

Hessle Penshurst Primary School

Inspection report

Unique Reference Number	117849
Local Authority	East Riding of Yorkshire
Inspection number	290945
Inspection dates	1–2 May 2007
Reporting inspector	Kathryn Dodd

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	304
Appropriate authority	The governing body
Chair	Mr Ron Lithgow
Headteacher	Mrs Anne Young
Date of previous school inspection	1 December 2002
School address	Winthorpe Road First Lane Hessle HU13 9EX
Telephone number	01482 648808
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Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Almost all the pupils at this larger-than-average school are White British. When children start school, their skills are broadly similar to those found nationally. The proportions of pupils entitled to free school meals and having learning difficulties and/or disabilities are lower than average. Although an acting headteacher is currently in post, from September 2007 the school is to become part of a local federation of schools under the leadership of a new headteacher. The school holds the Activemark and the Healthy Schools award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 4

In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure necessary improvements in the school.

Despite having a few good features, this is an inadequate school. Pupils' achievement and the standards they reach, the quality of teaching and learning, and leadership and management are not as good as they should be. Most parents think highly of the school. The quality and standards in the Foundation Stage, the Nursery and Reception classes, are satisfactory. The pupils are well cared for and enjoy school and their behaviour is good. Pupils develop a good understanding of how to be healthy and to keep safe. Since September 2006, there have been small signs of improvement; for example, a well-enriched curriculum is promoting greater enjoyment of learning and the pupils' personal development. However, pupils' academic progress remains inadequate because they do not develop basic skills at a sufficiently brisk pace. As a consequence, although children start school with average levels of attainment, by Year 6 standards are consistently below average in English and mathematics and well below average in science. This represents significant underachievement, particularly between Years 3 and 6. Inadequate teaching and learning contribute significantly to this. Teachers' expectations of what pupils are capable of are not high enough. In too many lessons, teachers do not provide work that sufficiently challenges pupils' thinking or moves learning on quickly. This means that they are not catching up on lost ground.

Improvement since the last inspection is inadequate. Pupils' poor performance over a number of years has not been addressed with sufficient rigour. A major cause has been the difficulties created by frequent staff absences and consequent disruption to the continuity of pupils' learning. This often undermines the efforts made, particularly by the acting headteacher, to turn things around. She has, rightly, identified that she needs help. She has enlisted the support of the local authority and the nearby high school, with which the school is to become federated in September 2007. An agenda for improvement has been set but it is extensive and a number of issues are deep rooted, for example those relating to raising achievement. Support from newly established senior leaders, and from governors, is restricted by their insufficiently developed skills. They are not clear how to track pupils' achievements effectively or check the quality of teaching and learning across the school. These weaknesses have led the school to make an inaccurate evaluation of its effectiveness. Until these problems are addressed, the school is unable to move forward at a sufficiently good rate.

What the school should do to improve further

- Raise the achievement and standards of pupils in English, mathematics and science, particularly between Years 3 and 6.
- Improve teaching and learning to a consistently good standard by ensuring that teachers provide work that enables pupils to progress at a good rate.
- Develop the skills of the senior leadership team and governors so that responsibility for bringing about the necessary rapid and sustained improvement is shared effectively.
- Take measures to ensure that the quality and continuity of pupils' education is not disrupted.

Achievement and standards

Grade: 4

Achievement is inadequate and standards are below average overall by Year 6. When children start school, their skills are broadly similar to those of children found nationally. They make satisfactory progress throughout the Foundation Stage, although they make greater gains in the Nursery than in the Reception class. In Years 1 and 2, pupils make satisfactory progress and standards by the end of Year 2 are average. However, this represents a steady decline since the last inspection which reported good progress and above-average standards. Pupils' achievement between Years 3 and 6 is inadequate. In 2006, the results of the Year 6 national tests were below average in English and mathematics and well below average in science. These are very disappointing results because these pupils entered the school with average attainment but left with below-average standards. There is little sign of improvement, especially between Years 3 and 6. The school does not expect to meet the targets set for its pupils in the 2007 national tests. Because of this the current Year 6 pupils have been split into four small groups for intensive teaching in English and mathematics. This arrangement is showing some early signs of improving the pupils' achievement. An important contributory factor to the underachievement in the school is the disruption caused by ongoing and significant staff absence and many changes of teachers. Pupils with learning difficulties and/or disabilities make satisfactory progress because their achievement is tracked carefully and their work builds sufficiently well on what they already know and can do.

Personal development and well-being

Grade: 3

Pupils' satisfactory personal development and well-being, including their spiritual, moral, social and cultural development, provide a positive starting point for improving their academic achievement. Parents are pleased that their children enjoy school. Attendance matches the national average. Pupils behave sensibly around school and in the playground. Their involvement in deciding what the school rules should be has given them a good understanding of appropriate ways to behave. Consequently, pupils are polite and friendly and show a good awareness of others, for example, by holding doors open and taking turns. Most pupils say that they feel safe and that there is little bullying. Pupils make a satisfactory contribution to their own school community. Older pupils show their growing maturity through helping with small duties around school. Pupils' good understanding of healthy lifestyles is seen in their enjoyment in taking part in range of sport and other physical activities. Pupils know why it is sensible to eat healthily. Although pupils develop the necessary social and personal skills, their basic literacy and numeracy skills do not develop at a sufficiently good rate to prepare them well for their future.

Quality of provision

Teaching and learning

Grade: 4

The quality of teaching and learning is inadequate. Although a proportion of the lessons seen during the inspection were satisfactory or good, this reflects the adequate teaching practices of most of the permanent teachers. Many lessons are conducted in an orderly manner and teachers use a wide range of techniques and keep pupils interested. Relationships are, for the most part, positive and, as a result, pupils enjoy their work and behave well. However, evidence

in pupils' books clearly illustrates the negative impact of changes of teachers and the significant proportion of lessons covered by supply staff on pupils' achievements. Over time, too little work is done, and much of it is unfinished, of a poor standard and remains unmarked. Although assessments are undertaken, teachers do not use the outcomes well to plan work that matches pupils' learning needs. The higher attaining pupils are provided with work that is too easy and so does not challenge their thinking. As a result, pupils are unable to either move on at a sufficient rate or make up lost ground.

Curriculum and other activities

Grade: 3

The satisfactory curriculum meets requirements. It has some good features, mainly in that it enables pupils to enjoy their lessons and to learn how to be healthy and safe. Pupils' learning is enriched well by extra-curricular activities, particularly as a result of external partnerships to promote sport. Pupils have sufficient opportunities to make a contribution to their community and to develop the personal skills they need for their future. Links between subjects makes lessons meaningful and contribute well to pupils' enjoyment of them. An appropriate range of support programmes helps pupils with learning difficulties and/or disabilities to make satisfactory progress. However, the learning needs of pupils capable of reaching higher levels of work are not fully considered. The curriculum in the Foundation Stage is satisfactory although the outdoor learning environment is still not fully established, partly because of financial constraints, and this limits children's progress across all areas of learning. This was also the case at the last inspection.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory. Parents appreciate that their children are well cared for. There are well-thought-out procedures for protecting and safeguarding pupils. Relationships are mainly good and pupils know that staff will help them to overcome any difficulties. As a result, most pupils feel happy and safe in school and they enjoy their education. Given the size of the premises and the large number of different adults they work with, this is quite an achievement. Pupils with learning difficulties and/or disabilities often benefit from good quality support from teaching assistants in lessons. The school has, rightly, identified that the quality of academic guidance to pupils is an area for improvement. A recent initiative is involving pupils more fully in understanding the next steps in their learning. Pupils now discuss their learning targets with adults regularly. However, the many changes of teachers, inconsistencies in the quality of marking, and the setting of targets that are insufficiently challenging limit the impact of their efforts.

Leadership and management

Grade: 4

Leadership and management are inadequate. The school's record of poor performance, particularly in pupils' achievement between Years 3 and 6 over several years, has not been dealt with effectively. There has been insufficient improvement since the last inspection and, as a result, the school provides unsatisfactory value for money. The acting headteacher has led the school through a very challenging period and demonstrates great will and energy. She ensures that an appropriate and improving curriculum is provided so that pupils enjoy school, develop

positive attitudes to learning and behave well. As a result, the school runs smoothly and parents think highly of it. However, the persistent staffing difficulties and subsequent financial implications restrict the efforts, particularly of the acting headteacher, to turn things around. Although senior leaders are starting to keep a closer eye on pupils' progress, their efforts to check up on the quality of teaching and learning remain insufficiently robust. This is because their roles and responsibilities are very recently established, and they still need to develop the necessary skills to become effective. The recruitment and retention of governors are also problematic and so the governors are insufficiently experienced and skilled to contribute effectively to self-evaluation and to hold the school to account. Consequently, the school has an inaccurate view of its overall effectiveness and there is a lack of awareness amongst staff that pupils' achievement and teaching and learning are inadequate. Despite participation in a local authority support programme over the last two years, there remains much to do. The scale and number of improvements identified are extensive and the urgency with which they need to be addressed is, at present, beyond the school's capabilities.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	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?	4
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	4
The capacity to make any necessary improvements	4
Effective steps have been taken to promote improvement since the last inspection	No

Achievement and standards

How well do learners achieve?	4
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
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	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	4

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	4
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	4
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4
How effectively performance is monitored, evaluated and improved to meet challenging targets	4
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	4
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	Yes
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

3 May 2007

Dear Pupils

Inspection of Hessle Penshurst Primary School, Hessle, HU13 9EX

Thank you for making us welcome when we inspected your school. We thought you were polite and well behaved and we enjoyed talking to you. The adults in school take good care of you, so that, if you have a problem or are upset, there is someone on hand to help. You have lots of chances to do fun and interesting things, such as when visitors come into school to run sporting activities. It was good to see that you know that this will keep you healthy. These are some of the reasons why you enjoy coming to school and why most of your parents say they are pleased.

We think that your school needs extra help to make it successful, so we have recommended that it is placed in 'special measures'. We want you to reach the high standards in English, mathematics and science that you are capable of. You do well to work with so many different adults but you have more changes of teachers than the school would like. This needs to be put right because it is getting in the way of your learning. Some of you told us that you find your work too easy. We agree. We think that you could learn more if your teachers looked more closely at what you already know and then gave you work to make you think much harder. Your new headteacher is making sure that the school gets extra help to make these changes but there is still a lot to do. The staff and governors, whose job it is to check how well your school is doing, also need some help to be able to do this properly. This means that, inspectors will make further visits to your school in the future to see how much things have improved.

We feel sure that you will help your school as much as possible by continuing to try really hard. You should also make sure that you always tell your teacher if your work is too easy for you.

We wish you all the very best for the future.

Yours sincerely

Kathryn Dodd

Lead inspector