



Hummersea Primary School

Inspection Report

Unique Reference Number 111618
Local Authority Redcar and Cleveland
Inspection number 289002
Inspection dates 16–17 November 2006
Reporting inspector Moira Fitzpatrick

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Westfield Way
School category	Community		Loftus, Saltburn-by-the-Sea TS13 4XD
Age range of pupils	3–11	Telephone number	01287 641781
Gender of pupils	Mixed	Fax number	01287 643369
Number on roll (school)	131	Chair	Father Tim Whitwell
Appropriate authority	The governing body	Headteacher	Miss Sue Thompson
Date of previous school inspection	1 February 2002		

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school is set in a rural area of high deprivation. The majority of pupils are from White British backgrounds, with less than ten per cent from minority ethnic backgrounds, some of whom are children of asylum seekers. There are a few pupils who do not have English as their home language; none is at an early stage of fluency. The proportion of pupils receiving free school meals is very high, so too is the proportion of pupils with learning difficulties and/or disabilities. When children join the school in Nursery, they have attainment that is very much below what is typical of three year olds, especially in communication and personal and social skills.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school. The school's outstanding care, support and guidance have a powerful impact on all areas of pupils' development. Pupils feel safe and happy in school because adults and other pupils show high levels of respect and care for each other. Pupils achieve well because the teaching is good and they enjoy their learning. They always work hard and reach broadly average standards by Year 6, with some weaknesses in reading and writing standards. Pupils who have learning difficulties and disabilities and those who are vulnerable achieve as well as their peers because their needs are well assessed and they receive good well targeted support from teachers and teaching assistants. From the early start at the well attended Breakfast Club, the school buzzes with activity. Pupils eat healthily and take plenty of exercise. When asked what they like best about school, many pupils reply, 'Everything!' All are keen to make a contribution to help the school run smoothly and happily.

A good curriculum helps pupils develop strong personal qualities such as tolerance, understanding and a desire to make a contribution to the community. Older pupils show a very good example to younger ones in the way they care for them at breaks and lunchtime and in the way they look after the school environment through the Eco-council. Provision in the Foundation Stage is satisfactory. There is good provision for the children's social and emotional development, which helps them make good gains in this area of their learning. Children make slower progress in the development of their speaking and early reading skills. Provision for outdoor learning has been adversely effected by a recent extension and this has temporarily reduced the overall quality of provision for the youngest children.

The headteacher leads the school well. She is dedicated to supporting pupils and their families so that pupils achieve well. She has formed good partnerships with parents, who hold the school in high esteem and appreciate what it does for their children. The school is well led and managed at all levels and has a realistic picture of its strengths and where it needs to improve. It is effective in making necessary improvements. Governors make a good contribution to the work of the school and have helped it have a good capacity for further improvement. Finances are well managed and the school gives good value for money.

What the school should do to improve further

- Raise standards in English, especially in speaking and reading.
- Improve provision for outdoor learning in the Foundation Stage and increase planned opportunities for children to develop their speaking skills and their knowledge of letters and letter sounds.

Achievement and standards

Grade: 2

Achievement is good and pupils reach broadly average standards by Year 6. The exception is in reading, where standards are well below the national average.

Children start school with attainment that is very low compared with most children of their age. They have very poor language skills, little knowledge of the world and their personal and social skills and emotional development are particularly weak. They make rapid progress in their emotional and social development, which helps them tackle all other areas of learning with confidence. Despite this and the steady progress they make in all of their learning, most do not reach the goals set for their learning by the end of Reception. Their weakest areas of development are in reading skills and speaking.

In Years 1 and 2, carefully planned learning helps pupils to make good progress. From their starting point at the beginning of Year 1, the proportion reaching the expected level for their age in mathematics and writing more than doubles by the end of Year 2. Progress in reading is not as good because pupils have too few opportunities to practise their skills. By the end of Year 2, results in national tests confirm that pupils have made good gains in writing and mathematics, though standards are still below average.

Good progress continues in the juniors, so that Year 6 pupils regularly reach standards close to average in national tests in writing, mathematics and science. These standards mark good achievement for pupils given their low starting points in Nursery. However, reading scores continue to reduce the overall test performance because too few pupils reach the expected level for their age. Nevertheless, the school exceeded its targets for English in 2006, because of the proportion of pupils reaching the expected level in writing. The school has taken action this year to improve standards in reading, though this has yet to impact on performance in national tests. By Year 6, there are no significant differences between the attainment of boys and girls.

Pupils who have learning difficulties and/or disabilities, pupils of asylum seekers and those who have English as an additional language all make the same good progress as other pupils because of the accurate identification of their needs and the carefully planned support, which helps them meet their individual targets.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. The fact that pupils are happy in school and leave behind the worries and insecurities of the outside world is an outstanding feature of its work. Pupils behave well in the classroom and around the school and they show respect for each other and for adults. They enjoy coming to school, with the result that attendance levels have improved well and are now average. Pupils understand the importance of a healthy diet, prompted by nutritious options at lunchtime and the ready availability of fresh fruit and water.

The spiritual, moral, social and cultural development of all the pupils is good. They know right from wrong and are sensitive to the feelings of others. Visitors to the school help the pupils to understand that they live in a country with many different faiths and cultures. Fund raising activities, charitable work and environmental projects provide opportunities for involvement in the local community. The school has now begun to involve pupils in decision making through the work of the school council. Pupils have the mathematical and computer skills needed to make the most of their education now and in the future, but their literacy and speaking skills are weak. For example, pupils are hesitant when talking to large groups of people and their self-confidence is diminished because of their weak communication skills.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. A strength of teaching is the teachers' ability to motivate pupils to work hard and enjoy their learning. Teachers usually provide tasks that are adapted well for pupils of different abilities so they learn at a good rate, but this is not always the case. Sometimes teachers do not provide tasks at precisely the right level to allow the lowest and highest attainers to work at a good rate independently. In these cases, pupils do not make as good progress as they might, they can become over-dependent on adult help and miss out on the pleasure of 'doing it alone.' Pupils say they enjoy learning best when they work with friends, have practical activities from which to learn and do not have to listen for long periods. Teachers make good use of resources, such as interactive whiteboards, which provide good visual prompts for pupils' learning and help them make connections between ideas. Teaching assistants make a very good contribution to the learning of many pupils. They are well briefed on what they do by teachers and use questions skilfully to prompt pupils' thinking. The good relationships they foster give pupils the confidence to work independently and succeed as well as their peers.

Curriculum and other activities

Grade: 2

The curriculum is good. It serves the needs of all pupils, including those with learning difficulties and those who are vulnerable. Statutory requirements are met. There is good provision for developing pupils' numeracy and computer skills and the school is now looking to strengthen what it does to tackle speaking and reading weaknesses. The school provides an excellent range of visits out of school that enrich the pupils' enjoyment and understanding of the wider world. Lunchtime and after school activities are varied and have a high take up. Teachers use visitors and their expertise very effectively to extend learning. There are many opportunities for pupils to contribute to the community. The school provides a high quality personal, social, health and emotional curriculum, which is adapted to meet the needs of individual pupils. Curriculum provision in the Foundation Stage is satisfactory overall, with strengths in

the provision for personal, social and emotional development. Due to recent changes on the school site, provision for outdoor learning is in need of improvement to ensure that pupils have frequent access to vigorous exercise, large scale equipment and the natural world.

Care, guidance and support

Grade: 1

This aspect of the school's work is outstanding. The school provides a safe and supportive environment where all feel secure and free from any form of bullying or intimidation. There are many vulnerable pupils, particularly those who are emotionally immature. There is also a large number of pupils with learning difficulties. All are at home and happy in the school and make good progress because of the excellent care and support they receive. Vulnerable pupils make outstanding progress in terms of their emotional and social development because of the security and stability provided by the school. Child protection measures and safeguarding procedures are in place and used appropriately by all adults working in the school. Those pupils most at risk are highly valued and very well supported. Rigorous health and safety checks are carried out on a regular basis, particularly when out of school visits are planned. An effective system for checking on pupils' academic and personal development is used well to raise standards and to give extra help when weaknesses are identified. Children's induction to the school is excellent because of the close relationship with the on-site Sure Start providers. There are good links with the secondary school to prepare pupils for the next stage of their education.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher inspires staff with her vision of success for every child through the highest quality care the school can provide. This results in a shared determination amongst staff to remove barriers to pupils' learning and support them to make the most of their time in school. The school analyses pupils' progress and their performance in national tests thoroughly and takes action on any weaknesses. This work is well led by the deputy headteacher who has a good overview of where improvements are needed. He has set a realistic agenda for these in the coming year and is well supported by staff in his aims.

The good achievement of pupils of all abilities is based on careful monitoring of the school's work by senior staff, teachers and governors. The role of subject leaders has developed since the last inspection, so that they now play a central role in helping to raise standards through careful evaluation of their subjects and setting clear direction for improvement. Key priorities for improvement have been accurately assessed, and actions taken since the previous inspection have enabled the school to make good progress since then. All pupils have good access to learning because the school goes to great lengths to provide additional support for every child who needs it. The school has effective partnerships with neighbouring schools, local authority support services

and the local football club to enhance learning for pupils. The role of governors is being developed effectively under the strong leadership of the Chair of Governors who recognises the school's strengths and its good potential for further improvement.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Hummersea Primary School

Westfield Way

Loftus

Saltburn-by-the-Sea

TS13 4XD

19 November 2006

Dear Children

Thank you for the help you gave us during the recent inspection of your school. We enjoyed talking with you and watching you work so well in lessons. It was a pleasure to see how well you all get on with each other in the classroom and on the playground.

Yours is a good school that provides exceptionally good care for all of you. You told us that your teachers know you well and looked after you; we agree. We also agree that most of your lessons are fun and that you do work hard, behave well and are keen to succeed. These are strengths that your good school is developing that will last you all your life. So well done and keep up the good effort.

We were very impressed to hear of all the things you do for the community such as concerts and fun days. It was good to hear that you care about the environment and are persuading people to take more care of resources and recycle what they can. Seeing older pupils look after younger ones gave us a lot of pleasure because it showed you were learning to take responsibility and behave in a mature way. Well done.

In every school, even good ones, there are things that can be a little better. In your school, we have suggested that more help with reading and speaking for everyone would be the most important things to improve next. You could help by reading more at home as well as in school. We have also suggested that the children in Nursery and Reception need an outside area for learning, to replace the space that was lost when the extension was built.

Once again, our thanks for the help you gave us during our visit, and for your very warm and friendly welcome. We wish you all the very best for your futures and, like your teachers, we hope you do well.

Best wishes

Mrs Moira Fitzpatrick

Mr Brian Dower