

Hinstock Primary School

Inspection report

Unique Reference Number	123372
Local Authority	Shropshire
Inspection number	327894
Inspection dates	3–4 March 2009
Reporting inspector	Roy Bowers HMI

This inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; 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	2–11
Gender of pupils	Mixed
Number on roll	
School (total)	89
Childcare provision for children aged 0 to under 3 years	27
Appropriate authority	The governing body
Chair	Mr Martin Kent
Headteacher	Mrs D J Bidgood
Date of previous school inspection	22 November 2005
Date of previous childcare inspection	NA
School address	School Bank Hinstock Market Drayton Shropshire TF9 2TE
Telephone number	01952 550220
Fax number	01952 551058
Email address	admin@hinstock.shropshire.sch.uk

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Introduction

This pilot inspection was carried out by one of Her Majesty's Inspectors and one Additional Inspector. The inspectors visited nine lessons, and held meetings with governors, staff, groups of pupils, parents and carers. They observed the school's work, and looked at a range of school documentation including records for the tracking of pupils' progress, the school improvement plan, individual education plans, minutes of governors' meetings, health and safety policies, curriculum policies and a range of other policies and plans. The inspectors also took account of the 34 parental questionnaires which were returned.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how well pupils achieve given their starting points
- the progress made by pupils with learning difficulties and/or disabilities
- provision for the most vulnerable pupils
- how effectively leaders at all levels check the quality of the school's work and use the information for future improvements.

Information about the school

This is a small primary school which serves the village of Hinstock and the surrounding area. Nearly all pupils are from White British backgrounds. The proportion of pupils with learning difficulties and/or disabilities is higher than average. The school has achieved Healthy School status and International School status at intermediate level. Children enter the Early Years Foundation Stage with a wide range of skills, but overall, attainment on entry is broadly typical for children of that age. In April 2008, the school opened Hedgehogs Nursery, catering for children from two to four years of age. The Nursery is managed by the school's governing body.

Inspection judgements

Grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Overall effectiveness

3

Capacity for sustained improvement

3

Main findings

Hinstock Primary School provides a satisfactory standard of education. The school works effectively with outside agencies to ensure that all pupils, especially the most vulnerable, are cared for well. Pupils say that they feel safe and secure, and enjoy coming to school. Nearly all of the parents who replied to the inspection questionnaire agree. Pupils are polite, kind and behave well. Most pupils make satisfactory progress and reach broadly average levels of attainment. The school has already recognised that the proportion of pupils who make sufficient progress in mathematics in Key Stage 2 is too low. Plans to remedy this have been implemented.

Children in the recently opened Nursery make good progress. They develop their skills and confidence in a caring and supportive environment which caters well for their individual needs. Links between the Nursery and the Reception class are beginning to be established, but they are not yet developed well enough to ensure continuity of good practice.

Although there is some good teaching, the majority of teaching is satisfactory. In those lessons where pupils learn well, teachers use assessment information to match work to the capabilities of all pupils, and plan carefully pupils' next small steps in learning. Pupils with learning difficulties and/or disabilities are often challenged well because of individual support from skilled teaching assistants. Consequently, some of these pupils, especially in Key Stage 2, make good progress.

The school has recently introduced a new system for the teaching of the basic skills in reading and writing, mainly in Key Stage 1, through short, highly focused daily lessons. Although this has yet to have an impact on raising the level of pupils' attainment shown through the termly assessments, the teachers report that pupils' skills and confidence in reading and writing are improving significantly.

The school has shown that it has satisfactory capacity to improve. In recent years, the focus on raising pupils' achievement has been hindered by staff absence, the management of the building of the Nursery and the high level of teaching commitment of the headteacher. However, some initiatives for improvement have been successful, especially the Nursery. Leaders at all levels are committed to raising achievement, but are not sufficiently rigorous in monitoring and evaluating the impact of initiatives on pupils' learning and progress. Consequently, much of the

work they undertake to improve the school has a limited effect on raising achievement.

A small proportion of the schools whose overall effectiveness 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.

What does the school need to do to improve further?

- Raise the level of pupils' achievement by:
 - ensuring that a larger proportion of pupils achieve two levels progress in mathematics from the end of Key Stage 1 to the end of Key stage 2
 - improving teaching and ensuring that all teachers use assessment information more carefully to match work to pupils' different capabilities and plan pupils' next small steps in learning.
- Improve the effectiveness of leadership and management by ensuring that leaders at all levels rigorously monitor and evaluate the impact of initiatives for improvement on pupils' learning and progress.
- Extend the good practice in the Nursery through to Reception by improving continuity between the two classes.

How good is the overall outcome for individuals and groups of pupils?

3

Throughout the school pupils say that they enjoy their learning. Children make good progress in the Nursery because of the variety of stimulating and wide-ranging learning activities. In Key Stage 1 and 2, pupils' achievement in most lessons is satisfactory. The overall levels of attainment at the end of Key Stage 1 and Key Stage 2 vary from year to year, mainly because of the differing proportion of pupils with learning difficulties and/or disabilities in each small year group. In 2007, pupils' attainment at the end of Key Stage 2 was exceptionally low, whereas in 2008, it rose to above average. The school is aware that the relatively high number of pupils with learning difficulties and/or disabilities in the school requires a wide range of support programmes, particularly in reading and writing.

In lessons and around school, behaviour is good. Pupils say that there are no instances of bullying, and are confident that the adults would deal with them if necessary. The systems for rewarding good behaviour, such as merit points and celebration assemblies, help ensure that pupils show positive attitudes to each other and are kind and respectful. Pupils willingly undertake the tasks set by the teachers and cooperate well when required. These positive attitudes, together with their academic achievement, give pupils a satisfactory grounding for their future learning.

Pupils have a good understanding of how to keep fit and healthy through regular exercise and eating sensibly. Lunchtime supervisors actively encourage pupils to

make nutritious choices. A significant number of pupils take part in the range of sporting activities offered at lunchtime and after school.

Pupils make a good contribution to school life. For example, pupils in Years 5 and 6 are trained to encourage other pupils to be involved in break and lunchtime activities. Members of the school council say that they feel that the school listens to their views and has acted upon them when it is possible. For example, the school council is proud of its contribution to the selection of the climbing equipment on the school field. Pupils willingly raise money for a variety of charities which support people worldwide. Since the last inspection, pupils' knowledge and understanding of the cultures and traditions of people throughout the world has improved and is now good. The school monitors pupils' attendance, rewards pupils with few absences and works effectively with the welfare service to ensure that pupils attend school regularly.

These are the grades for pupils' outcomes

Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with learning difficulties and/or disabilities and their progress	3
How well do pupils achieve and enjoy their learning?	3
To what extent do pupils feel safe?	2
How well do pupils behave?	2
To what extent do pupils adopt healthy lifestyles?	2
To what extent do pupils contribute to the school and wider community?	2
Pupils' attendance	2
How well do pupils develop workplace and other skills that will contribute to their future economic well-being?	3
What is the extent of pupils' spiritual, moral, social and cultural development?	2

The quality of the school's work

Although there were some good lessons seen during the inspection, the quality of teaching overall is satisfactory. The strong relationships between adults and pupils help ensure that lessons are orderly and calm. Lesson planning shows a range of activities which are prepared for pupils of different ages and capabilities. However, too many of the activities are not well matched to pupils' different capabilities and pupils' learning steps are not planned carefully enough. Consequently, many of the activities lack challenge. Most pupils with learning difficulties and/or disabilities are skilfully supported by teaching assistants who ensure that they are guided carefully through the small learning steps. The school works effectively with external agencies and individual families to ensure that the most vulnerable pupils are supported well.

¹ Grades for attainment are: 1 is high; 2 is above average; 3 is broadly average; 4 is low2

Pupils' work in reading, writing and mathematics is assessed each term. This enables teachers and leaders to identify pupils who are underachieving and review the support they receive. Although pupils have individual targets for improvement, there is inconsistency in how they are used across the school. Very often they are not linked carefully enough with pupils' learning in lessons and consequently their use in raising achievement is limited. Some marking provides pupils with good advice on how to improve, especially in writing. However, the quality of marking is inconsistent across the school.

The curriculum provides effectively for pupils' personal and social development. Pupils are given many opportunities to discuss their feelings and to be aware that others may have different views and beliefs which must be respected. The curriculum is enriched by many visitors and visits, including a residential stay focusing on outdoor adventure and team-building activities.

The level of support and care for the most vulnerable pupils is good. The school's caring and supportive ethos helps all pupils settle quickly into school and feel part of the school community. The school's close cooperation with external agencies also helps support those pupils and families who face the most challenging of circumstances.

These are the grades for the quality of provision

High quality teaching and purposeful learning	3
Effective assessment	3
An appropriate curriculum which meets pupils' needs, including, where relevant, provision through partnership with other organisations	3
Support, guidance and care	2

How effective are leadership and management?

All staff share a clear vision and commitment which places the needs of the pupils at the heart of the school. Staff and governors share a genuine desire to improve pupils' life chances. The care and support given to all pupils, especially the most vulnerable and those with learning difficulties and/or disabilities, shows the school's commitment to equality of opportunity. The headteacher and governors are aware of the strengths and areas for development of the school and have successfully implemented several initiatives for improvement, including the building of the Nursery. However, leaders at all levels do not monitor and evaluate rigorously enough the impact of initiatives on pupils' learning and progress.

At the time of the inspection, all safeguarding procedures were in place. Health and safety procedures are strong and risk assessments are carried out rigorously. Parents' views on health and safety are considered seriously and actions taken when necessary.

The school's promotion of community cohesion is good. The school has carried out a thorough analysis of its own community and learners' needs, and is implementing the plan for action. Since the last inspection, there has been an increased emphasis on

studying a range of cultures and communities throughout the world. A variety of visitors representing different faiths and ethnic minorities have been used to add to pupils' experiences. Some children have links with others in America and there is effective liaison with the local language college through which pupils are given the opportunity to learn modern foreign languages.

These are the grades for leadership and management

Communicating ambition and driving improvement	3
Promoting equality of opportunity and tackling discrimination	2
Ensuring that safeguarding procedures are effective	2
Ensuring that the governing body provides effective challenge and support so that weaknesses are tackled decisively and statutory responsibilities are met	3
Promoting the school's relationship with parents and carers, including their involvement in decision-making about matters relating to learning and well-being	2
Developing partnerships with other providers, organisations and services	2
Ensuring the school contributes to community cohesion	2
Deploying resources to achieve value for money	3

Early Years Foundation Stage

Throughout the Early Years Foundation Stage children behave well because expectations are clear. The staff work well with parents and support services to ensure that all children, especially the most vulnerable, benefit from good quality care and support. Adults have a good understanding of how to create a safe and welcoming environment in which risk is minimised and the children's knowledge of how to take care of themselves is promoted. Consequently, welfare is effective and children make good progress in their personal and social development. Children are keen to talk to their friends, engage in imaginative play and express their ideas through painting, drawing and collage work. Assessment and recording on a daily basis are well developed, and children who find learning difficult are identified early.

In the Nursery, children make good progress in all areas of learning and enjoy the activities. Good links with parents enable children to settle easily into the school routines and to feel safe and secure. Teaching is good and adults use skilful questioning to extend children's understanding. There is an appropriate balance between children making purposeful choices about their activities, and being directed and guided. However, although planning is generally good, it does not always identify the areas where some children, especially the more able, can be challenged to extend their learning further.

In the Reception class, children's learning and progress are satisfactory and, as children enter Year 1, most are working at the expected levels. Although teaching is satisfactory, many of the activities planned for children do not closely match all different ability groups.

Leadership and management of the Early Years Foundation Stage are satisfactory. Good progress has been made in establishing a successful Nursery, but links with the Reception class are currently underdeveloped and, consequently, much of the good practice in the Nursery has not yet been shared.

How good are the outcomes for children in the Early Years Foundation Stage?	3
What is the quality of provision in the Early Years Foundation Stage?	3
How effectively is the provision in the Early Years Foundation Stage led and managed?	3
Overall effectiveness: how well does the setting/school meet the needs of children in the Early Years Foundation Stage?	3

Views of parents and carers

Just under half of all parents returned the questionnaire. Of these, the majority of parents indicated that they were positive in their support for the school. Many commented on the welcoming atmosphere in the school and the care and support provided for the children. Although a very small number of parents indicated that there was some inconsistency in dealing with incidents of unacceptable behaviour, the inspection found no evidence to support this view.

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. In 2007-8, 15% of schools were judged to be outstanding.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well. In 2007-8, 49% of schools were judged good.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. In 2007-8, 32% of schools were judged satisfactory.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. In 2007-8, 5% of schools were judged inadequate.

Common terminology used by inspectors

- Attainment: the standard of the pupils' work shown by test and examination results and in lessons.
- Progress: the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
- Achievement: an overall measure of the pupils' success in their academic learning. The term combines attainment and progress. Pupils might make good progress, for example, but if their attainment remains low, inspectors may judge that their achievement is only satisfactory.
- Capacity to improve: the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
- Leadership and management: the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.



5 March 2009

Dear Children

Inspection of Hinstock Primary School, Market Drayton, TF9 2TE

Thank you for making our recent visit to your school such an enjoyable experience. We were pleased to find that you enjoy coming to school and work hard while you are there. The teachers are kind and helpful, and want you all to do your best. We have judged your school to be satisfactory and here are some of the reasons why.

- Most of you enjoy your learning and make satisfactory progress.
- All of you, and especially those of you who have difficulties in your lives, are looked after well.
- You behave well in class and around school.
- The youngest children get off to a good start in the Nursery.

To help the school become even better, we have said that the headteacher and governors should:

- ensure that more of you make better progress in mathematics
- improve teaching by making sure that your work is closely matched to your abilities and the teachers plan carefully your next small steps in learning
- ensure that those teachers and governors who have a special responsibility for some of the subjects check carefully that you are making the progress you could
- make sure that the teachers in the Nursery and Reception plan and work more closely together so that all the children make good progress.

We shall take away many good memories of your school and have very much enjoyed the time we have spent with you. Thank you again for being so helpful and friendly.

Yours faithfully

Roy Bowers
Her Majesty's Inspector

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