

Hunmanby Primary School

Inspection report

Unique Reference Number	121451
Local Authority	North Yorkshire
Inspection number	339939
Inspection dates	3–4 February 2010
Reporting inspector	Lesley Clark

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	202
Appropriate authority	The governing body
Chair	Mr Peter Milnes
Headteacher	Mrs Janine Lees
Date of previous school inspection	8 April 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 13 lessons and spent 80% of inspection time looking at learning across the school. They observed eight teachers. The inspectors held meetings with governors, staff and two groups of pupils, including school council members. They observed the school's work and looked at a range of documentation, including paperwork and policies relating to safeguarding, pupils' work in English and mathematics, younger children's learning journals (detailed records of children's progress and development), documentation relating to special educational needs and/or disabilities, and the school improvement plan. The inspectors analysed the 46 questionnaires completed by parents and carers and those questionnaires completed by pupils in Key Stage 2.

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

- how well pupils in Key Stage 1, especially lower attainers, make progress
- why standards in mathematics are lower than those in English
- how well pupils are taught and whether approaches to learning differ from one key stage to the next
- whether the care, support and guidance given to pupils are strengths of the school

Information about the school

Hunmanby Primary School is a little smaller than average. It serves the local community and the surrounding area. Almost all pupils are White British. A slightly higher than average proportion is eligible to claim free school meals. The proportion of pupils with special educational needs and/or disabilities is smaller than average but an above average proportion have statements of special educational need and/or disabilities or significant learning difficulties. Two per cent of pupils are looked after children. There has been a decrease in staffing over a two-year period due to falling numbers of pupils. The Early Years Foundation Stage comprises a part-time Nursery and full-time Reception class housed in a purpose-built unit. The school holds the Inclusion Quality Mark (grade 4), the Activemark and the Healthy Schools award. The before and after school clubs, which are privately managed, were not part of this inspection.

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 school gives outstanding care, support and guidance to pupils. It is exceptionally good at nurturing individuals and developing their confidence and self-esteem. This has a major impact on pupils' behaviour, which is outstanding, and helps vulnerable pupils to thrive and make good progress. Pupils respect each other and concentrate well in lessons because they are ambitious and keen to learn.

Pupils make good progress from slightly below average starting points because they are well taught. Attainment is average overall. Standards at the end of Year 6 are above average in English. Standards are average in mathematics and rapidly improving. They are above average in the current Year 6. This is the result of outstanding teaching in upper Key Stage 2. Standards are below average in Key Stage 1 in reading and mathematics because lower attaining pupils have too few opportunities to learn actively and through enquiry. Work is not always precisely matched to their needs and so they do not reach nationally expected levels. Standards in writing, however, in Key Stage 1, are close to average, reflecting the school's successful drive to push up standards across the school. Pupils with special educational needs and/or disabilities make good progress. However, those who have individual education plans make better progress than the small group of pupils whose learning difficulties are less severe. This is because their needs are more precisely assessed and catered for. While children in the Early Years Foundation Stage make satisfactory progress, the range of learning opportunities does not always challenge them. Staff do not use observations of children's learning well enough to help them plan what children need to learn next.

The school has improved substantially since the last inspection. There have been significant improvements in pupils' behaviour, attendance, the performance of more-able pupils and the provision, leading to some outstanding practice. This track record of improvement stems from the relentless drive and ambition of senior leaders and scrupulously honest self-evaluation. The school is aware of its strengths and areas for development and plans carefully to address these. This illustrates well the school's good capacity to continue to improve at this rate.

What does the school need to do to improve further?

- Raise standards in reading and mathematics in Key Stage 1, particularly for lower attaining pupils, by:
 - providing more opportunities for pupils to learn actively and through enquiry
 - using assessment more effectively to set work that accurately matches pupils'

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needs so they build on what they know and can do.

- Improve the quality of provision in the Early Years Foundation Stage by:
 - providing exciting, thought-provoking and challenging learning opportunities both inside and outdoors
 - ensuring that staff use observations of what children say and do to help children make the next steps in their learning.
- Improve the progress of pupils with the least significant special educational needs and/or disabilities by accurately assessing their needs so support can be precisely targeted.

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

Pupils arrive promptly, eager to learn. Their behaviour in lessons is exemplary. Younger pupils who struggle when the work is not pitched at quite the right level nonetheless respond politely and helpfully. Pupils play vigorously but with consideration for each other. At playtimes, play leaders organise energetic games of tig. Bullying is not an issue as pupils have confidence in the well-trained bullybusters and know that adults will help them if they are worried. Pupils have good awareness of safety and health. They voluntarily keep a record of exercise at home which their parents and carers sign so they can win fitness awards in school. Pupils contribute well to the local community. Many are keen gardeners as a result of the school's success in horticultural competitions. Although there are considerable strengths in pupils' moral and social development, their awareness of cultural diversity in Great Britain is less well developed. Most pupils attend well but some families take holidays during term time because their occupations are seasonal. On balance, therefore, pupils' skills prepare them satisfactorily for their future lives.

The gap between achievement in English and mathematics is closing. Pupils in upper Key Stage 2 are now taught in ability groups for mathematics, with a strong focus on using mathematical language accurately when solving problems and using mental arithmetic strategies effectively. As a result, they are on course to exceed the school's challenging targets in mathematics by the end of Year 6, as they did in English last year. More able pupils do very well indeed. Their grasp of metaphors, for example, is extremely good, as in this line: 'The night is a black cat toying with the moon.' Learning is productive for more able pupils in Years 1 and 2 but lower attainers make slower progress. This is because teachers do not use assessment sufficiently well to match work to pupils' needs and ensure that they have the right learning resources to help them. When a small group of lower attainers in Year 2, for example, were working on explanation texts, most struggled to read the words on the worksheet and did not understand how to use connectives. A small proportion of pupils with special educational needs and/or disabilities make satisfactory rather than good progress because the support they receive is a little too general for their very specific needs.

These are the grades for pupils' outcomes

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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	3

How effective is the provision?

In all classes teachers use interactive technology well to promote learning. Lessons are carefully planned so pupils have a generous amount of time to work on tasks in order to practise new skills. The most effective lessons provide lots of opportunities for pupils to talk together and work in pairs or groups on interesting activities that make them think and work things out for themselves. In these lessons, pupils ask and answer questions readily and learning moves on at a fast pace. In a mathematics lesson, for instance, more able pupils in Year 6 made rapid gains in halving numbers to three decimal places because they built on what they knew and understood. In less effective lessons teachers sometimes set tasks that are too hard for lower attainers and not precise enough for a few pupils with special educational needs and/or disabilities, and limit the opportunities for pupils to learn through discovery.

The curriculum is under review with substantial changes planned for so as to extend pupils' skills. Currently, it provides well for literacy and numeracy and satisfactorily for other subjects. It is enriched through a good range of extra-curricular clubs, educational visits and community projects.

Excellent attention is given to all aspects of care, guidance and support and, as a result, pupils thrive. The school's work with families, pupils and an extensive range of agencies is the bedrock of the school. Individual pupils facing challenging circumstances and pupils with special educational needs and/or disabilities are given excellent pastoral

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

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support which contributes substantially to their social, emotional and physical well-being and willingness to learn. Pupils are given excellent pastoral guidance to help them make the best of the opportunities provided by the school. The school makes strenuous efforts to encourage good attendance and has notable success with families who have difficulties.

These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	2
	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Senior leaders consistently communicate high expectations to all staff and relentlessly pursue improvement. Taking high-quality care, support and guidance as its starting point, the school has turned pupils into highly motivated ambitious individuals who achieve well. Gaps between different groups are closing and the school has identified where further improvements can be made to overcome variations in performance, using teaching assistants working with small groups and individuals to boost attainment. Although senior leaders regularly check the quality of teaching and provision and make pertinent recommendations to improve practice, they do not monitor the quality of small group and independent work as thoroughly. The school is currently tackling the curriculum so as to enliven and enrich learning across the school. Governors make a good contribution to the school and have due regard to safeguarding. They know the school well and provide good support as well as challenge. Safeguarding procedures are rigorous and meet current government recommendations for good practice. Adults working with pupils are appropriately vetted and recruited. The school has good local community links but acknowledges that it is in the early stages of developing links to promote community cohesion beyond the school. It has strong links with two special schools and links with a more ethnically diverse school are in the process of being established.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning	2
	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2

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 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	1
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	2

Early Years Foundation Stage

Children make satisfactory progress, overall, and good progress in their personal, social and emotional development. They settle in well and soon learn to share and take turns. They put on role play clothes by themselves and quickly become absorbed in imaginative games. Staff spend a lot of time cheerfully talking and playing with children but miss opportunities to develop children's problem-solving, reasoning and numeracy skills, especially outside. Although children spend much of their time leading their own learning, the activities both indoors and outdoors do not help them to learn through discovery. For example, the large collection of different-sized pipes outside has great learning potential but lacks a source of water or other materials to spark children's imaginations. Indoors, the pizza café suggested by children is popular, but materials to make pretend pizzas are pre-prepared which limits the scope for children's creative development. The observations that staff make of children's learning are collated in a 'learning journal' but these are not used sufficiently well to plan activities which are linked closely to children's individual needs. Parents and carers are happy with the care and support their children receive but do not as yet contribute to their children's learning journals. Overall, the quality of teaching and of leadership and management are satisfactory because of the strengths in care and the consistent approach in both Nursery and Reception. Children reach slightly below expected levels in all areas of learning apart from their personal, social and emotional development, which is above that expected at the start of Year 1.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

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Views of parents and carers

The large majority of parents and carers have positive views, reflecting the inspection findings. Parents and carers agree that the staff make every effort to make sure every child is happy. A small number of parents and carers hold negative views relating to specific incidents. Inspectors discussed these with the headteacher and are satisfied that the school has acted responsibly on all the issues raised.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hunmanby 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 46 completed questionnaires by the end of the on-site inspection. In total, there are 202 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	9	20	2	4	0	0	0	0
The school keeps my child safe	7	15	4	9	0	0	0	0
The school informs me about my child's progress	4	9	6	13	1	2	0	0
My child is making enough progress at this school	3	7	8	17	0	0	0	0
The teaching is good at this school	3	7	8	17	0	0	0	0
The school helps me to support my child's learning	3	7	6	13	2	4	0	0
The school helps my child to have a healthy lifestyle	6	13	3	7	2	4	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)	4	9	4	9	2	4	0	0
The school meets my child's particular needs	3	7	7	15	0	0	0	0
The school deals effectively with unacceptable behaviour	4	9	6	13	0	0	0	0
The school takes account of my suggestions and concerns	4	9	6	13	0	0	0	0
The school is led and managed effectively	5	11	6	13	0	0	0	0
Overall, I am happy with my child's experience at this school	9	20	2	4	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.



05 February 2010

Dear Pupils

Inspection of Hunmanby Primary School, Filey, YO14 0QH

Thank you for the warm welcome you gave me and my colleagues when we inspected your school. A special 'thank you' goes to the two groups of older pupils who spent time talking to us on Wednesday afternoon. You go to a good school. Those of you who are play leaders and bullybusters do a good job and so playtimes are fun and safe. Your behaviour is outstanding. You make good progress, especially in the top classes where your progress speeds up. I was impressed at the quality of your writing in Years 5 and 6 and your speedy mental mathematics calculations. By the end of Year 6 standards in English are above average and standards in mathematics are this year just as high. You are well taught and your teachers and other adults take excellent care of you.

There are three areas your school should improve in order to make it even better. I have asked the school to do the following.

- Give younger pupils who struggle with reading and mathematics more opportunities to learn actively. I want staff to make sure they set work which is at the right level to help these pupils to build on what they know and can do. This will help them to make better progress.
- Give children in the Early Years Foundation Stage more exciting, interesting and challenging activities both inside and outdoors.
- Make sure that staff match work very carefully to the individual needs of a small group of pupils who find learning really hard so as to help them learn more easily.

I hope that this makes learning more enjoyable and interesting for all of you.

Yours sincerely

Mrs Lesley Clark

Lead Inspector

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