

# Estcourt Primary School

## Inspection report

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<b>Unique Reference Number</b>	117774
<b>Local Authority</b>	Kingston-upon-Hull
<b>Inspection number</b>	312699
<b>Inspection dates</b>	19–20 May 2008
<b>Reporting inspector</b>	Eric Jackson

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	256
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Max Kay
<b>Headteacher</b>	Mr David Waterson
<b>Date of previous school inspection</b>	1 May 2005
<b>School address</b>	Estcourt Street Hull HU9 2RP
<b>Telephone number</b>	01482 224336
<b>Fax number</b>	01482 216885

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a larger than average primary school which serves an area of considerable socio-economic deprivation. A well above average proportion of its pupils are eligible for free school meals. Almost all the pupils are White British, although a small but increasing number of minority ethnic pupils have joined the younger classes. Most of these children are at an early stage of learning English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is above average. There is a Children's Centre on site, and building work is currently underway to extend the Foundation Stage provision. A new headteacher was appointed in September 2007.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Estcourt Primary provides a satisfactory education for its pupils, with particular strengths in the very effective development of pupils' personal, social and emotional learning and in promoting their well-being. Those parents who expressed their views are almost all very supportive of the care and learning that takes place. In the words of parents, 'The school is helping children to be independent and caring people.' Pupils are pleased that the staff organise interesting learning activities for them.

Pupils are safe and well cared for, and they clearly enjoy their time here. Care, support and guidance are good overall. Pupils' behaviour is good, and they have responded well to new systems to manage their behaviour. Healthy lifestyles are vigorously promoted by the staff and taken up by the pupils, such as in dance sessions. Attendance is below average, seriously affected this year by significant illness and a small proportion of pupils who rarely attend. These absences have a detrimental effect on some children's progress.

Achievement is satisfactory overall, including for those pupils with learning difficulties and/or disabilities. Standards are below average by the end of Year 2 and Year 6, representing satisfactory progress across the school. Currently pupils in Year 6 and those pupils at an early stage of learning English make good progress. This is in part because extra staffing has been provided. Parents of pupils of minority heritages are very proud of the school for its work in helping their children integrate and acquire English so well.

The quality of teaching, learning and the curriculum is satisfactory. The staff are currently experimenting in planning lessons with links between subjects to make learning more coherent, and provide interest and excitement for the pupils. These trials are at an early stage, but the signs look promising. The marking of pupils' work is thorough, but has inconsistencies. Too often, the evidence of pupils' progress through marking is not used to indicate the next steps in learning, or to provide extra challenge for high attaining pupils. This links to a gap in the monitoring and evaluation by senior leaders of how effectively staff use assessment data to help raise standards. There are clear instances of individuals and groups not making swift enough progress because the targets set for them do not guide teachers to plan sharply focused tasks and activities to accelerate pupils' learning.

Leadership and management, including governance, are satisfactory. There are growing strengths in the planning of developments, but these have not yet had sufficient time to be clearly measurable in raised standards across the school. The headteacher provides clear and determined direction to school improvement and raising standards. The school has made satisfactory progress since the previous inspection and is in a sound position to continue its improvement.

## Effectiveness of the Foundation Stage

### Grade: 3

The effectiveness and management of the Foundation Stage are satisfactory, and children are safe and enjoy being here. The majority of the children start Nursery with skills and knowledge mostly below and at times well below those typical for their age. Their satisfactory achievement is in response to the effective teaching and learning and the satisfactory curriculum which links the inside and outside learning. By the end of Reception some, but not all reach the nationally expected goals for their learning. Children make good progress in their personal, social and emotional development and this helps them to be confident and active learners. Sometimes,

the staff do not talk to children about ways to extend their learning when they are at play and this slows their progress. There are good assessment procedures in place to inform planning.

### **What the school should do to improve further**

- In order to accelerate progress, senior leaders should ensure that teachers make effective use of assessment information to plan more sharply focused learning for all groups of pupils.
- Improve the quality of marking in order to enhance pupils' achievement and raise standards.
- Raise attendance in order to ensure that avoidable absence does not lead to pupils missing their educational opportunities.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit from an Ofsted inspector before the next Section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Pupils enter Year 1 with standards that are below average. Pupils' achievement is satisfactory. Standards by the end of Year 6 have risen in each of the last three years, but are still below average. The current Year 6 are on track to reach the school's targets, this includes a much higher proportion than is usual for the school predicted to reach above average levels, particularly in English and science. In 2007, standards at the end of Year 2 fell from their previous broadly average levels to be significantly below average. School data shows that this group is a much lower attaining group than others in the school, and made satisfactory progress from entry. The current Year 2 make steady progress, and are predicted by the school to achieve levels just below those expected nationally. A significant feature of pupils' development is their confident in speaking and listening, learned as part of the city wide 'Talk' project. This helps their achievement in reading and writing.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well-being are good, as is their spiritual, moral, social and cultural development. Pupils enjoy the school's happy, calm atmosphere, behave well and have positive attitudes to learning. Parents say that children dislike the weekends because they cannot come to school. Relationships between pupils and with the staff are good. All pupils are encouraged to do little jobs which help them become responsible members of the school. They are also encouraged to become involved in the school and local community, for example as school councillors and playground buddies. Alongside their good social skills, the standards they achieve in basic skills prepare pupils satisfactorily for the next stage in their lives.

Pupils talk confidently, know the difference between right and wrong and show respect for the school's values. They care about living things and the environment, and all take part in managing their class gardens. Through celebrations and visits to different cultural centres, they have a growing understanding of the variety of cultures and beliefs in British society. They also know what is required to lead healthy lifestyles which reflects the school's Healthy School status and the achievement of the Activemark. Attendance is below average, however, and slows progress for a small group of pupils.

## Quality of provision

### Teaching and learning

#### Grade: 3

The quality of teaching and learning is satisfactory. Teachers manage pupils' behaviour well, and good relationships between adults and pupils ensure that lessons progress smoothly. The better lessons have a clear sense of purpose and move forward at a pace. Teachers ask questions that test pupils' knowledge and understanding well, and progress in these lessons is good. Learning is also supported by the pupils' well-developed skills in discussion and their ability to work together in groups. Sometimes, the work set does not match all pupils' needs well enough. In these lessons, higher attaining pupils are not sufficiently challenged, and the work is too demanding for lower attainers. The marking of pupils' work is carried out regularly, but is not consistently effective. In some cases it fails to give equal praise for equal effort, and at other times, it does not give pupils clear enough guidance on what they have to do next to improve. Classrooms are well organised, and well trained teaching assistants work effectively in supporting pupils' learning, and social and emotional development.

### Curriculum and other activities

#### Grade: 3

The curriculum has some strengths, and is satisfactory overall. It provides equal opportunities for all learners, including those with learning difficulties and/or disabilities, and those with gifts and talents. The staff have recently begun to make encouraging improvements in curricular planning, such as exploiting the links between different subjects. This is beginning to encourage pupils to use and develop their skills across a range of subjects. However, pupils' literacy, numeracy and investigative skills are not yet promoted as effectively as they should be. Whilst the tasks set help pupils to develop satisfactory skills and knowledge, they do not promote a fast enough rate of progress.

Visitors to the school, and visits, including residential experiences, enliven the curriculum and enrich pupils' experiences satisfactorily. A good range of extra curricular sporting and creative activities promote pupils' fitness, health and enjoyment. Success in local competitions and opportunities to perform to a wide audience in putting on shows such as 'Joseph' are a source of considerable pride.

### Care, guidance and support

#### Grade: 2

Care, guidance and support are good. The school's procedures for safeguarding, including child protection, meet current requirements. The staff are very sensitive to pupils' needs, and ensure their personal well-being and safety. Adults know the pupils well, and have pupils' trust. Pupils have a strong sense of confidence and safety, knowing there is an adult they can turn to should the need arise. The school has good strategies in place to monitor and manage behaviour and these are having a marked positive impact. Pupils with learning difficulties and/or disabilities are supported effectively, through individual support and carefully planned programmes for learning. This helps them to make satisfactory progress. Teachers record accurately what pupils know and can do, and set challenging learning targets, but this information is not yet used well enough in the planning of teaching and learning.

## Leadership and management

### Grade: 3

Leadership and management are satisfactory. The headteacher, other staff and governors are of one mind in their commitment to improve pupils' achievement and standards to match the improvements in their personal development. The right developmental priorities have been chosen and stem from very effective self-evaluation. Good links with parents, the local authority and other outside agencies contribute well to pupils' personal development and well-being. The high number of teachers and support staff are deployed satisfactorily to ensure all pupils have access to learning and to meet their different needs. However, senior leaders have not yet ensured that assessment and target-setting data is used effectively enough in accelerating pupils' progress.



## Annex A

## 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?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	3

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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?	3
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?	2

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

22 May 2008

Dear Pupils

Inspection of Estcourt Primary School, Kingston-upon-Hull, HU9 2RP

Thank you for your very pleasant Estcourt welcome to sunny Hull. The inspectors enjoyed meeting and working with you, and hearing what you think of your school. Please thank your parents for us if they sent in a questionnaire with their views, or took the time to speak to us. This all helped us in our job of inspecting the school.

We believe that your school provides you with a satisfactory education overall, and that some of the changes the staff are working on are likely to make things better for you. The changes to the building and outside areas should also be good when they are finished.

A real strength of your school is how it helps you to behave well and enjoy your lessons and play. Some of you told us that the teachers prepare your work very carefully to make it interesting. We agree, and the staff are going to focus more sharply on helping each of you to make the progress in your learning that is just right for you.

Most of you make satisfactory progress in your learning and your teachers are trying to speed this up for you, especially in English and mathematics. We were impressed by how well you get on together and how good you are at working in pairs and groups, and in discussions. If you follow closely the staff's guidance, and continue to work hard, you will be able to reach those targets you set for yourselves with the staff.

We were surprised that some children are away from school so much. You have to be absent if you are ill, but your school's rate of attendance is much lower than in many other primary schools. We know that the staff are going to try to help you to improve this, and will no doubt ask your parents or carers to help. See what you can do to make this better.

I wish you all of you a fine summer and hope that you continue to enjoy school and all that it has to offer.

Yours sincerely

Eric Jackson

Lead inspector