

Hovingham Primary School

Inspection report

Unique Reference Number	107926
Local Authority	Leeds
Inspection number	336978
Inspection dates	29–30 March 2010
Reporting inspector	Kath Halifax

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	515
Appropriate authority	The governing body
Chair	Mr Sultan Mahmood
Headteacher	Mrs Janet Spence
Date of previous school inspection	19 April 2007
School address	Hovingham Avenue Leeds West Yorkshire LS8 3QY
Telephone number	0113 248 9537
Fax number	0113 216 5141
Email address	spencejd03@leedslearning.net

Age group	3–11
Inspection dates	29–30 March 2010
Inspection number	336978

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 20 lessons taught by 16 different teachers. Further time was spent looking at pupils' work books and information about pupils' progress. Inspectors held meetings with pupils, governors, parents, staff, and other professionals and looked at the school's review of its work, the current development plan, minutes of governors' meetings and documentation to ensure that pupils are kept safe. The responses to 68 parental questionnaires were analysed.

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

- the effectiveness of systems to ensure the rate of pupils' progress is increasing
- what the school is doing to address the factors leading to low attendance
- the effects of pupils' behaviour on learning
- how well the curriculum has been adapted to reflect the changing population
- how well leaders evaluate the school's performance and their capacity to drive improvement

Information about the school

This large primary school serves an area where a high percentage of families are in low paid jobs or out of work. This is reflected in the high take-up of free school meals. A very large majority of pupils are of Asian or Asian British heritage. However, the proportion of pupils from Black African backgrounds is increasing, as is the number of pupils from other ethnic groups. Almost all speak English as an additional language, with 31 languages currently being spoken in the school. The percentage of pupils with special educational needs and/or disabilities is well above average. The proportion of pupils that leave and join other than in the Nursery and Reception classes is high. Far more pupils than usual are refugees, asylum seekers, or in the care of the local authority. The school has achieved the Healthy Schools Award and the Stephen Lawrence Education Standard. The school has experienced considerable staffing changes since the last inspection. This has resulted in an Extended Partnership with Education Leeds as a school causing concern.

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

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory and improving school. It has gone through an unsettled period since the last inspection, but is now back on track. Leaders have dealt with some very difficult staffing issues. New staff have been appointed, and the level of staff absence has been reduced significantly. This is providing greater continuity in pupils' learning. Effective management teams have been developed, and the culture of the school has been changed so that now all staff feel responsible for school improvement. The school's evaluation of its performance is accurate. Leaders know the priorities that will lift achievement. They know there is still a way to go, but they now have satisfactory capacity to further develop the school's effectiveness. The local authority is gradually withdrawing its support as leaders have proved themselves capable, with their constructive 'raising attainment plan' now improving learning.

The starting points of children entering the Early Years Foundation Stage are very low. Nevertheless, they make good progress and achieve well because of the good provision. Following a difficult year, achievement in Key Stages 1 and 2 is recovering well because of much improved teaching. This has resulted in accelerated progress for all pupils, although standards are still well below average, with too few pupils attaining the levels expected for their age when combining the results of English and mathematics tests together. The practice of pairing experienced and inexperienced teachers together for professional development is paying dividends. However, there is still inconsistency in the quality of teachers' planning, provision of tasks, and the assessment of pupils' achievements. Nonetheless, the raised expectations of staff have seen improvements in academic progress and pupils' behaviour.

Pupils make good gains in their personal growth because of the good provision for their spiritual, moral, social and cultural development. While attendance is low, it is improving because of the strategies that the school has put in place. Many absences are due to extended holidays, though the school provides for pupils' learning during these absences. Many produce interesting diaries of their experiences. This contributes well to their studies of contrasting environments in geography.

What does the school need to do to improve further?

- Increase the proportion of pupils reaching the age-expected levels in English and mathematics by Year 6.
- Ensure consistency in the quality of teaching, especially in:
 - planning and providing work that is accurately matched to pupils' levels of attainment

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

Please turn to the glossary for a description of the grades and inspection terms

- ensuring pupils' school and homework is marked regularly, and following the school policy
- ensuring that pupils understand what they need to do to improve their work and how to achieve the next National Curriculum level
- ensuring consistency in the expectation and quality of homework given.
- Improve pupils' attendance.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

As a result of better teaching and an improving curriculum, pupils have positive attitudes to their work. They show enthusiasm for their lessons and are producing a good volume of neatly presented work. They are keen to do well, proudly directing inspectors towards their targets and achievements on display. Pupils say the school is much calmer than it was in the previous year and they can get on with their lessons undisturbed. They especially enjoy tasks where they can work together in teams to develop leadership qualities. As pupils' achievement has been raised, so have their aspirations. For example, instead of 'just being a wife', the more able girls now say they are exploring the paths that will lead them to professions such as doctors or teachers.

Pupils' attainments have fluctuated since the last inspection. Nevertheless, they are now making much better progress from their various starting points. Leaders are now quick to identify any weaknesses. Consequently, the gap between the attainment of boys and girls is narrowing. Similarly, because of a focus on practical work, and a very well attended 'maths club', standards in mathematics have risen. Furthermore, this has resulted in a greater zest for learning. While the achievements of pupils of White British heritage are lower than those of their classmates, this is because many have special educational needs or family difficulties.

Pupils are developing personal qualities that prepare them for life out of school. While most start school with little or no English, through very good support, they quickly pick up the language. Their acquisition of functional numeracy and literacy skills, and their ability to use information and communication technology are increasing at a good pace. A good understanding of a safe and healthy lifestyle is furthered in many ways. The school council plays a lead role in this aspect, organising a 'Sporting Challenge' each summer for their classmates, as well as random checks on packed lunch boxes to ensure the contents are nutritious. Equally, pupils say school routines and the curriculum enable them to feel safe. They particularly appreciate the 'worry box'. Pupils have great respect for the values and traditions of different ethnic groups. They are especially proud of the work that earned them the Stephen Lawrence Award. This has spurred them on to do more for their neighbourhood. Some excellent work is being done with the community police to make the district a safer place.

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

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Though satisfactory overall, some good teaching was observed during the inspection. In the best lessons, teachers provided separate activities for pupils of differing abilities. As a result, all were made to think and their learning progressed at a good rate. All teachers are familiar with the qualities that make a good lesson, but the less experienced are not fully alert as to how this accelerates learning. For example, when marking pupils' work, most praise good achievement, but some do not provide comments that guide pupils' next steps in learning. The quality of homework is patchy. Where it is good, it extends the knowledge and skills pupils have acquired during the day, but other homework consists purely of repetitive worksheets.

The curriculum is improving and is now better linked to meeting pupils' needs. The focus on literacy and numeracy, and group work to support pupils who learn more slowly, is contributing to raised attainment and achievement. Equally, the practice of setting according to ability is speeding up progress in English and mathematics, especially in Years 5 and 6. The provision for personal, social health and citizenship education is a strength of the school. Pupils in Key Stage 1 particularly benefit from the way the

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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

Please turn to the glossary for a description of the grades and inspection terms

curriculum is focused on their personal development. For example, in literacy, as well as writing imaginatively, pupils explored their thoughts and feelings as they produced appealing books about 'Mr Kind' and 'Miss Thoughtful'.

Adults provide especially good support for pupils new to the country. The school is a welcoming community with well-established links with a range of external services to support the needs of all pupils. Positive relationships between staff, parents, carers and pupils ensure pupils receive good quality guidance. This is especially so in promoting attendance. Several strategies, including text messages and announcements over Asian radio stations and at local Mosques, are reaping benefits. Effective links with the nearby Children's Centre provide valuable support for parents and carers in helping them to contribute to their child's learning and well-being.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The leadership team has appreciated the help and support of the local authority but is now keen and able to become more independent. The headteacher and deputy headteacher have complementary skills that are beneficial to the school and in raising its effectiveness. Over the past year, a wealth of information has been collected to check pupils' progress and gaps in learning. This is now being used effectively to raise attainment. For example, additional classes to boost pupils' achievement are speeding up progress in mathematics, reading and writing.

All adults work well together to promote equality and any adverse comments about racial differences are properly dealt with. Many events take place throughout the year to celebrate the rich cultural mix of the school. However, leaders recognise that more needs to be done to raise the profile of pupils from White backgrounds. For example, because pupils elect the members of the Race Equality Council, all representatives are of Asian origin. Similarly, most of the displays around school celebrate Asian and African cultures. The curriculum and links with a predominantly White school are furthering pupils' appreciation of diversity and community cohesion. Leaders and governors recognise, however, that they need to make this more formal through auditing the curriculum.

Governors are rising to their role of holding the school to account. They have worked alongside leaders to ensure arrangements for safeguarding pupils are good. Policies are clear and followed by staff. Adults record incidents meticulously, and leaders have

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

Please turn to the glossary for a description of the grades and inspection terms

begun to judge the impact of initiatives to support pupils with emotional and behavioural needs. Issues about safety and safeguarding are integrated into the curriculum, which raises pupils' awareness.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children enjoy their time in the Early Years Foundation Stage. They flourish as a result of good teaching and an imaginative curriculum. Initiatives such as the recent 'arts week' not only foster children's creative development but also promote areas of learning. For example, children working with clay extended their knowledge of shapes as they identified 'cones' and 'spheres' in their creations. The leader has brought new practices that are improving the provision. As a result, children are making improved progress in all areas of learning, although by the end of the Reception class they are still working at levels below those expected for their age. The imaginative use of the indoor accommodation encourages children to be curious and make choices. Though the outdoor area has many features, it is not used to best advantage. For example, indoor activities are planned for all the six required areas of learning, but this is not always so for the outdoor area.

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

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

A small proportion of parents and carers responded to the questionnaire. Overall, parents and carers have a positive view of the school. They appreciate the good links they have with staff. While few made comments, those who did are of the opinion that the headteacher and staff are very approachable.

In their response to the questionnaire and during discussions at the start of the school day, a few parents and carers expressed concerns about the quality of homework given and the way it is marked. Inspection findings show that the quality of homework is too variable and does not always further learning. Furthermore, some teachers do not always mark homework.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hovingham Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 68 completed questionnaires by the end of the on-site inspection. In total, there are 515 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	43	63	22	32	1	1	0	0
The school keeps my child safe	36	53	31	46	1	1	0	0
The school informs me about my child's progress	34	50	27	40	5	7	1	1
My child is making enough progress at this school	36	53	28	41	2	3	1	1
The teaching is good at this school	33	49	31	46	0	0	3	4
The school helps me to support my child's learning	28	41	32	47	6	9	2	3
The school helps my child to have a healthy lifestyle	28	41	33	49	5	7	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	23	34	41	60	2	3	0	0
The school meets my child's particular needs	23	34	37	54	4	6	0	0
The school deals effectively with unacceptable behaviour	27	40	30	44	7	10	3	4
The school takes account of my suggestions and concerns	24	35	35	51	6	9	0	0
The school is led and managed effectively	27	40	35	51	2	3	2	3
Overall, I am happy with my child's experience at this school	34	50	29	43	3	4	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
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.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
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.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



30 March 2010

Dear Pupils

Inspection of Hovingham Primary School, Leeds, LS8 3QY

First, may I say what a delightful time my colleagues and I had when we visited your school. Thank you for talking to us and for showing us your work. We especially enjoyed hearing about all you are doing for the neighbourhood, particularly your litter patrols and work with the police. It was very clear from our chats and the questionnaire replies we received from you and your parents and carers that you enjoy school, and think that you are safe and well cared for.

Your school is providing you with a satisfactory education. As a result of the higher expectations of your teachers, you now have much better attitudes to your work and so you are making greater progress. You enjoy lessons, clubs (especially the sport, music and maths clubs) and visits out of school. You are well behaved and enjoy working with your classmates from lots of different countries.

Here are some areas that would make your school more successful.

- You are making better progress in English and mathematics, but more of you need to get Level 4 in both English and mathematics.
- We saw some good lessons when we visited, we would now like all lessons to be of the same standard.
- Your attendance is getting better but it needs to be much higher.

We know you will do all you can to help your teachers and wish you every success in your future.

Yours sincerely

Mrs Katharine Halifax

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.