

# Inspection of Hedon Primary School

Ketwell Lane, Hedon, Hull HU12 8BN

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Inspection dates: 19–20 November 2019

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Early years provision

**Good**

Overall effectiveness at previous inspection

Good

## **What is it like to attend this school?**

This is a happy, welcoming and inclusive school. Pupils are motivated and enjoy learning. They get on well with each other and with the adults in school.

Pupils are polite and chatty. They listen carefully and show respect to adults and each other. This is a school where pupils can learn without being disrupted by the behaviour of others.

Many pupils do special jobs, such as eco-warriors and reading ambassadors. A team of 'anti-bullies' leads assemblies and works with staff to sort out problems when they arise. Other pupils really value this help. They feel safe and well cared for.

Pupils appreciate the many sporting activities, competitions and clubs on offer. Those with particular talents, and pupils with special educational needs and/or disabilities (SEND), are nurtured to achieve their very best, for example in physical education (PE) and art.

Children in the Reception class get off to a flying start. Children are learning and thriving. However, as pupils move through the school, the curriculum is not planned as carefully as it should be. This means that pupils do not gain the knowledge they need in some subjects, including reading and mathematics.

## **What does the school do well and what does it need to do better?**

Leaders know that pupils do not achieve as well as they should. Over time, too many pupils leave Year 6 without the basic skills they need to succeed at secondary school.

Children quickly learn the first steps to reading in Reception. In key stage 1, weaker readers struggle with the books teachers give them. Leaders know that reading books do not match the sounds that pupils know. They have started to tackle this. Leaders have not mapped out the sounds children should learn term by term. They are not checking on pupils' progress often enough.

Leaders have introduced a new approach to the teaching of reading. This has improved pupils' vocabulary and their understanding of texts. However, in key stage 2, pupils do not know how to write their answers down with enough detail. This prevents them from doing as well as they could in reading tests.

Leaders have improved the reading curriculum since the last inspection. Their work to develop pupils' enjoyment of reading has really paid off. Pupils are keen to win the weekly VIP reader status and earn the next 'reading belt'. They read often and say reading is 'super important'.

In mathematics, leaders' actions have not improved pupils' knowledge and skills

quickly enough. Staff have not had the training and support they need to teach the planned curriculum effectively. More recently, things have started looking up. Pupils talk with enthusiasm about the new approach. They say they get longer to practise what they have learned, so it is starting to make more sense. Pupils' arithmetic skills are improving, but some pupils find solving problems more difficult. Other pupils told us that teachers give them work that is too easy.

An experienced leader oversees the provision for pupils with SEND. However, support plans do not help teachers to plan pupils' learning carefully enough. As a result, pupils with SEND sometimes struggle to complete the work teachers give them.

In many subjects, leaders have not mapped out how pupils' knowledge should build up over time. For example, reading plans identify the skill of using a dictionary but they do not identify the required knowledge of alphabetical order. As a result, some teachers do not plan the right steps in learning.

In PE and religious education (RE), the curriculum is more developed. Pupils are successful in local and national sporting competitions. They are proud to be a 'winning school'. Clubs are accessible for all pupils, including disadvantaged pupils and pupils with SEND. The PE leader keeps a close eye on this.

Children in the early years settle quickly. Staff are skilful and make sure that children build on what they know and can do. This helps most children leave Reception Year with the knowledge and skills they need to be ready for learning in Year 1.

Leaders' work to develop pupils' understanding of right and wrong, diversity and healthy lifestyles is helping pupils to prepare for future life in Britain today.

## **Safeguarding**

The arrangements for safeguarding are effective.

Before appointing staff, leaders check that they are suitable to work with children. All staff have regular training to make sure they know how to keep pupils safe and protected from harm. Leaders follow up concerns quickly and with the right people.

Pupils enjoy lessons on how to keep themselves safe and healthy. This includes when working or playing online. Junior road safety officers have been inundated with entries for their 'Design a Safe Shoe' campaign. This has raised pupils' awareness of the dangers of dark winter nights.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- Although the school is improving, pupils are not achieving as well as they should. Leaders should ensure that curriculum plans outline the knowledge pupils need to learn in each subject and in each year group, starting in Reception. The headteacher should ensure that leaders have the time and guidance to fulfil their roles effectively. Leaders need to provide the training staff need to implement the planned curriculum effectively.
- Some pupils are not moving through the school's phonics programme quickly enough to meet the required standard in the Year 1 phonics screening check. Leaders should ensure that all staff know the termly expectations for the phonics curriculum and make sure that pupils reach these milestones.
- Teachers should give pupils books to read that are matched to the sounds and tricky words they know. Leaders should make more frequent checks to ensure that those pupils who are not keeping up receive the support they need, and that this support helps them to catch up quickly.
- Pupils are unable to meet the requirements of the Year 6 reading test because their answers lack detail, explanation and evidence. Leaders should develop a plan to tackle this. Leaders should provide staff training and make regular checks to ensure that pupils' written comprehension skills improve across key stage 2 so that they perform better in national tests.
- Pupils have gaps in their knowledge in mathematics, which hinders their ability to solve problems. Leaders should ensure that teachers check pupils' prior learning carefully, address gaps in learning, and move pupils on as soon as they are ready. Leaders must ensure that training and support helps teachers to implement the new approach effectively so that pupils leave key stage 2 as confident and competent mathematicians.
- Some teachers are not meeting the needs of pupils with SEND well enough, so progress is variable. Leaders should ensure that the plans written for pupils with SEND provide teachers with clearer guidance about the range of strategies they should consider when planning learning. The special education needs coordinator (SENCo) should make regular checks on the implementation of these plans to ensure that pupils with SEND achieve the best possible outcomes.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

You can search for [published performance information](#) about the school.

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.

## School details

<b>Unique reference number</b>	117851
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	10110686
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	200
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Alan Maltby
<b>Headteacher</b>	Amanda Barnett
<b>Website</b>	<a href="http://www.hedonprimaryschool.co.uk">www.hedonprimaryschool.co.uk</a>
<b>Date of previous inspection</b>	24–25 November 2015

## Information about this school

- Governors run a breakfast club at the school.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- Inspectors met with the headteacher, deputy headteacher, class teachers, the SENCo, four representatives from the governing body and a representative from the local authority.
- Inspectors visited lessons, talked to staff, looked at pupils' work and spoke with them about their experience of school.
- Inspectors observed pupils at lunchtime and visited the breakfast club.
- We examined a range of documents. These included the school's development plans and self-evaluation documents, minutes of the governing body meetings and reports from the local authority. We looked at records for behaviour, attendance and punctuality.
- The school's records of safeguarding checks were scrutinised. Inspectors spoke to staff about how they keep pupils safe and sought the views of pupils. We also

looked at examples of risk assessments and plans for pupils with additional needs.

- We spoke with some parents at the beginning of the school day to seek their views and considered 14 responses to Ofsted's online questionnaire.
- There were no responses to Ofsted's questionnaires for staff and pupils.
- Inspectors looked closely at the teaching of reading, mathematics, physical education and religious education.

### **Inspection team**

Jo Bentley, lead inspector

Ofsted Inspector

Helen Hussey

Ofsted Inspector

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