

# Hornsea Burton Primary School

## Inspection report

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<b>Unique Reference Number</b>	133519
<b>Local Authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	316140
<b>Inspection dates</b>	7–8 November 2007
<b>Reporting inspector</b>	Carole Cressey

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	83
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Robert Tonks
<b>Headteacher</b>	Mrs Carole Shields
<b>Date of previous school inspection</b>	1 November 2003
<b>School address</b>	Hornsea Burton Road Hornsea HU18 1TG
<b>Telephone number</b>	01964 536594
<b>Fax number</b>	01964 537429

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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

This is a very small school serving an area with pockets of significant social disadvantage. Most children come from White British backgrounds; a small number are from White European backgrounds and have English as an additional language. The proportion of pupils eligible for free school meals is well above average as is the proportion with learning difficulties and/or disabilities. The proportion of pupils joining and leaving the school at various stages of the year is exceptionally high.

## 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 which provides a very caring, stimulating and safe environment in which all pupils, including a significant number who are especially vulnerable, are helped to become successful and confident learners.

The headteacher is building well on the successes of the previous leader and has the overwhelming confidence of the parents, staff and governors. Self-evaluation is carried out through rigorous monitoring of all aspects of the school's provision, including pupils' progress and attainment and teaching. As a result, the school has a very clear understanding of what needs to be done to bring about further improvements to enable all pupils to achieve as well as they can. Changes in aspects of the curriculum and teaching are having a positive impact on the progress of all pupils, including those with learning difficulties and/or disabilities.

The pupils achieve well and standards are average. Comparisons with national data need to be treated with caution; year groups are often very small and the proportion of pupils with learning difficulties and/or disabilities is significantly above average. In addition, an exceptionally high proportion of pupils join the school at various stages of the year, and the majority of these pupils have complex emotional problems and significant gaps in their learning when they start school. Children enter Reception with levels of development that are below those that are typical for their ages. The majority of pupils make good progress through the school and achieve well. By the end of Year 6 most are working at, or close to, the expected level for their ages and abilities.

Teaching is good across the school. Pupils have no time to be bored or to misbehave because lessons include a variety of methods and activities which capture their interests and motivate them to learn. The level and quality of support for all pupils is high, but this does occasionally prevent pupils from working independently and having time to think carefully about their answers. Assessment systems are being used effectively to spot when pupils are not doing as well as they should, so that additional support can be provided. There is evidence of very high quality marking but this is not consistent and pupils are not always clear about what they need to do to improve or how well they are doing towards their long term targets.

The curriculum is good. There are challenging activities both in and out of school to develop pupils' enthusiasm for learning and an understanding of how they can stay healthy, keep themselves and others safe and become responsible members of their school and local community. The excellent emphasis on teaching the basic skills of literacy, numeracy and information and communication technology (ICT) is providing pupils with necessary skills to be life long learners. The school nurtures all its pupils, especially those with learning difficulties and/or disabilities, exceptionally well and this helps them to become more confident learners and happier individuals.

Pupils' personal development is good. They attend regularly, say they enjoy coming to school and show a mature understanding of how to keep themselves safe and healthy. Pupils are thrilled with the introduction of 'Golden Time', which they say encourages everyone to behave well because no-one likes to miss out on the exciting things on offer on Friday afternoons. Pupils respond well to the many opportunities to become responsible members of their community. They take the election of their school and class councils very seriously, recycle clothes and waste food, and collect money for local and international charities.

In only a few years this new school has won the confidence and respect of its community. The parents' overwhelming confidence in the leadership and management of the school is very well placed, as improvement since the last inspection has been good. Overall, the school provides good value for money and is well placed to improve further.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

The effectiveness and management of the Foundation Stage are good. By the end of the Reception Year, most children make good progress to reach the level expected for their ages and abilities. Considerable emphasis is placed on helping children to learn to be kind and sociable individuals who can share, wait their turn and develop personal care and safety. Children with learning difficulties and/or disabilities receive good quality, sensitive care.

Children settle into school routines well, are enthusiastic to learn and have good relationships with adults and with each other. Teaching is good. Teacher led activities and tasks to promote the basic skills of speaking, listening, reading, writing and numeracy are taught especially well. However, the tasks children choose for themselves are not always sufficiently challenging, and this is especially true of provision in the outdoor play area. As a result there are some missed opportunities for learning.

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

- Ensure all pupils know how to improve their work and know how well they are doing in relation to their long term targets.
- Ensure children in the Foundation Stage have an appropriate and challenging range of activities that they can choose for themselves, especially for outdoor learning.
- Provide more opportunities for pupils to be independent learners.

## **Achievement and standards**

### **Grade: 2**

Pupils achieve well and standards are broadly average. In recent years, levels of many children's development on entry to the Reception class have been well below those that are typical for their age. However, more children are now starting in the Reception class with improved skills and are better prepared for school. As a result, an increasing number are reaching the learning goals expected for their ages and abilities at the end of the Reception year. Pupils make good progress in Key Stage 1. The 2007 national assessment showed standards were below average, which reflects the lower starting point of these pupils. However, standards had improved from 2006. The majority of pupils continue to achieve well and make good progress in Key Stage 2. In most years, the school reaches its challenging targets and pupils reach the expected level for their ages, abilities and starting points. National test results fluctuate between average and below average. In 2007 they were below average, because of the nature of the year group, with many pupils having very complex learning and behavioural needs.

Those pupils who have been in the school from when the school opened in 2002 achieve especially well with the majority working at the expected level and a significant number reaching the higher levels, especially in reading and writing.

Pupils with learning difficulties and/or disabilities are making good progress towards their targets. The very few pupils with English as an additional language make rapid progress in learning English and quickly catch up with their classmates. The large number of pupils who

arrive at the school at various stages of the year often have significant learning difficulties which hinder their progress. However, because of the very good care the pupils receive they are making good progress and a significant number are achieving the expected and higher levels.

## **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 have a positive approach to learning which is reflected in their regular attendance. They say they enjoy learning and this is echoed by their parents. Pupils know the importance of keeping themselves fit and safe. They are especially aware of the dangers of living close to the sea and how important it is to learn to swim. They enjoy exploring the challenging play trail, taking part in the regular 'Freddy Fit' and 'Activate' sessions and are aware that they need to drink plenty of water so they are not 'dehydrated' and their 'brains work better'. Break times and lunchtime see pupils choosing lots of fruit and wholesome foods. Behaviour is good. Pupils appreciate that rules are important for a happy community. They especially value the weekly 'drop in' where they say they can talk to someone they trust in private about things that worry them. Pupils make a real contribution to the life of their community. They act as 'buddies' and play leaders, and older pupils are training to be mediators so that they can sort out squabbles in the playground. Pupils are learning at first hand how democracy works and are very proud of the fact that the Deputy Mayor of the town came to their school to announce the results of the election to their school council. There is a growing awareness of the importance of recycling and the importance of ensuring their own beaches and wildlife are protected. This year's newly elected school council already have some imaginative ideas to improve their school. These include a school council web site and converting one of the school's interactive whiteboards to a cinema screen at lunch time!

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching is good. All teachers have very good strategies to promote positive attitudes to learning and, as a result, behaviour is good. Lessons have a very good ethos of hard work and enjoyment which encourages pupils to do their best. Teachers know that pupils learn in many different ways and provide a range of different activities to enthuse pupils. This has successfully accelerated the progress of boys in reading and writing. Considerable emphasis is placed on developing the basic skills of grammar, punctuation, spelling and mental mathematics for the many pupils who have had considerable disruptions to their schooling. Teaching skilfully reinforces and extends learning by providing very good opportunities for pupils to use their literacy and mathematical skills in interesting and purposeful ways throughout the day. For example, pupils in Key Stage 2 developed their skills in report writing after a very exciting visit to the Viking museum. All pupils, including those with learning difficulties and/or disabilities, receive high levels of support. However, this support can lead to pupils not having enough opportunities to think for themselves and to develop independent learning skills. Marking is often used well to guide pupils although, occasionally, comments are too general and pupils are not given sufficient advice.

## **Curriculum and other activities**

### **Grade: 2**

The good curriculum prepares pupils well for the next stage of their education. A very good programme of social and health education promotes pupils' personal safety, care and understanding of healthy living. The new national programme for teaching literacy and numeracy is being implemented imaginatively and is having a positive effect on progress. The school organises the whole school curriculum around the six areas of learning which are the features of an effective Foundation Stage curriculum. This is helping staff to plan an exciting learning environment which ensures that links between subjects deepen pupils' learning. Pupils have good opportunities to excel in a range of activities. It is possible to learn to play musical instruments and the art work around the school is of a high quality. Pupils enjoy a wide range of after school clubs, including sports, a very successful choir and an environmental club. Visits stimulate pupils' interest and motivate them to learn more about their world.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good with exemplary aspects. Procedures for safeguarding pupils' welfare, health and safety are in line with statutory requirements. Staff are exceptionally well trained to support pupils who come to school with complex emotional problems. A weekly drop in centre helps vulnerable pupils who find difficulty in managing their anger, developing friendships or coping with family problems. For those pupils with more complex long term needs, the school buys in the services of the pastoral department from the local secondary school. This is especially effective in providing continuity when pupils transfer to secondary school. Support staff are very well informed about the precise needs of pupils with learning difficulties and/or disabilities and this ensures that pupils make the progress they are capable of. The school's use of assessment data is developing well to track individual progress throughout the year. Information is being used effectively to plan future learning and identify where pupils need extra support or challenge. However, not all pupils are clear about how well they are progressing towards their long term targets.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The school's leadership team has very quickly and accurately identified what needs to be done to bring about further improvements. The school works closely with the local authority and a range of other partners, school leaders, and the effective and supportive governing body. All are working together to create an exciting and challenging curriculum and accelerate learning. Assessment information, and the quality of teaching and learning are monitored rigorously to identify what pupils need to be effective learners. As a result, assessment systems are being strengthened and used more effectively as a teaching tool to track progress and identify underperformance. Staff are encouraged to implement new ways of teaching in order to grasp the interest of those pupils who fall behind because they have been in lots of different schools, have emotional problems or find learning a drudge. The success of these strategies is already being seen as standards are rising and more pupils are reaching the expected levels for their ages. The head teacher, staff and governors

are determined to continue to strive to raise standards and equip pupils well for the challenges of the future. The school has a good capacity to improve.



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## 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?	2
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	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> 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 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	2

### 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?	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>	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 leaders and managers use challenging targets to raise standards	2
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	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**

9 November 2007

Dear Pupils

Inspection of Hornsea Burton Primary School, East Riding of Yorkshire, HU18 1TG

Thank you so much for being so friendly and welcoming when I visited your school a short while ago.

I was pleased to see how well behaved you are, how much you enjoy school and how hard you are all trying to be good learners. You are becoming very responsible children and seem to know a lot about how to recycle and look after your own and all the world's resources.

You all seem to know the importance of eating sensible food and taking lots of exercise. Do keep that up because it is so important to staying healthy and fit. You also know how to keep yourselves safe on the roads and near water. This is very important because you live so close to the sea which can be very dangerous at times. I could see by the work in your books and displays around the school that you are all doing well in English, mathematics and science. I was especially pleased to see that the boys are now doing much better in reading and writing. This is because your teachers are giving you really interesting tasks to do. I think the school council's ideas to have a web site and a cinema at lunchtime are really exciting and I know your headteacher would like to hear more about them.

In order to make your school even better, you need more help to know how well you are doing and what you need to do to improve your work further. So listen carefully and pay attention when your teachers talk to you or write comments in your books. You get lots of really good help from all the adults in your school but you also need to learn how to work on your own and come up with your own ideas. Those of you in the Reception class have lots of exciting activities which help you read, write and count. You obviously enjoy working outside but you need more exciting things to help you learn even more.

You go to a good school where your headteacher and teachers make lessons fun and help you learn such a lot. I hope you will continue to enjoy school as much as you do now and that it will help you to become happy and successful adults.

Yours sincerely

Carole Cressey

Lead inspector