

Handale Primary School

West Park Avenue, Loftus, Saltburn-by-the-Sea, North Yorkshire TS13 4RL

Inspection dates

14–17 November 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Over time, teachers have not planned learning effectively enough to match the needs of pupils, including disadvantaged pupils.
- Disadvantaged pupils do not make good progress and their attainment falls behind that of others nationally by the end of key stage 2.
- Pupils' progress is variable across the school. The progress made by pupils at the end of key stage 2 has declined in recent years.
- Senior leaders and governors have an overly positive view of the school's effectiveness. They have not taken sufficient notice of pupils' outcomes when arriving at their judgements.
- Leaders' use of additional pupil premium funding has had variable effect. Improvements in disadvantaged pupils' academic progress have been slow to emerge. There has been a more positive effect on meeting the physical, social and emotional needs of these pupils.
- Recently appointed leaders for mathematics and for the provision for pupils who have special educational needs (SEN) and/or disabilities have begun to take action to address the school's priorities. However, the actions to improve the quality of teaching in mathematics are at an early stage of implementation and have had a variable effect.

The school has the following strengths

- Positive, friendly relationships are evident across the school. Pupils' behaviour is good in lessons and during breaktimes and lunchtimes.
- Pupils' personal development and welfare needs are well met. As a result, pupils develop good citizenship skills and are well prepared for life in modern Britain.
- Early years provision ensures that most children make good progress. Staff plan effectively to meet children's learning needs and interests. The early years leader provides strong leadership.
- The rich curriculum helps widen pupils' horizons and raise their aspirations.

Full report

What does the school need to do to improve further?

- Improve the consistency in the quality of teaching and learning to improve pupils' progress by:
 - planning teaching that is well matched to pupils' starting points and provides pupils with support where required and challenge as necessary
 - ensuring that the pupil premium funding has a positive effect on disadvantaged pupils' academic progress, as well as their personal development, including improving the outcomes for these children in the early years
 - ensuring that the recently developed systems for assessment of pupils' progress are embedded and used more effectively to record pupils' assessment, progress and individual needs
 - embedding the developing practice for the teaching of mathematics and ensuring that pupils' learning builds and deepens promptly from their prior achievements
 - embedding the work on improving pupils' writing skills, including the effective use of grammar, spelling and punctuation.
- Improve the impact of leaders by:
 - senior leaders and governors making more effective use of available evidence, including pupils' progress information, when making self-evaluation judgements
 - developing further the leadership skills of the recently appointed leaders for mathematics and SEN
 - increasing governors' challenge to leaders in respect of pupils' outcomes, including outcomes for disadvantaged pupils.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Over time, leaders, including governors, have not been effective enough in securing consistently good teaching and good progress for pupils.
- Leaders are too positive in their overall judgements of the quality of teaching and pupils' outcomes. Although leaders have systems in place to evaluate the quality of teaching, learning and assessment, they do not fully take account of pupils' progress when arriving at their judgements about the impact of teaching over time.
- Pupil premium spending has a variable impact on accelerating the progress of disadvantaged pupils. Leaders' analysis of disadvantaged pupils' outcomes shows that there remain substantial differences between the progress and attainment of these pupils and those of others nationally. The 2017 key stage 2 results show that these pupils did not make good progress, particularly in reading and writing. Levels of persistent absence for disadvantaged pupils are too high and, despite leaders' efforts, still require further improvement.
- The subject leader for mathematics, who has recently assumed responsibility for this subject, has taken action to improve the teaching of problem-solving and reasoning in mathematics. Pupils' books show that there are increasing opportunities for pupils to develop their learning in these areas. However, teachers do not implement these approaches consistently across the school and the effect upon pupils' learning is variable.
- The subject leader for English has taken appropriate actions to improve pupils' progress in this subject. Her actions to improve the teaching of reading have had a positive impact on pupils' progress. In 2017, the proportions of Year 2 pupils working at the expected standard and greater depth were above the national averages. Similarly, the proportion of pupils making the expected progress in reading by the end of Year 6 matched the national average. The leader's focus has turned to improving the quality of pupils' writing, including their grammar, punctuation and spelling skills. There are positive signs in pupils' books that her actions are improving pupils' writing outcomes. However, this impact is not consistently evident across the school.
- The special educational needs coordinator (SENCo) is new to this area of responsibility. He is enthusiastic about the role and is registered to attend relevant mandatory training. Leadership of SEN has ensured that the additional funding for pupils who have SEN and/or disabilities has been spent to good effect. Partnership working with parents and other agencies ensures that planning for the outcomes for pupils who have SEN and/or disabilities meets their needs. As a result, generally, these pupils currently make good progress.
- The school's improvement plan generally identifies appropriate actions to address the school's priorities. However, the measures of success for checking and evaluating the plan's impact are not precise enough to hold staff to account and drive rapid improvement.
- Leaders seek external views of the school's effectiveness from meetings with the local authority adviser and by completing peer reviews with leaders from the East Cleveland

Cooperative Learning Trust. However, during the inspection, leaders could provide limited formal reporting from this evaluation. This restricts the extent to which leaders and governors can take account of these external viewpoints.

- Leaders make effective use of the additional funding for sport and physical education (PE) in primary schools. Teaching by a specialist PE teacher enhances PE teaching for pupils and develops teachers' expertise. There are increased opportunities for pupils to enjoy a wider range of physical activities and sports, both within school and with pupils from other schools. As a result, opportunities for pupils to take part in competitive sports and to develop healthy lifestyles have improved.
- Following a period of changes to staffing, leaders have established a more stable position for this academic year. Teachers who are at an early stage of their career receive appropriate support to develop their skills. Leaders use performance management systems effectively to identify relevant training and professional development for staff.
- The school's topic-based curriculum ensures effective coverage of the national curriculum subjects. Stimulating topics, challenging questions and interesting visits that enliven the themes motivate pupils to learn. Pupils benefit from specialist teaching in PE. They also have access to a good range of after-school clubs which enrich the curriculum. Leaders and staff have established a curriculum that widens pupils' horizons and raises their aspirations.
- The encouragement of pupils' spiritual, moral and social development is a strength of the school. For example, pupils have a good understanding of 'rights, responsibilities and respect' for all people. Visits to the local council and visits from the local Member of Parliament help pupils understand democracy, which also contributes to pupils' understanding of British values. The school council also helps pupils to develop their citizenship skills.

Governance of the school

- Governors are supportive of school leaders and staff. They have a good understanding of the community the school serves. Governors' visits into school assist their understanding of areas such as safeguarding, provision for pupils who have SEN and/or disabilities and the early years provision. However, they have not provided sufficient challenge for leaders in aspects such as pupils' progress and the impact of the use of resources such as the pupil premium funding.

Safeguarding

- The arrangements for safeguarding are effective. A positive safeguarding culture permeates the school. Leaders complete careful safeguarding checks for all staff, governors and volunteers. The safeguarding and child protection policies meet the current national requirements. Staff understand the safeguarding procedures and their own responsibilities. Governors and staff receive regular and appropriate training so that they know how to keep pupils safe. They have a good understanding of the safeguarding risks that are specific to the community the school serves, including those linked to radicalisation and extremism. Leaders and staff, including the learning mentor, work effectively with other agencies and parents to ensure that they meet the

needs of pupils and families who may be vulnerable.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching is inconsistent and, as a result, over time, too few pupils make good progress.
- Some teachers' planning does not meet the needs of pupils, including disadvantaged pupils, effectively. At times, the most able pupils are completing tasks that they have already demonstrated they have successfully mastered. Equally, on occasions, less-able pupils are struggling as the work is too demanding.
- Teachers are starting to provide more opportunities to improve pupils' reasoning and problem-solving skills in mathematics. However, there is variability in how well this work is matched to pupils' needs. Over time, some aspects of key mathematical knowledge, such as multiplication and division facts, have not been well developed. Consequently, some older pupils do not have this knowledge readily at their fingertips.
- Teaching of writing where pupils orally rehearse their writing and teachers provide interesting contexts and experiences is motivating pupils to write. This has had a positive effect on pupils' writing in some classes, although not all. There is a high profile for improving the quality of handwriting. For example, pupils are motivated to achieve their 'pen licence'. However, there remains variability in the quality of handwriting across the school. Leaders have recently introduced an increased focus on improving spelling. It is too early to discern the effect of this work.
- Over the last two years, leaders and staff have developed their approaches to assessment and systems for tracking pupils' progress. These approaches generally provide teachers with useful information about pupils' progress and identify additional support pupils are receiving where they have gaps in their learning. However, some inconsistencies exist in the recording of pupils' progress and assessments and in identifying the pupils who have SEN and/or disabilities.
- Teachers provide regular reading lessons, and opportunities to read individually help pupils to develop their reading skills. Pupils' reading books are well matched to their reading ability to ensure that their reading skills develop. As a result, generally, pupils make strong progress in reading, particularly in key stage 1.
- The teaching of phonics from the early years through key stage 1 is consistently strong. Teachers match work effectively to pupils' needs. This ensures that pupils make good progress developing their phonics skills. Younger pupils, including lower-attaining pupils, make effective use of their phonics skills when reading.
- Teaching assistants are generally well deployed to support the learning of pupils. Their work with individual pupils and small groups is helping support the learning of pupils from a range of abilities.
- Teachers use engaging strategies to motivate pupils to learn in subjects such as science and history. For example, older pupils engaged well in a lesson about the Second World War. The teacher had provided hands-on experience through a visit to Eden Camp and created an interesting atmosphere with a soundtrack in the background.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Opportunities for responsibility in a number of roles across school develop pupils' self-confidence. The active school council ensures that leaders consider pupils' ideas when developing aspects of the school.
- Pupils develop a good understanding of individuals' rights and responsibilities. This in turn develops their personal qualities such as tolerance and respect. Assemblies celebrate pupils' achievements in school and beyond. This helps to raise pupils' self-esteem.
- Leaders and staff plan a wide range of visits and visitors aimed at raising pupils' aspirations and broadening their horizons. For example, the links with media organisations, local industry and higher education open pupils' eyes to future career paths and education routes.
- Pupils have a good understanding of how to stay safe, including online. They have a good understanding of the different forms that bullying can take. Pupils identified that, while bullying did take place, it was rare, and they believed that it would be dealt with well. The school's records confirm this. Parents were very positive about pupils' behaviour and raised no concerns about bullying.
- The learning mentor works well to establish relationships with pupils and families where some additional support may assist the pupils' success in school. She works effectively with other agencies to secure appropriate support for pupils and families where required.

Behaviour

- The behaviour of pupils is good.
- Pupils behave well in lessons. Occasionally, when the teaching does not move pupils' learning forward promptly or when pupils are unclear about the purpose of their activity, their work ethic diminishes.
- Pupils socialise well at playtimes and lunchtimes. They engage in active games or enjoy quieter group activities with their friends. Older pupils take the role of play leaders and help younger pupils engage in active games. Staff provide good levels of supervision.
- Overall attendance levels are similar to those found nationally. However, a small minority of disadvantaged pupils' persistent absence levels are too high. Staff, including the learning mentor, work hard to support pupils and families where pupils' attendance needs to improve. As a result, there are signs of improved attendance levels for most of these pupils.

Outcomes for pupils

Requires improvement

- Outcomes for pupils require improvement because pupils' progress in writing and mathematics, including for disadvantaged pupils, has been variable over the last two years. The progress of current pupils is not consistently good in writing and mathematics.
- Disadvantaged pupils do not make enough progress. Leaders' analysis shows that, currently, these pupils make variable progress and that the differences with other pupils are often wide. In 2017, by the end of Year 6, these pupils had made weak progress, particularly in reading and writing.
- In 2017, pupils' progress in mathematics by the end of Year 6 was below that found nationally and significantly below the national average in writing. As a result, the proportions of pupils attaining the expected standard and higher standard in these subjects were below the national averages. In 2017, Year 6 pupils were not well prepared academically for starting secondary school.
- Review of the school's pupils' progress information and analysis of books show that progress in mathematics is variable and progress in writing, while strong in some year groups, is not consistently so.
- For the last two years, the school's Year 6 spelling scores have been below the national average mark. Weaknesses in spelling are evident in current pupils' writing. Leaders have identified this and introduced additional spelling sessions. However, it is too early to determine the effect of this on pupils' work.
- Overall, pupils make good progress in reading. Younger and older pupils read at the expected standards for their age and ability. Younger pupils, including lower-attaining pupils, make effective use of phonics skills where required. Older pupils express an interest in authors and read regularly in school and beyond. Year 2 pupils' reading outcomes have compared well to national averages for the last two years. Similarly, in the same period, pupils' progress in reading by the end of Year 6 has been in line with that found nationally.
- Leaders and staff have addressed previous levels of weak progress and attainment evident at the end of key stage 1 in 2016. The proportions of Year 2 pupils achieving the expected standard and greater depth in reading, writing and mathematics all improved in 2017 and the school's results were above the national averages for these three subjects.
- The proportion of pupils achieving the expected standard in the phonics screening check in Year 1 has improved over the last two years. In 2017, the school's phonics results were above the national average. This is because the teaching of phonics is good from the early years and through key stage 1.

Early years provision

Good

- Children start in the early years with skills and abilities that are generally below those typical for their age. From their starting points, children make good progress. In 2017, the proportion of children achieving a good level of development was similar to the national average. As a result, the vast majority of children are well prepared for Year 1.
- Since the last inspection, the school has successfully developed provision for two-year-olds. These children settle quickly and make good progress in this caring environment.

Staff use questioning effectively, provide good models to improve children's language and communication skills and explain expectations for behaviour and learning carefully. As a result, children are well behaved, their personal and social development improve quickly and their communication, literacy and numeracy skills develop well.

- The leader of the early years has a clear understanding of the learning needs of the children and the priorities for further improving the early years provision. Along with the staff in the early years team, she makes effective use of research projects to improve the quality of the provision further. For example, the creation of a minibeast habitat has enhanced opportunities for improving children's investigative skills.
- The quality of teaching in the early years is good. Staff provide an effective balance of adult-led teaching combined with provision where children choose activities to support their learning. There is rich provision to support children's learning both in the indoor and outdoor classrooms.
- Staff develop learning which links well to children's interests. This generates high levels of engagement with learning, children's skills are developed and their knowledge is deepened. For example, during the inspection, children were keen to explain to inspectors their learning about the solar system. They were highly motivated by the topic and demonstrated good knowledge and understanding.
- Children feel safe and secure. Safeguarding is effective and all welfare requirements are met. Staff have received relevant safeguarding and welfare training.
- Early years staff work well with parents. They engage and communicate effectively with parents by using an extensive range of approaches and continually look for ways to develop further links with parents. Parents are very positive about the provision and support provided by the early years staff.
- Effective partnerships are in place with other agencies. This ensures that children are provided promptly with support if they have any additional needs.
- Leaders appropriately target the additional funding for disadvantaged children to meet the specific needs of these children. For example, leaders recently used this funding in order to help develop the children's communication skills. However, as in other areas in the school, leaders' analysis shows that the proportion of these pupils achieving a good level of development lags behind that of other children.

School details

Unique reference number	131645
Local authority	Redcar and Cleveland
Inspection number	10036446

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.

Type of school	Primary
School category	Community
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	251
Appropriate authority	The governing body
Chair	Daren Fowler
Headteacher	Helen Blakeley
Telephone number	01287 640 416
Website	www.handaleprimaryschool.co.uk/
Email address	office@handale.rac.sch.uk
Date of previous inspection	13–14 December 2012

Information about this school

- The school is a similar size to the average-sized primary school.
- Since the last inspection, the school has introduced provision for two-year-old children. This is located in the early years area of the school.
- Almost all pupils are White British.
- The proportion of pupils eligible for the pupil premium funding is well above that found nationally.
- The proportion of pupils who have SEN and/or disabilities is similar to that found nationally.
- The proportion of pupils with an education, health and care plan is similar to that found nationally.
- The school meets requirements on the publication of specified information on its

website.

- The school is a member of the East Cleveland Cooperative Learning Trust.

Information about this inspection

- The inspectors observed learning in 31 lessons and parts of lessons. The headteacher joined the lead inspector for all of the observations of lessons during day 1.
- The inspectors observed pupils' behaviour around school and reviewed the school's promotion of pupils' spiritual, moral, social and cultural development. The inspectors observed pupils in the playground and during lunchtime.
- An inspector listened to a total of five pupils from Years 2 and 6 read.
- The inspectors held meetings with the headteacher, the assistant headteachers, the subject leader for mathematics, the leader of the early years and the SENCo. The lead inspector met with three governors, including the chair of the governing body. He also met with a representative from the local authority.
- A group of Year 2 to Year 6 pupils discussed their opinions about the school and their learning with an inspector.
- Inspectors took account of the 13 responses to Ofsted's online parent survey, Parent View. They considered the 17 responses to Ofsted's staff questionnaire and the 12 responses to Ofsted's pupil questionnaire. Inspectors met with parents at the beginning and end of the school day. They also considered the school's own survey of parental views.
- The inspectors observed the school's work and looked at a number of documents, including minutes from a meeting of the governing body, information about pupils' achievement, the school's evaluation of its own performance and its development plans. Reviews were made of behaviour and attendance records and information relating to safeguarding. The inspectors scrutinised pupils' work in their books.

Inspection team

Michael Reeves, lead inspector	Her Majesty's Inspector
Andy Jones	Ofsted Inspector
Gillian Nimer	Ofsted Inspector
Belita Scott	Her Majesty's Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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