

18 October 2007

Mr David Rose (Head of Federation)  
Hessle Penshurst Primary School  
Winthorpe Road  
First Lane  
Hessle  
HU13 9EX

Dear Mr Rose

### SPECIAL MEASURES: MONITORING INSPECTION OF HESSLE PENSHURST PRIMARY SCHOOL

Following my visit with Terry McDermott, Additional Inspector, to your school on 15 and 16 October 2007, I write on behalf of Her Majesty's Chief Inspector to confirm the inspection findings.

The visit was the first monitoring inspection since the school became subject to special measures in May 2007. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – inadequate

Newly qualified teachers may not be appointed

This letter and monitoring inspection report will be posted on the Ofsted website. Please inform the Regional Inspection Service Provider of any factual inaccuracies within 24 hours of the receipt of this letter.

I am copying this letter and the monitoring inspection report to the Secretary of State the chair of governors and the Director of Children's Services for East Riding of Yorkshire LA.

Yours sincerely

Joy Frost  
H M Inspector

## SPECIAL MEASURES: MONITORING OF HESSLE PENSHURST PRIMARY SCHOOL

Report from the first monitoring inspection: 15-16 October 2007

### Evidence

Inspectors observed the school's work, scrutinised documents and pupils' books and met with the headteacher of the federation, the head of school, the consultant headteacher, senior and middle managers, pupils, the chair of governors and a representative of the local authority (LA).

### Context

Since the school was made subject to special measures there have been a number of changes. The school has entered into a hard federation with Hessle High School. The acting headteacher has become head of school and deputy to the headteacher of the federation. A new governing body has been formed and there is a new chair of governors. Three new teachers have been appointed. Two of these are newly qualified and were appointed before the inspection of May 2007.

### Achievement and standards

The shortcomings noted in the section 5 report have not been acted upon quickly enough. Pupils are making satisfactory progress in the Foundation Stage and Key Stage 1 but progress across Key Stage 2 is still inadequate. The attainment of pupils in the 2007 national tests improved significantly, but taking into account the prior attainment of these pupils at the end of Key Stage 1 they did not make enough progress and should have achieved better, especially the more able pupils. Recently introduced tracking systems to check pupils' progress in reading, writing and mathematics, using Fisher Family Trust predictions, are not yet helping to improve standards and achievement because the assessments used to inform them are not yet accurate.

New children in the Reception class have settled into school well and they are working at or above the required levels for their age. They get off to a good start because systems in place to help them learn are good and expectations of what they can achieve are high.

Assessment procedures are not used consistently across the school and do not have a clear focus. There is no clear, consistent whole school system of assessment for reading, writing, mathematics and science across the school. The assessment criteria used to decide how well pupils are doing is often pitched too low for the standard of work, limiting the amount of progress pupils can show. Teachers are not yet making full use of the data available to them to identify under achievement early and plan appropriate work to help pupils catch up. Therefore, teachers are not clear where pupils are and are unable to plan effectively to meet their needs and accelerate their

progress. The systems which were put in place in September will bring about the required improvements if they are used consistently across the school and understood by all teachers.

### Judgement

Progress on the areas for improvement identified by the inspection in May 2007:

- Raise the achievement and standards of pupils in English, mathematics and science, particularly between Years 3 and 6 – inadequate progress

### Personal development and well-being

Pupils enjoy coming to school and behave well. They say that they feel safe, that bullying is rare and that they all get along well together. They are polite and courteous to each other and adults at all times and very eager to learn. They join in discussions, put their hands up and listened patiently in lessons. Good relationships have been established between staff and pupils. Pupils told inspectors that they knew their targets for improvement, but found them too easy; while homework was often 'impossibly hard' and they did not understand it. Pupils are keen to join in extra-curricular activities and said that they 'liked it when lessons were different' as in a recent 'Victorian day' in Year 6.

### Quality of provision

Teaching seen during the visit was satisfactory overall. Systems from the primary national strategy are in place in all classrooms. Target walls tell pupils what their targets are in literacy and numeracy although there is very little evidence of pupils' work on display in classrooms or corridors which exemplifies the different levels. The majority of displays are teachers' work and pupils do not have opportunities to see a range of work which shows them what they need to do to improve.

In the Foundation Stage teaching is good and children get off to a good start. There are good systems to engage children in their learning, activities are well matched to children's abilities and expectations are high. This continues into Key Stage 1 where teaching is mostly lively and has good pace and challenge for all pupils. Teaching assistants work effectively with different groups of pupils and help them to progress well. In Key Stage 2 the pace of teaching is often too slow and pupils are not challenged enough. Teachers are enthusiastic and have good expectations of pupils' behaviour but they talk for too much of the lesson. Too much of the learning is through discussion with little opportunity for pupils to record their learning. Teachers' expectations of how much pupils can do are too low and activities are not well enough matched to pupils' abilities so that their progress slows.

There is too little work in pupils' books, especially for the oldest pupils, and little evidence of opportunities to write at length. Work in foundation subjects is mainly completed on work sheets which limits children's ability to practice their basic skills in other curriculum areas. Work in books shows that some areas of learning are repeated and others are not taught in sufficient depth. In mathematics there is little evidence of problem solving and the work set often does not challenge more able pupils because work of the same level is repeated in different year groups.

A new marking scheme has been introduced across the school but it is not yet used consistently. Too many teachers have customised the scheme so that marking does not give consistent messages to pupils on what they have done well and what the next steps in their learning need to be. Pupils have three different sets of targets and it is not clear which targets teachers' comments refer to. This coupled with the poor quality of assessments and lack of opportunities to write at length is limiting pupils' progress in basic skills.

In foundation subjects children are given more opportunities to work in groups and carry out work independently, for example in science where children can set up investigations for themselves. In these lessons the pace and challenge of work is better.

### Judgement

Progress on the areas for improvement identified by the inspection in May 2007:

- Improve teaching and learning to a consistently good standard by ensuring that teachers provide work that enables pupils to progress at a good rate – inadequate progress

### Leadership and management

The school has made inadequate progress overall since the section 5 inspection in May 2007. The roles and responsibilities of the current leadership team are not well enough defined and day-to-day leadership is not robust enough to ensure the necessary improvements are made.

There is a new staffing structure and a new leadership team. The headteacher of the federation visits the school daily and the new head of school is responsible for the day-to-day management of the school. Phase leaders have been appointed as well as subject leaders for English, mathematics and science. All classes are now single age, have designated teachers and teaching assistants and have reduced in size. The new managers are at the early stages of development and are beginning to understand their role in improving standards. Staff absence, which was an issue in the last report, has improved and staff attendance is now good. Performance management is now in place and is linked to school improvement.

A new governing body has been appointed for the federation and the new chair has a good understanding of his role. He has re-organised the governing body to create a committee which is solely responsible for monitoring and evaluating improvements in the primary school.

The LA provides the school with a satisfactory amount of support. There are fortnightly meetings with senior leaders to discuss progress and set targets for improvement. Immediately following the inspection progress was slow as too often the school did not act quickly enough to make the necessary changes and some planned actions did not take place. A seconded consultant headteacher works in the school for two days each week, however, the school is not making the best use of his expertise. The new leadership team has not monitored the work of the school rigorously enough to ensure that planned actions are having an impact. Lesson observations undertaken this term do not identify accurately enough the strengths

and weaknesses in teaching. Feedback to teachers does not give clear direction as to how to improve their work and the good practice within the school is not shared. The leadership team have not yet identified who is responsible for the rigorous monitoring and evaluation of the schools' work that is needed to bring about rapid improvement.

### Judgement

Progress on the areas for improvement identified by the inspection in May 2007:

- 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 – inadequate progress
- Take measures to ensure that the quality and continuity of pupils' education is not disrupted - satisfactory progress

### External support

There is a sufficient amount of support from the local authority. The actions planned for improvement using national strategy support are not yet tailored enough to the specific needs of the school. Consultants and professionals who visit the school need to have clearly defined roles so that the impact of their support to the school can be closely measured.

### Priorities for further improvement

- Assess pupils' current levels of achievement accurately.
- Use assessment information in lessons to improve the rate at which pupils make progress.
- Clearly identify the roles and responsibilities of the leadership team to ensure rigorous monitoring and evaluation of the schools work is carried out.
- Clearly identify areas of weakness in English and mathematics and plan actions for improvement.