression. The information they receive from the acting headteacher, together with that gathered from their own visits to the school and through analysing national performance data, enable governors to provide support and challenge to the school. As a result, school leaders are held increasingly to account for the school's performance. Governors have also examined their own effectiveness as a governing body. They are keen to advance their own skills and willingly undertake any additional training necessary to increase their effectiveness. In these ways, they demonstrate a firm commitment to ensuring that the quality of teaching improves and standards rise further. The finances of the school have presented challenges but, working closely with the school business manager, these have been handled effectively. Governors are involved in the allocation of the pupil premium funding and understand the use of the additional funding for primary school sport and check the impact on pupils' achievement and well-being. Governors ensure that the school's systems for safeguarding pupils meet requirements.

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	107926
Local authority	Leeds
Inspection number	431641

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	543
Appropriate authority	The governing body
Chair	Nik Adams
Headteacher	Julie Parry
Date of previous school inspection	11 September 2012
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