

Hummersea Primary School

Inspection report

Unique Reference Number	111618
Local Authority	Redcar and Cleveland
Inspection number	337709
Inspection dates	25–26 November 2009
Reporting inspector	Roger Sadler

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	129
Appropriate authority	The governing body
Chair	Mr Gordon Davis
Headteacher	Mr Peter Tyreman
Date of previous school inspection	Not previously inspected
School address	Westfield Way Loftus Saltburn-By-the-Sea TS13 4XD
Telephone number	01287 641781
Fax number	01287 641781
Email address	hummersea_primary_school@redcar-cleveland.go.uk

Age group	3–11
Inspection dates	25–26 November 2009
Inspection number	337709

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 2009

Introduction

This inspection was carried out by two additional inspectors. The inspectors visited eight lessons or part lessons, analysed pupils' work, in particular in writing and mathematics, and held meetings with governors, staff and groups of pupils. They observed the school's work, including during assembly and play times and looked at pupils' records from the current and previous academic year. School documents including the school improvement plan, safeguarding procedures and records were evaluated. Inspectors analysed nine questionnaires returned by parents and carers, 61 from pupils and 23 from staff.

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

- how effectively staff are working to raise standards and improve achievement, especially in reading and speaking
- how effectively assessment is used to promote learning
- the extent to which standards and provision in the Early Years Foundation Stage have improved since the previous inspection.

Information about the school

Almost all the pupils in this small school are White British. A high proportion of pupils are entitled to free school meals. The percentage of pupils with special educational needs and/or disabilities is considerably higher than in most schools. Early Years Foundation Stage education is provided in a Nursery which children can attend part time following their third birthday. They join the Reception class full time from the beginning of the school year following their fourth birthday. The school has received the Healthy Schools Award, Eco-Schools Award, and the Activemark for sports and physical education. A new headteacher was appointed January 2009.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school: pupils, and parents and carers agree. Many pupils enter the Nursery with skills at levels well below those expected for their age and by the time they leave Year 6 standards are broadly average and rising. Pupils achieve well and make good progress. Pupils make excellent progress in the development of their speaking skills and good progress in their reading, writing and mathematics. Standards of reading have improved well, largely due to the introduction of daily good-quality teaching of letters and sounds throughout the school. The majority of parents and carers make a helpful contribution to their children's good progress in reading. Although most pupils enjoy reading and read regularly, some pupils do not, and their skills in understanding the meaning of texts are less well developed than their skills in working out unfamiliar words. Pupils with special educational needs and/or disabilities make good progress due to good-quality provision. The more able pupils also progress well. Excellent care, guidance and support result in first-rate relationships throughout this very happy school. Pupils feel safe and their outstanding behaviour is a credit to the school and pupils' families. The use of assessment to support learning is excellent and pupils develop an impressive understanding of the level of their work and the next steps.

The headteacher has the full support of staff, pupils, governors, and parents and carers. Particular strengths are in the leadership and management of teaching and learning and in ensuring that assessment is used fully to support learning. Teaching is never less than good and is occasionally outstanding. Since the previous inspection, provision has improved considerably in the Early Years Foundation Stage and standards have risen throughout the school. These factors indicate that the school has good capacity to continue to improve.

Pupils invariably enjoy the interesting lessons. Pupils clearly understand right from wrong and they are polite and mature for their age. The chair of governors carries out the role with commitment but the school has difficulty in recruiting and retaining governors. Governors support the school but monitoring and challenging are weaker elements of their work.

What does the school need to do to improve further?

- Improve pupils' reading by helping more of them to enjoy books and by improving their skills in inference and deduction.
- Improve the role of governors by:
 - ensuring that the governing body is involved in designing, checking the progress of actions and evaluating the impact of the school improvement plan

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

- providing training, especially in analysing information about the school's performance
- providing support to enable governors to develop specialist roles and responsibilities.

Outcomes for individuals and groups of pupils**2**

Pupils achieve well throughout the school due to consistently good or better teaching. They thoroughly enjoy school, as reflected in the improving rate of attendance. Pupils find lessons interesting and sustain excellent levels of concentration in class so that they make good progress in learning throughout the school. Results in the Year 2 and Year 6 national assessments have risen over the last two years. In 2009 they were broadly average – indeed a little above national averages. Pupils in the present Year 6 are working at similar levels. Pupils' skills in English are below those typically expected on entry to Year 1. By the end of Year 6, pupils are articulate and confident in speaking because they are given many opportunities to hold high-quality short discussions. The achievement and progress of pupils with special educational needs and/or disabilities is good due to consistently good-quality provision for these pupils.

Pupils' personal development, including their spiritual and moral development, is good. Their social development is excellent. Cultural development is satisfactory and not better because pupils have a limited knowledge of the cultural diversity of modern Britain. The excellent behaviour makes a significant contribution to the good progress pupils make. Older pupils are happy to take on responsibilities in the school. They have a good understanding of healthy diet and take regular exercise, for example in lessons in physical education, in after-school activities and twice daily in short classroom activity sessions. Pupils' broadly average basic skills and strong relationships provide them with a satisfactory preparation for the next stage of education and the world of work beyond. Rates of attendance have improved and are in line with national averages. These improvements are due to strong procedures in school to encourage good attendance, such as weekly rewards for good attendance and early contact with parents and carers of absent pupils.

These are the grades for pupils' outcomes

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

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	1
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	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Staff have a detailed understanding of the level at which each pupil is working because of the excellent use of assessment. As a result, teaching matches the needs of individuals very well. Pupils throughout the school are continually given high-quality oral and written feedback on their work and shown how to improve. They are often given helpful checklists and success criteria to help them see exactly what is required and to enable them to assess their work. However, in some classes these checklists sometimes contain too many things for pupils to concentrate on and so their positive effect is occasionally lost. High expectations of behaviour and interesting resources and ideas help pupils develop very good attitudes to learning. Whole-class teaching is invariably clear and interesting: additional impact is provided by teachers' effective use of interactive whiteboards. Teaching assistants make a good contribution to pupils' progress, especially that of pupils with special educational needs and/or learning difficulties, when they are working in groups. However, teaching assistants are sometimes passive and under deployed in whole-class lessons.

The curriculum is mostly modified well to meet the learning needs of all pupils. Even so, when whole-class teaching goes on too long, reducing time available for independent work and investigation, the progress of pupils, especially that of the more able, is occasionally limited. The school has a good range and take-up of interesting clubs and activities and short residential visits are arranged annually which contribute to pupils' social development well. Pupils enjoy the learning opportunities available to them, such as French lessons.

Excellent care ensures that the potentially vulnerable pupils and those with special

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

educational needs and/or disabilities are identified early. Pupils are treated with great sensitivity and respect and grow in confidence as they mature. Many regularly attend and thoroughly enjoy the daily breakfast club. This provides a good start to the day for those participating. Staff work very effectively with families and other professionals to ensure that pupils' needs are fully met. Links with secondary schools are good and support pupils' smooth transition to the next stage of education.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher, together with the senior leadership team, provides very clear and effective leadership. Monitoring and evaluation are thorough and very effective. Consequently, the school improvement plan concentrates on clear priorities. Staff development is excellent. Senior leaders ensure that staff continually monitor one another's work and challenge each other to improve. As a consequence, teachers learn from one another and the quality of provision is mostly consistent and improving. Teachers readily accept responsibility for ensuring that each pupil does his or her best term by term. Regular staff meetings focus on the progress of individual pupils and ensure that any extra help that is needed is provided. The progress of every pupil is meticulously monitored and all pupils are valued. Equal opportunities are promoted well and discrimination is not tolerated.

The governing body is supportive and enthusiastic but its effectiveness in holding the school to account is limited. The school has good partnerships with local providers, social and health services, and parents and carers. The school has undertaken a careful audit of the way it contributes to community cohesion. Although the school makes a good contribution to community cohesion, it is aware of the need to improve pupils' knowledge of other cultures. Current requirements for safeguarding pupils are met fully. Safeguarding procedures are implemented rigorously and sensitively, ensuring the safety and well-being of pupils.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	1

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	
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	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Excellent relationships with parents and carers support children's learning and development in the Early Years Foundation Stage. Good links with early years providers and parents and carers help children settle quickly into the Nursery class. Regular communication with home helps parents and carers to see how they can support their children's learning. Children quickly develop good levels of confidence and an enjoyment of school and soon begin to relate to each other well. The quality of teaching is good throughout the Early Years Foundation Stage and children make good progress. Children make particularly good progress in speaking and listening: those with speech difficulties are given extra help by school staff and the visiting speech therapist. Attainment is rising and although children achieve well by the end of Reception, many do not attain the expected levels for their age, especially in language development. Children's progress is carefully assessed and recorded and this information is used to plan good-quality individual and small-group activities. On a few occasions, during whole-class sessions, the more able Reception children are not fully challenged. Throughout the Early Years Foundation Stage, strong emphasis is placed on children's personal and emotional development. The quality of care, guidance and support is excellent and, consequently, children feel very safe and secure, relate well to each other and adults and enjoy the wide range of exciting activities they are provided with. Leaders in the Early Years Foundation Stage have a very clear understanding of where improvements are needed and staff have a strong commitment to continually improving provision.

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

Parents and carers are almost unanimously supportive of the school. Few wrote comments on questionnaires but many reported to inspectors that they were confident that their children were happy in school and were making good progress. Parents and carers of pupils with special educational needs and/or disabilities were particularly appreciative of the good-quality support provided as were parents and carers of children in the Early Years Foundation Stage. Inspectors agree with parents and carers' views. Few parents and carers raised any concerns about aspects of the school's work and there was no clear pattern of concern.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hummersea 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 inspector received 9 completed questionnaires by the end of the on-site inspection. In total, there are 129 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	10	100	0	0	0	0	0	0
The school keeps my child safe	9	90	1	10	0	0	0	0
The school informs me about my child's progress	8	80	1	10	0	0	0	0
My child is making enough progress at this school	9	90	1	10	0	0	0	0
The teaching is good at this school	9	90	1	10	0	0	0	0
The school helps me to support my child's learning	9	90	1	10	0	0	0	0
The school helps my child to have a healthy lifestyle	7	70	3	30	0	0	0	0
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)	8	80	1	10	0	0	0	0
The school meets my child's particular needs	9	90	1	10	0	0	0	0
The school deals effectively with unacceptable behaviour	6	60	1	10	0	0	0	0
The school takes account of my suggestions and concerns	6	60	3	30	1	10	0	0
The school is led and managed effectively	9	90	0	0	0	0	0	0
Overall, I am happy with my child's experience at this school	9	90	1	10	0	0	0	0

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.



27 November 2009

Dear Pupils

Inspection of Hummersea Primary School, Saltburn-by-the-Sea, TS13 4XD

Thank you all for making the inspectors welcome when we inspected your school and for completing the pre-inspection questionnaire. We enjoyed our visit and would like to give special thanks to those who gave up their lunchtime to talk to us about school life. Yours is a good school and we found it to be an extremely happy place where people get on very well and treat each other with respect. You make good progress in your work and adults in school do their jobs well. New children in the Nursery class are helped to settle in quickly and are soon on the way to learning to read, write and count. Those who find learning difficult are given extra help so that they also make good progress.

Your behaviour is excellent and a credit to you all. You clearly feel safe in school and know that adults look after you very well indeed. Older pupils enjoy taking responsibility in school. You and your parents and carers reported that you regard your school highly and appreciate the work of the staff. We saw that you enjoy school life very much and most of you attend regularly. Many of you enjoy attending the daily breakfast club. Your headteacher and the staff are working together well to improve the school and know that there are some things that still need to be done. We have recommended that they should:

- help more of you to enjoy books and to read even better
- help governors to check how well the school is doing.

Yours faithfully

Roger Sadler

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.