Inspection of Hummersea Primary School

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

Inspection dates:	11 and 12 March 2025
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Good**
Leadership and management	**Good**
Early years provision	**Good**
Previous inspection grade	Outstanding

What is it like to attend this school?

Pupils enjoy coming to this happy, caring school. They get off to the best possible start due to the positive relationships staff build with parents and carers from the moment their children start school. Pupils value the friendships they make at school and talk enthusiastically about their learning.

The school is ambitious to achieve high standards for its pupils. Pupils achieve well in the Year 1 phonics screening and Year 4 multiplication checks and in national tests when they leave the school.

Pupils feel safe in this inclusive school. They know the school cares for them by teaching them how to stay safe in school and online. Pupils also relish the opportunities to take on roles and responsibilities, particularly the 'headstarter' well-being role. They feel it is important to be able to help each other.

The overwhelming majority of parents praise the school's work. One parent captured the views of many in saying, 'I feel very happy that my child gets to flourish and grow in such a positive environment.'

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

The school recognises the importance of early reading. The teaching of phonics is well developed. Staff share their subject knowledge well. The school makes ongoing checks to ensure that pupils keep up. Those at risk of falling behind receive extra support, which is matched carefully to their needs. Staff make sure that pupils read books that match their reading abilities. Pupils read with increasing fluency as their confidence develops. By the end of Year 1, pupils have a strong grasp of phonics. Pupils' love of reading is developed carefully. The school holds 'reading café' events with parents. The recent redevelopment of the school library has widened the range of books and authors available for them to read.

The school has developed an ambitious curriculum for its pupils. The knowledge that pupils learn in subjects is carefully sequenced. Pupils' work in subjects such as geography and science is high quality and builds on their previous knowledge. In mathematics, pupils are helped to develop a secure understanding and memory of important facts such as times tables. A small number of subjects are not as well developed. The implementation of the curriculum has been variable in these areas. Where this is the case, pupils' knowledge is less secure.

Teachers use a range of approaches to help pupils build their knowledge. Teachers check pupils' work regularly to ensure pupils receive timely feedback during lessons. Misconceptions are addressed swiftly. In geography, pupils use maps and atlases confidently to locate countries and continents. In design and technology lessons, pupils in Year 2 learn about food hygiene. They use cutting and grating techniques they have been taught to make their own sandwiches. Staff in early years know children well and provide creative activities to develop pupils' vocabulary and use of language.

The school identifies pupils with special educational needs and/or disabilities (SEND) early. Staff are aware of pupils' needs and use personalised resources so pupils with SEND can learn alongside their peers wherever possible. The school carefully checks the progression of pupils through the curriculum. Pupils with SEND achieve well.

Staff have high expectations for pupils' behaviour. Pupils behave well in lessons and around school. They know the routines, listen to their teachers and follow instructions. Pupils have positive attitudes towards their learning. Staff are working determinedly to improve pupils' attendance. However, attendance strategies are not reaching some pupils who do not attend regularly enough.

There are a wide range of opportunities to promote pupils' personal development. Pupils are taught about the importance of both physical and mental well-being. Pupils also have a strong understanding of values. They know about terms such as mutual respect and tolerance. Pupils say this makes the school 'feel like one big family'. The school also works closely with the local community. Pupils are taught about a rich variety of career opportunities through working with local businesses and inviting visitors to the school. Pupils enjoy being able to attend a wide range of after-school clubs and taking part in initiatives such as science weeks.

Leaders at all levels have an accurate understanding of the school's priorities. The quality of the curriculum has improved and is continuing to be developed. Staff at the school recognise the improvements being made and value how leaders consider their workload. The governing body has been strengthened. Local governors are aware of the school's priorities and of the recent improvements to the curriculum.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the curriculum is implemented less effectively than it is in others. Where this is the case, pupils do not learn important knowledge in sufficient depth. The school should ensure that the important knowledge pupils need to know is mapped out clearly and taught well so pupils learn more deeply.
- The school's attendance strategies are not reaching some pupils, who continue to have low attendance. The school should work closely with parents and carers to remove barriers to attendance and to further reduce the number of pupils who are persistently absent.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the definition of children in need of help and protection; pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's pupil premium funding (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	111618
Local authority	Redcar and Cleveland
Inspection number	10346280
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	306
Appropriate authority	The governing body
Chair of governing body	Jeanne Parncutt
Headteacher	Claire Grainger
Website	www.hummerseaprimaryschool.co.uk
Dates of previous inspection	1 and 2 July 2015, under section 5 of the Education Act 2005.

Information about this school

- The headteacher joined the school in January 2024.
- The school includes provision for two-year-old children.
- The school provides a breakfast club.
- The school does not currently use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held discussions with the headteacher, the deputy headteacher and other school staff. The lead inspector met with representatives of the local governing body. He also met with the local authority adviser for school improvement.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, geography and design and technology. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also considered the curriculum in other subjects.
- The lead inspector listened to some pupils in Year 1 reading to a familiar adult.
- To evaluate the effectiveness of safeguarding, the inspectors met the designated safeguarding lead; checked the single central record of adults working in the school; took account of the views of staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered a range of school documentation, including the school's self-evaluation documents and minutes of governance meetings.
- Inspectors observed pupils' behaviour in lessons and at breaktimes. They spoke to pupils and staff about behaviour.
- Inspectors spoke with a range of staff to discuss how the school supports their workload and well-being.
- Inspectors spoke with some parents at the start of the school day. They considered responses to Ofsted Parent View, including free-text comments. Inspectors also considered responses to Ofsted's staff survey.

Inspection team

Paul Martindale, lead inspector	Ofsted Inspector
Nicola Murray	Ofsted Inspector
Sue Richardson	Ofsted Inspector

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