

Inspection of Hornsea Burton Primary School

Hornsea Burton Road, Hornsea HU18 1TG

Inspection dates: 29 and 30 November 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Early years provision	Good
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Previous inspection grade	Good
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What is it like to attend this school?

Hornsea Burton is a happy and friendly school. Three key rules underpin pupils' experiences at school; 'be kind, be safe and be the best you can be'. Staff expectations of pupils' behaviour are high. Classrooms are calm and orderly. Most pupils are keen to do their best and concentrate well.

Pupils learn to value people from different backgrounds and cultures. They respect themselves and others. Bullying is rare and pupils feel safe. They are confident that adults in school will help if they have a problem. The curriculum helps pupils to learn about personal safety, including online safety.

In most subjects, pupils are taught new concepts in a logical order. This helps them to remember their learning. However, in some subjects, learning activities are not well sequenced.

Pupils enjoy playing games at breakfast club. Many pupils attend the range of after-school clubs, such as dance and 'mini kickers club'. Pupils take part in the 'daily mile'. They enjoy both the exercise and the opportunity to talk to their friends. Pupils with special educational needs and/or disabilities (SEND) are fully included in the life of the school. They benefit from well-planned teaching and support.

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

Staff at Hornsea Burton help pupils get off to a great start with their education. The new leadership team has brought about improvement to the quality of education by redesigning the curriculum. Leaders identify what they want pupils to learn and remember, including important vocabulary. In most subjects, the content is taught in a logical order. This helps pupils to learn more and remember more. For example, in science, older pupils recall dissecting a lamb's heart and link this to how exercise increases their own heart rate. However, in a few subjects, such as geography and history, the learning is not always sequenced carefully. In these subjects, pupils do not recall their learning as a matter of course. Teachers do not revisit previous learning or use strategies to help pupils remember what they have been taught consistently.

Leaders prioritise reading and mathematics. They have introduced a new early reading scheme. Staff training has improved the quality and consistency of teaching reading. Most pupils learn to read quickly. Pupils read books that match the sounds they know. Teachers ensure that pupils who need extra support get help to catch up. The school's 'reading spine' includes topics that prepare pupils for life in modern Britain, covering a range of contexts and communities.

The mathematics curriculum develops pupils' skills and knowledge over time. Children make good progress in the early years. Children have regular opportunities to practise counting and singing number songs and nursery rhymes. Teachers have strong subject knowledge. They adapt activities in mathematics to suit the needs of

pupils in mixed-age classes. Teachers check what pupils have learned to identify misconceptions and gaps in learning.

Teachers adapt the curriculum well for pupils with SEND. Adults who support pupils with SEND are knowledgeable and well trained. They encourage pupils to persevere with their tasks. As a result, pupils with SEND achieve well across the curriculum.

Nursery children learn and explore alongside Reception children. They make friends, learn to be polite and cooperate well with each other. Staff support children to develop their vocabulary. Leaders plan opportunities for children to explore the subjects they will study in Year 1. For example, children begin to explore science by learning how ice cubes feel when they melt and mix with flour. These opportunities prepare children well for key stage 1.

Leaders help pupils to become healthy and respectful citizens. For example, pupils learn about democracy in personal, social and health education lessons and through the work of the school council. Staff help pupils learn about different religions and cultures. This, and visits to places of worship, builds their understanding of other faiths. The curriculum helps pupils to learn about personal safety, including online safety. Close links with the local secondary school mean there are effective arrangements for pupils in Year 6 transitioning to high school.

Pupils' behaviour and attitudes are positive. Occasionally, some pupils become a little distracted, but most respond quickly to reminders from staff. The attendance of a few pupils is too low. Although there is a clear strategy to monitor attendance, some pupils are missing valuable learning experiences.

Staff say leaders consider their workload. A culture of continual improvement means staff access appropriate training and development. They work closely with the other school in the federation. Governors receive detailed information about how leaders are monitoring and developing all aspects of school life. This helps governors support and challenge leaders to do the best for the pupils.

Safeguarding

The arrangements for safeguarding are effective.

Staff are caring and know pupils well. Staff enjoy good relationships with pupils. Pupils have an adult to turn to if they have any concerns or feel upset. Staff are well trained and receive regular updates about safeguarding. Staff, including lunchtime supervisors, know what to do if they have any concerns about pupils. Detailed records of concerns are kept. Leaders work well with outside agencies, such as local authority children's services, when necessary. All the required vetting checks are completed before new staff join the school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, curriculum planning does not always follow a logical sequence. Pupils do not make as much progress as they could because they do not have the prior knowledge they need to access new learning. Leaders should ensure that planning is carefully sequenced in all subjects.
- In some subjects, teachers do not do enough to help pupils remember their learning. Pupils do not remember some of the important knowledge and subject-specific vocabulary they need. Leaders should ensure that teachers provide more opportunities to help pupils to remember their learning and use subject-specific vocabulary.
- Some pupils do not attend school regularly. These pupils miss important learning. Leaders should continue to raise expectations of good attendance for all and intervene early when needed.

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 information from Ofsted Parent View 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.

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

Unique reference number	133519
Local authority	East Riding of Yorkshire
Inspection number	10242124
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	64
Appropriate authority	The governing body
Chair of governing body	Cheryl Morgan Muir
Headteacher	Victoria Hart
Website	www.hbsfed.co.uk/hornsea-burton-primary
Date of previous inspection	11 October 2017, under section 8 of the Education Act 2005

Information about this school

- This school has a smaller pupil intake than most primary schools.
- A new headteacher took up post in September 2021.
- The school began admitting nursery-age children in April 2022.
- The school uses no alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors spoke to senior leaders, including the headteacher and members of the governing body.

- Inspectors held meetings with a representative of the local authority and the headteacher from the local secondary school.
- Inspectors carried out deep dives in mathematics, early reading, science and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons where possible, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.
- Inspectors evaluated responses from parents to Ofsted's online survey. They spoke with some parents who were collecting pupils at the end of the day.
- Inspectors also evaluated the responses that staff and pupils gave to Ofsted's online surveys.
- The lead inspector listened to pupils reading an unfamiliar text.
- Inspectors checked important safeguarding documentation.
- Inspectors observed pupils' behaviour at social times and spoke to them about their experiences of life in the school.

Inspection team

Amraz Ali, lead inspector

Ofsted Inspector

Steve Kernan

Ofsted Inspector

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