

Hessle Penshurst Primary School

Inspection report

Unique Reference Number	117849
Local Authority	East Riding of Yorkshire
Inspection number	323145
Inspection dates	17–18 November 2008
Reporting inspector	Joy Frost HMI

This inspection was carried out under section 8 of the Education Act 2005; it was also deemed a section 5 inspection under the same Act.

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	281
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Paul Hogan
Headteacher	Mr David Rose
Date of previous school inspection	1 May 2007
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
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 one of Her Majesty's Inspectors and two Additional Inspectors.

Description of the school

Hessle Penshurst Primary school entered into a hard federation with Hessle High School in September 2007. The headteacher of the high school is the overall head of the federation and he currently manages the primary school on a day-to-day basis because of the vacancy for a head of school. The school serves the area of Hessle in the East Riding of Yorkshire, which has a mix of socio-economic housing. Almost all of the pupils at this larger than average school are of White British heritage. The proportion of pupils entitled to free school meals is below the national average as is the proportion who have learning difficulties and/or disabilities. The school currently holds the Sports 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: 3

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school no longer requires special measures.

Hessle Peshurst is a satisfactory school with many good features, which has benefited greatly from its federation with Hessle High School. Since the last inspection, there have been difficulties with the long-term absence of some staff, including senior staff, which had disrupted the learning of some year groups. The headteacher of the high school was quick to step in and take over the day-to-day responsibility for managing the primary school. He created a new leadership team and together they have raised standards and achievement to a satisfactory level, also gaining back the confidence of staff, pupils and parents.

Pupils' personal development and well-being is good and their behaviour and spiritual, moral and social development is outstanding. Pupils get along well together because of the caring and supportive ethos the school has created. They are well aware of how to live a healthy lifestyle and make informed choices about how to keep themselves safe. Older pupils were seen selling fruit and pasta salads, which they had prepared themselves, at break times. They use the money from this and similar ventures to make improvements to the school. Pupils are aware that there are many children less fortunate than themselves who they support through many charities, for example, the Romanian Shoe Box appeal.

On entry to Year 1 most pupils have reached the standards expected for their age. In the end of the Year 2 national assessments, standards are consistently above average in reading, writing and mathematics, which represents good progress across Key Stage 1. Standards at the end of Key Stage 2 have been below average for some years but in the 2007 national tests they rose to average in mathematics and science and slightly below in English. Progress for this group of pupils was not as good as it could have been. The provisional results in 2008 and the school's own data shows that standards and progress across Key Stage 2 is improving rapidly. During the inspection, pupils were making good progress in lessons and in their books. This good progress has not yet had time to impact on achievement in the national tests at the end of Key Stage 2.

Systems to support pupils academically are good. Weekly review sessions help pupils reflect on their progress over the week and this information is used well by teachers to plan the next stages in learning. Pupils who spoke to inspectors were aware of how well they were doing and knew the next steps they needed to take to improve their work.

Teaching and learning are good overall with some that is better. Teachers' planning is very detailed and it clearly identifies what pupils are going to learn in each lesson. Activities are mostly engaging and lessons move along at a brisk pace. Pupils are very involved in their own learning so that in all lessons seen pupils were working diligently and with enthusiasm. The activities set for pupils that are more able however, sometimes lack sufficient challenge. The recently revised curriculum is enabling teachers to plan lessons around a topic theme and this has had a good impact on raising pupils' progress in reading, writing and mathematics across the school. Good links between subjects have made learning more exciting, consequently, pupils talk very enthusiastically about their lessons and take great pride in their work.

The leadership and management of the school are good. The headteacher, senior leaders and the governing body have focused their work on the issues identified in the last report and consequently the previous under achievement of groups of pupils across Key Stage 2 has been

halted. The measures they have put in place alongside rigorous monitoring and evaluation of the identified priorities has had an impact in most areas of the school. The middle leaders are relatively new to their roles but because of the very good mentoring offered by senior leaders from the school, the High School and local authority consultants, they work well together as a team and lead their subjects well. They are in the process of developing their skills in monitoring teaching and learning and are aware that this needs a closer focus on the amount of progress pupils make in lessons. The governing body of the federation have also ensured that their own robust monitoring of the schools work has led to improvements. They are an active body who visit the primary school regularly to see for themselves how well the school is improving. The improvements in pupils' progress, the curriculum and teaching and learning show that the school has made good progress since the last inspection. The school has a good capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

When children join the Early Years Foundation Stage (EYFS), their skills and capabilities vary but are generally in line with those expected for their age except in communication and language development and in speaking and listening where they are weaker. They flourish in the productive learning environment of the nursery, where there is a well-judged balance between teacher directed activities and those activities children choose for themselves. Children in the nursery learn very rapidly to use numbers for example, in programming an electronic toy to go a specified distance. They also quickly learn their letter sounds. Outdoor play is organised to maximise learning and build children's confidence. There are very effective assessment and record keeping systems. Teaching is good because there are common systems and good planning based on accurate observations of the progress the children are making.

The Reception class currently has only a handful of children because they do not start until the term in which they reach five. They were observed making good progress with communication skills, in creative activities and in learning how to recognise old things and newer things which developed their confidence in speaking and listening. During their time in Reception, children reach standards in most areas of learning that are higher than is typical for their age. Both the Reception and Nursery areas have benefited from very recent refurbishment, especially to the reception outdoor area. Children develop well in personal and social skills and in learning how to learn. The welfare of children is good; first aid arrangements are secure and there is an identified key worker for each child. The provision is well led and managed.

What the school should do to improve further

- Raise standards and achievement in English and mathematics at the end of Key Stage 2.
- Make sure that activities planned for more able pupils are sufficiently different and challenging.
- Develop the skills of the middle managers in monitoring and improving teaching and learning.

A small proportion of the schools whose overall performance is judged to be satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Children enter the EYFS with standards that fluctuate between those that are typical for their age and those that are below expectations. Pupils make good progress and on entry to Year 1 most pupils have reached the expected levels for their age and many have exceeded them. In the 2007 teacher assessments at the end of Key Stage 1 standards were significantly above average, especially in writing. At the end of Year 6, results were the highest for several years resulting in overall standards being average in mathematics and science and slightly below in English. The proportion of pupils who achieved the higher Level 5 grades was well below average. Given pupils' starting points, achievement for this cohort of pupils was not as good as it should have been. Provisional test results for 2008 indicate that standards at the end of Key Stage 2 have improved even further to above average in English, well above average in science and average in mathematics. The proportion of pupils achieving the higher Level 5 grades in English and mathematics doubled. Most groups of pupils, including those with learning difficulties and/or disabilities now make good progress as they move through the school. Progress is accelerating due to greater staffing stability, better teaching and learning, and more focused assessment and tracking. This better progress has not had time yet to translate into better achievement in national tests at the end of Year 6.

Personal development and well-being

Grade: 2

Pupils' personal development is good. Pupils enjoy coming to school, attendance is satisfactory and there is little unauthorised absence. The school has worked hard to improve the attendance of a small group of families who have persistent poor attendance, this is beginning to have a positive impact. Pupils enjoy taking on opportunities to exercise responsibility, for instance as school councillors. Involvement with the local community, for example, through the annual harvest festival, is satisfactory. Pupils' attitudes and behaviour are excellent both in and out of lessons. They play together very well on the playground and in after school clubs. Pupils say there is no bullying and that they feel safe in school. Pupils are very generous and regularly raise large sums of money through activities organised by the Charity club. They talk knowledgeably about the benefits of healthy eating and taking regular exercise. They understand why the school achieved its Healthy School and Activemark awards. Pupils' spiritual, moral and social development is outstanding. Their attitude to reflection time in assembly is commendable and there are good links with Hessle Church. Relationships throughout the school are warm and friendly.

Quality of provision

Teaching and learning

Grade: 2

Teaching across the school has improved and is now good. This is because teachers have established good structures for learning throughout the school and their assessments of how much progress pupils are making are accurate. All pupils know what they are going to learn in lessons and they listen carefully to their teachers. Lesson plans are very detailed with three levels of work aimed at pupils' differing abilities. Teachers questioning skills are good and they work closely with highly skilled teaching assistants to support pupils who require extra support

with their work. In some lessons, there is still a lack of different, challenging activities for the most able pupils. There are good opportunities for pupils to talk together in lessons about their work and teachers have high expectations of pupils' behaviour and participation. This is most obvious in the weekly review sessions where pupils and teachers discuss how well they have achieved their targets across the week. This information forms the basis of the next week's planning and consequently most pupils are making good progress in lessons and this is confirmed by inspection evidence, the school's tracking records and pupils' individual 'I can do' statements. Pupils' work is marked regularly and teachers detailed comments tell them what the next steps in their learning are and they are given time to respond to the comments.

Curriculum and other activities

Grade: 2

The curriculum is good. The recently revised thematic curriculum has enthused both pupils and teachers and has had a very good impact on improving writing and reading across the school. Carefully planned themes based on books and science and history topics make learning more meaningful. Good links are made between subjects enabling pupils to practise their basic skills across the curriculum. An extensive range of visits and visiting professionals enrich the learning and lead to themed days, for example, when pupils immerse themselves in history for the day as Victorian school children, or take part in mathematic and science challenge days. Pupils told inspectors that they really enjoy this type of learning. The range of extra curricular provision is impressive and caters for all pupils within the school. Pupils have opportunities to attend many clubs such as; sports, chess, dance, charity and gardening clubs and cycling proficiency. These, coupled with opportunities to learn a musical instrument and a modern foreign language, extend their knowledge of the wider world although visits to extend pupils' knowledge of different cultures are limited. Pupils' skills and knowledge in information and communication technology (ICT) are good because there are good opportunities to use their skills across all subjects and the computer suite is open to pupils after school every evening.

Care, guidance and support

Grade: 2

The care, guidance and support of pupils are good. Due to the very caring ethos the school has created pupils respect themselves and each other. Links with outside agencies, such as the community nurse, in supporting vulnerable pupils, are also good. The Federation with Hesse High school is increasing opportunities to coordinate help for pupils and their families over a much longer period. Safeguarding procedures are up-to-date and meet all statutory requirements. Pupils with learning difficulties and/or disabilities receive good support and have detailed personal support plans and focused action plans. The school staff work very cooperatively with the Special Educational Needs Coordinator (SENCO) from the High School who manages the provision across both schools. Planned support for able, gifted and talented pupils is at an early stage of development and the school has plans in place to develop this further. Pupils receive good guidance on how to improve their academic work. They know what their curriculum and end of year targets are and what they have to do to achieve them. New tracking systems are effective in identifying pupils in danger of falling behind in their work and this leads to focused small group intervention, which accelerates their progress.

Leadership and management

Grade: 2

The leadership of the headteacher and acting deputy headteacher are good. A newly created middle leadership team is developing well. They are fully involved in planning actions for improvement and they monitor these actions rigorously. The headteacher has set a very clear direction for all staff and has put raising standards and achievement at the forefront of the school's work. The school has introduced good systems to track pupil progress across the school and they have a very accurate view of their own strengths and areas for development. The deputy headteacher analyses data thoroughly, and teachers use the analysis well to identify underachievement and this is having a positive impact on pupils' learning in and raising teacher's expectations. The school promotes community cohesion satisfactorily, they are particularly good in forging local links and promoting an understanding of local cultures. The governing body visit the school regularly to see for themselves how the school is progressing; they ask the right questions and challenge the work of the school appropriately. They have created a committee whose sole responsibility is to monitor progress in the primary school. The federation has supported the school financially to cope with staff absence and carry out refurbishments to the EYFS and school grounds resulting in good financial management. The headteachers' use of specialists from the High School and consultants, where necessary, has had a good impact on raising standards in all subjects. He has also raised the morale of staff and restored the confidence of parents in the school.

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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?	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 capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	3
The standards ¹ 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/or disabilities make progress	3

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	1
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	3

The quality of provision

How effective are teaching and learning in meeting the full range of 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

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 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 eliminated	2
How well does the school contribute to community cohesion?	3
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

18 November 2008

Dear Pupils

Inspection of Hessle Penshurst Primary School, East Riding of Yorkshire,
HU13 9EX

Thank you so much for the warm welcome you gave the inspection team who visited your school recently to see how well you are doing. As you already know I have been visiting your school every term over the last year because, in the last inspection, the school was given 'special measures' because it was not doing as well as it should. You will be delighted to know that I think that your teachers have worked very hard and that Hessle Penshurst no longer requires 'special measures'. It is now a satisfactory school with good features. I have really enjoyed talking to you all and observing your lessons. I have been very impressed with your excellent behaviour each time I have visited. You told my colleagues how much you enjoy school and how much better it has improved and we agree!

Your comments and hard work have helped us to make decisions about how much progress you are now making. We have seen the evidence of this good progress in your lessons and in your books. Your teachers give you very detailed information about what you have done well and how you can improve your work and you respond very positively. I was also impressed with how knowledgeable you are about your own progress and how keen you all are to do well.

There is a lovely calm atmosphere in lessons and around the school and you all get along together famously. Most of you attend one or more of the extensive range of extra curricular clubs the school provides for you and your fund raising efforts for a range of charities is very good. I wish you success with your Romanian Shoe Box appeal!

Although your school has come a long way, we think it can be even better and therefore we have asked your school to make the following improvements:

- raise standards and achievement in English and mathematics at the end of Key Stage 2
- give those of you who can do harder work more different and challenging activities in lessons
- make sure that when teachers are observing your lessons they focus more on how much progress you are making.

You can continue to help your teachers by behaving as well as you do and continuing to take such a pride in your work.

I send you all my best wishes for the future.

Yours sincerely

Joy Frost

Her Majesty's Inspector