

Hummersea Primary School

Westfield Way, Loftus, Saltburn-by-the-Sea, TS13 4XD

Inspection dates 1–2 July 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Early years provision		Good	2

Summary of key findings for parents and pupils

This is an outstanding school.

- The school has improved significantly since the last inspection and now provides an outstanding education for its pupils.
- The school is led by a deeply committed and highly effective headteacher who is very ably supported by senior and middle leaders and by the governors.
- Pupils in current year groups make outstanding progress in all subjects and attainment is above average.
- Disadvantaged pupils make rapid progress as a result of the highly effective use of the additional funding to support these pupils.
- The most able pupils also make rapid progress and a number attain the very high National Curriculum Level 6 in national assessments in writing and mathematics.
- Disabled pupils and those who have special educational needs make very good and sustained progress from their different starting points. Their needs are accurately identified and support is quickly put in place.
- Pupils' behaviour is outstanding and their attitudes to learning are of a very high order. Pupils are very well-mannered and polite and warmly welcome visitors to their school.
- The school's work to keep pupils safe and secure is outstanding. Pupils know how to keep themselves safe, particularly when using the internet.
- Teachers ensure that pupils develop a solid foundation especially in English and mathematics and they build on these basic skills year on year.
- Teaching assistants know the pupils and their needs particularly well and are highly effective in their work with individuals and small groups.
- Pupils receive clear guidance from teachers about how they can improve their work, both through written comments and regular conversations. However, not all pupils respond to these suggestions.
- The school curriculum provides many exciting experiences in the arts, sport and science. While there is an appropriate focus on English and mathematics, it is not to the detriment of other subjects, and the curriculum is enriched by a wide range of activities and after-school clubs.
- Children make good progress in the new early years provision. The proportion of children ready for learning in Year 1 is rising. Teaching is good, but staff are not yet providing an environment that is as rich and stimulating as it could be for children to reach their very best potential.
- Pupils' spiritual, moral, social and cultural development is very strong. Through a combination of lessons, assemblies and other activities pupils' personal development is of a high order. As a result, pupils are very well prepared for life in modern Britain.

Information about this inspection

- Inspectors observed teaching and learning throughout the school. They also observed pupils at work during visits to classrooms. One observation was jointly carried out with the headteacher and one with the assistant headteacher. Inspectors also listened to pupils read in Years 2 and 5. During the inspection there were no Year 6 pupils as they were engaged in a transition activity with their chosen secondary school.
- Inspectors considered 13 responses to the Ofsted online questionnaire (Parent View) and 18 questionnaires completed by the staff. Inspectors also considered the school’s own surveys of parents’ views.
- Inspectors held meetings with pupils in Year 5. They also talked informally with pupils at break times and lunchtimes. They talked with the Chair and vice-chair of the Governing Body and had a discussion with a representative of the local authority.
- Inspectors also held meetings with leaders within the school, including the early years leader, the special educational needs coordinator and leaders at middle level.
- Inspectors observed the school at work and looked at a range of documentation, including information relating to pupils’ progress, their books, school improvement planning and the school’s procedures for gaining an accurate view of its own performance. They also considered reports written by the local authority, documents relating to the management of teachers’ performance and safeguarding and child protection documents.

Inspection team

Peter Eves, Lead inspector

Additional Inspector

Julie Deville

Additional Inspector

Full report

Information about this school

- This is a smaller than average-sized primary school.
- The proportion of pupils who are disabled or have special educational needs is average.
- The proportion of disadvantaged pupils, those supported by the pupil premium, is high, at approximately twice the national average. The pupil premium is additional government funding to support those pupils who are known to be eligible for free school meals or those who are looked after by the local authority.
- Most pupils are White British. In 2014, no pupils spoke English as an additional language.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics, by the end of Year 6.
- Children attend the Nursery class on a part-time basis and the Reception class full-time.
- The school's early years provision opened since the last inspection and is a relatively new addition to the school. Plans for a new building for the early years are well on their way.

What does the school need to do to improve further?

- Further develop the early years provision so that the curriculum is more stimulating, children learn more quickly and a greater proportion is ready for learning in Year 1 by the time they leave the Reception Year.
- Strengthen marking and feedback further by ensuring that pupils always respond to suggestions for improving their work.

Inspection judgements

The leadership and management are outstanding

- Hummersea is outstanding in the way that it does its best for every pupil and is highly regarded in the immediate community and beyond. All members of the school community are united in their commitment to making the educational experience of pupils the very best it can be. This is because the school is exceptionally well-led by a highly effective headteacher who has created a clear vision for the school that is shared by very effective senior and middle leaders and by all other staff.
- School leaders are rigorous in using all the information at their disposal about pupils' progress to ensure that staff are able to direct their attention where it is needed most. Staff know each pupil as an individual and so can keep a very accurate track on their progress. As a result, the rate of progress has increased since the last inspection and standards have risen.
- Leaders also keep a close check on the quality of teaching. They make sure that teachers are able to improve and develop their skills continually, and the constant focus on teaching has ensured that the quality has also improved since the last inspection.
- Middle leaders play a key role in checking their subject areas. They create effective plans for maintaining the high levels the school expects and are being well-prepared for senior leadership.
- There are very effective systems for managing teachers' performance. Teachers are set challenging but realistic targets linked to pupils' performance. They are also given targets that will help them improve their professional practice and develop the leadership capacity in the school.
- The additional funding to support disadvantaged pupils is being used extremely effectively to support eligible pupils. Class sizes are kept small allowing each eligible pupil to receive more personal attention and, as a result, the gaps in attainment between these pupils and other pupils nationally are closing rapidly or have closed in some subjects.
- The school works successfully to foster good relationships, tackle discrimination and to remove any barriers to learning so that all pupils have the same opportunities to realise their potential. Equality of opportunity is central to all that the school does.
- The curriculum is outstanding. It has been carefully designed to allow pupils to not only perform at a very high standard in English and mathematics but also to become well-rounded and confident citizens, well-prepared for life in modern Britain. During the inspection all of the Year 4 pupils took part in a recorder festival and the Year 5 pupils, who call themselves 'geonauts', presented the results of two years of research into local geology to an enthusiastic audience of local dignitaries and parents. This project was carried out with pupils from a different school located outside the local area.
- The primary school sport funding contributes effectively to the physical well-being of pupils. It has also ensured that the quality of the teaching of physical education has improved and pupils are able to take part in a wider range of sports and competitions. Pupils particularly enjoy the outdoor activities including mountain biking.
- The school's arrangements for safeguarding and child protection meet statutory requirements. Staff and governors are very well trained and deeply committed to ensuring that all pupils are safe and secure.
- The local authority provides the school with effective, light-touch support.
- **The governance of the school:**
 - Governors share the same ambition as all leaders to make the school the best it can be. They achieve the right balance of supporting the school in all that it does but also in providing a high level of challenge to leaders and holding them to account for the school's performance. They know the school well. Governors not only receive regular reports from the headteacher but also make good use of published information about pupils' achievement and their regular visits to the school to ask searching questions. As a result, governors have a clear understanding about performance data, the quality of teaching and what the school needs to do to improve even further. Governors ensure that there are robust systems in place to monitor teachers' performance and are very clear that pay progression is not automatic.
 - Governors ensure that all the school's finances are used prudently, especially the pupil premium and sport funding. They are well-informed about the positive impact additional funding is having on the achievement of eligible pupils and pupils' physical well-being. Governors also ensure that safeguarding and child protection policies are not only in place but translate into highly effective practices.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. Pupils are unfailingly polite and courteous at all times. Their behaviour both in and out of lessons is of a very high standard. Pupils share the same high expectations of pupils' behaviour as the staff and take a very dim view of any behaviour that does not come up to these high standards. Pupils are encouraged to manage their own behaviour and they do this very well. As a result, play times and lunchtimes are calm and enjoyable experiences for all.
- Although there are no formal posts of responsibility, pupils are actively encouraged to play a part in making the school an orderly and safe environment. During the inspection a Year 5 pupil organised a game of football for other pupils, picking teams and making sure that the game could proceed smoothly without the intervention of any adults. Other pupils showed their care and concern for their environment by independently making sure that the remains of break time fruit were disposed of properly.
- In lessons pupils showed a real enthusiasm for their learning. Many commented on how much they enjoyed different subjects, and in particular mathematics, because lessons were fun and enjoyable. Pupils are keen to do their very best and respond eagerly to any competitive activities, such as learning their times tables.
- Attendance is improving and currently is broadly average. During the last two years it has been affected by unavoidable medical issues, which tend to mask the real picture of improvement. Pupils say that they love coming to school and the vast majority do so regularly, even when not feeling their best.

Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils say that they feel extremely safe and parents strongly agree. Pupils have a very good understanding of the different forms that bullying can take but insist that it is very rare. They know exactly what to do if any occurs and are sure that it would be swiftly dealt with.
- Pupils are well aware of the different risks they might face and have a good understanding of how to keep themselves safe, including when using the internet.
- The school's approach to safeguarding and child protection is exemplary and all those involved often go beyond the statutory requirements, especially in ensuring that the suitability of any adults working in the school is rigorously checked. The school checks visitors to the school thoroughly and makes sure that pupils are safe at all times. Identities are checked and visitors are well-briefed on the child protection and safeguarding arrangements in force.

The quality of teaching

is outstanding

- Evidence gathered from pupils' books and the school's records, as well as from observations carried out during the inspection, show that the quality of teaching over time in Key Stages 1 and 2 is outstanding and this leads to outstanding progress. Pupils say how much they look forward to their lessons and parents are unanimous in agreeing that their children are well taught.
- Classrooms are happy and productive environments that are characterised by the warm relationships between adults and pupils. Teachers plan lessons that interest, excite and engage pupils and makes them want to do their best. During the inspection, the Year 4 class were completely absorbed in using their English skills to describe a cartoon character.
- Teaching assistants provide high-quality support, not only when working in the classroom with individual pupils or small groups, but also when working outside the classroom. They use their skills and knowledge of individual's needs to provide timely and highly effective support.
- The teaching of mathematics is outstanding. Pupils build solid foundations at an early stage and these are built on as pupils move through the school. They develop the mathematical skills that they need and have regular opportunities to apply these skills to solve genuine problems in other subjects, for example, by exploring links between pulse rates and exercise in a science lesson.
- Pupils are given regular opportunities to write at length, not only in their literacy lessons but also in their different topics. They enjoy writing and do so with increasing accuracy in spelling, punctuation and grammar, adapting their style to suit different audiences and purposes.
- Pupils get off to a good start in learning to read and are able to use proficiently their knowledge of phonics (the sounds that letters make). They have regular opportunities to read in school and are encouraged to read at home. They respond well to any competitions to show how much they read and really enjoy the awards they gain as a result. Older pupils talk enthusiastically about favourite authors and the different types of fiction and non-fiction books they like.

- Teachers provide useful guidance to pupils about how to improve their work verbally during lessons and through written comments when they mark their work. However, pupils do not always respond to these suggestions and, as a result, pupils do not always learn as quickly as they might from their mistakes.

The achievement of pupils is outstanding

- Pupils join the school with skills and knowledge that are below those typical for children of their age. The progress of current pupils from these low starting points throughout Key Stages 1 and 2 is outstanding. Very high proportions of pupils make the progress expected of them and the proportion of pupils who make more progress than is expected is higher than the national averages in reading, writing and mathematics. Standards at the end of Year 6 are above average in all subjects.
- In 2014, the attainment of pupils in the Year 1 national screening check to assess their understanding and use of phonics was above average.
- There is a rising trend of attainment in Key Stage 1 and standards for all groups are in line with national averages in reading, writing and mathematics representing very good progress from below-average starting points.
- Disabled pupils and those with special educational needs make similar rapid and sustained progress as their peers. Their needs are quickly identified by an experienced special educational needs coordinator in partnership with teachers and parents. Once this has happened they are promptly provided with appropriate support from skilled adults who know their specific needs well. Their progress is tracked carefully and the support is properly withdrawn as soon as it is no longer needed.
- The most able pupils achieve better than other pupils nationally and a number are working at the highest National Curriculum level in mathematics and writing. They are regularly challenged with work that is hard and makes them really think deeply, and they relish these opportunities. They particularly enjoy pitting their wits against the headteacher and governors in solving mathematical problems.
- In 2014, the attainment of Year 6 disadvantaged pupils supported by the pupil premium was less than one term behind other pupils nationally in reading; it was similar in writing and two terms ahead in mathematics. They were seven terms behind other pupils in the school in mathematics, four terms behind in reading and six terms behind in writing. However, this was a year group with a very small group of most able pupils who all attained the highest standards and this gives a misleading impression that there are large gaps within school when in fact these gaps are closing over time.
- The proportion of disadvantaged pupils making the progress expected of them is very high and the proportion making more progress than was expected was similar to other pupils in the school and higher than the national average in 2014. As a result, gaps in attainment with other pupils nationally are closing rapidly in reading and have closed in writing and mathematics.

The early years provision is good

- The early years provision is a relatively recent addition to the school. All staff have worked hard to create an environment where children are safe and can thrive. The impact of their work is beginning to be seen in rising standards.
- Children enter the Nursery class with skills and knowledge below those that are typical for their age, particularly in their speech and language development. Staff work effectively to address these deficits so that children can begin to make progress in all areas of their learning. They make increasingly quick progress and the proportion reaching the expected level at the end of the Reception Year has risen sharply and is close to the national average.
- The early years provision is well led and managed and the children are well cared for by all the adults. Teaching assistants play an important and effective part in helping the children to make good progress. They know the children well and so can make sure that the specific needs of each child are accurately met.
- Although children achieve well, the early years provision, both indoors and outdoors, does not yet provide an environment that is as rich and stimulating as it could be, where children can really flourish. Although sessions to teach children letters and the sounds they make are well organised, other activities do not always tempt them to use their knowledge of writing, reading and numbers so that they practise these skills as often as possible. The early years leader has very clear plans for enhancing the provision once the setting has moved into the much anticipated new building.
- Parents appreciate the opportunities they have to be involved in their children's learning and are very

complimentary about the hard work of all the adults to keep their children safe.

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	111618
Local authority	Redcar and Cleveland
Inspection number	448744

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	230
Appropriate authority	The governing body
Chair	Jeanne Parncutt
Headteacher	Peter Tyreman
Date of previous school inspection	25 November 2009
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