

# Hallgate Primary School Cottingham

## Inspection report

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<b>Unique Reference Number</b>	135078
<b>Local Authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	341609
<b>Inspection dates</b>	10–11 December 2009
<b>Reporting inspector</b>	Joe Peacock

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	296
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Phil Blenkiron
<b>Headteacher</b>	Mrs Christine Lacey
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Hallgate Cottingham HU16 4DD
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons; held meetings with members of the governing body, staff and groups of pupils; and spoke informally to parents and carers. They observed the school's work, and looked at school policies and documentation, pupils' work, assessment data, monitoring records and minutes of governing body meetings. They scrutinised 121 questionnaires returned by parents and carers, as well as 43 questionnaires from staff and 100 from pupils in Key Stage 2.

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

- the success of the school in raising pupils' achievement, including in the Early Years Foundation Stage
- the effectiveness of teaching, learning and the curriculum in ensuring equality of opportunity and in raising standards
- how well assessment information is used to raise standards
- how effectively provision and outcomes are monitored and evaluated by leaders and managers.

## Information about the school

The former infant and junior schools were amalgamated in September 2008 to make this larger-than-average primary school. A small but increasing number of pupils are from outside the catchment area and children from two nearby sites for Traveller families attend the school. Fifteen per cent of pupils are from a wide variety of ethnic backgrounds and a very small proportion of these speak English as an additional language. The number of pupils entitled to free school meals is below average. The proportion who have special educational needs and/or disabilities is average but there is an above average number who have a statement of special educational needs. The Early Years Foundation Stage consists of one class for children of Reception age. Since the school opened there has been significant turbulence at senior leadership level with the school's second headteacher being appointed in April 2009.

Rooms in school are used for a pre-school group and an after-school club, both managed independently of the school. These settings were not part of this inspection and separate reports are available on the Ofsted website.

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

## Inspection judgements

**Overall effectiveness: how good is the school?**

**4**

**The school's capacity for sustained improvement**

**4**

## Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

Pupils' achievement is inadequate. By Year 2, standards are well below average in reading, writing and mathematics. Pupils are not making enough progress in Years 1 and 2 and there is insufficient challenge for the more able. Few of the current Year 2 pupils are expected to attain the higher National Curriculum levels for pupils of this age in the end-of-year assessments. Ambitious targets have been set for pupils in Year 6, but pupils' work shows that standards are well below average in English and mathematics. Particular weaknesses include a lack of guidance on how pupils can improve their work, uninspiring teaching and inappropriate levels of challenge. For example, Year 3 pupils were doing very similar work to Year 1 pupils in mathematics. Throughout the school, too little use is being made of assessment information and some teachers are not sure about the standard of work that pupils are producing. Pupils do not build successfully on what they already know. This inhibits the development of important skills needed for their future learning.

Provision in the Early Years Foundation Stage is inadequate because the indoor and outdoor activities provided for children often lack challenge and purpose. As a result, many children are working below the level expected by the end of Reception. Literacy, numeracy and creative skills are especially low. Provision is inadequate in Key Stages 1 and 2, where teaching is not good enough to ensure that pupils make adequate progress as they move through the school. In half of the lessons seen, for example, the quality of teaching and learning was inadequate. The curriculum does not match pupils' needs and interests well enough.

Pupils' above average attendance is a credit to parents and carers, and reflects pupils' enjoyment of school and their willingness to learn. Most pupils have a good knowledge of how to live a healthy lifestyle. Pupils' behaviour is satisfactory. Many behave well in lessons and show remarkable self-discipline when the introductions for lessons are too long and when tasks are not matched to pupils' ability sufficiently well to keep them interested.

The headteacher has conducted a thorough evaluation of the school's strengths and weaknesses. For the most part, judgements are accurate. However, the school's self-evaluation of its effectiveness is over-optimistic and the improvement plan

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introduced by the new headteacher, with its long list of priorities, has yet to prove its effectiveness. Procedures for senior staff and subject leaders to monitor and evaluate provision have only recently been developed and it is too soon to judge their effectiveness on raising standards. Although supportive, governors have a limited role in monitoring the school's performance and driving improvement. Furthermore, they do not ensure that all statutory policies are in place and reviewed on a regular basis. In view of these shortcomings, leaders and managers at all levels do not demonstrate the capacity to make the improvements required to raise pupils' achievement.

## **What does the school need to do to improve further?**

- Raise standards and improve the rate of pupils' progress by:
  - improving the quality of teaching and learning to make it at least consistently good in all classes
  - ensuring that pupils are given the guidance they need to improve their work
  - using assessment information to match work more closely to pupils' needs and abilities
  - developing a more creative curriculum, which matches pupils' needs and interests
  - challenging the more able pupils to ensure that they achieve their potential.
- Improve the effectiveness of leadership and management at all levels by:
  - monitoring the quality of teaching and learning to ensure that all groups of pupils are meeting challenging targets
  - identifying a manageable number of key priorities and producing detailed action plans to bring about improvement.
- Improve the school's governance by:
  - developing the role of the governing body in monitoring, evaluating and driving the school's improvement
  - ensuring that the governing body holds teachers to account for the progress pupils make
  - ensuring that policies meet statutory requirements and are kept up to date.
- Improve outcomes and the quality of provision for children in the Early Years Foundation Stage by:
  - ensuring that indoor and outdoor activities are challenging and purposeful and clearly linked to all areas of learning
  - using day-to-day assessment more effectively to inform the next steps in learning for individual children
  - providing better opportunities for developing children's creative skills.

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In 2009 the unvalidated test data show that standards by Year 2 were significantly below average. By the end of Key Stage 2, standards were average in mathematics and above average in English and science. Pupils' work shows current standards in English and mathematics in Year 2 and Year 6 are well below average. Few are attaining above average standards and a significant proportion of pupils perform below their ability. Their underachievement results from weaknesses in the quality of teaching and learning and a curriculum that is not matched closely enough to pupils' individual needs. Those pupils with special educational needs and/or disabilities who need additional help with their learning receive the support they need to make satisfactory progress.

Pupils enjoy learning but they report that sometimes they do work which they have done before and that some tasks are too easy. In lessons, too many pupils lose interest and become distracted when teachers do not actively involve them or provide interesting and challenging tasks. 'Lessons in English and mathematics are so long that we find it hard to concentrate all the time,' was a typical view expressed by pupils. However, pupils rarely cause any disruption. They feel safe at school and are confident that they can raise any concerns with staff. Most have a good understanding of why it is important to eat healthily and take regular exercise. Pupils are involved in a number of community initiatives and the school is developing strong links with local churches. They have a sound knowledge of other cultures and the traditions of communities different from their own.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>4</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>3</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>

<sup>1</sup> 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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<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> Taking into account: Pupils' attendance <sup>1</sup>	<b>4</b>
	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

**How effective is the provision?**

Pupils' underachievement stems directly from the inadequate quality of teaching. Work in pupils' books shows that, over time, weaknesses in teaching are preventing pupils from making sufficient progress. There was one example of outstanding teaching, where pupils were highly motivated and challenged by a real-life problem to resolve in mathematics. All pupils worked busily in silence, keen to find a solution within the time limit they were set. Common weaknesses in lessons in the school are as follows.

- Teachers' expectations of what pupils can do are not high enough.
- Introductions to lessons are too long.
- Many lessons lack pace and have insufficient challenge, especially for the more able.
- Assessment information is not being used to plan work that builds on previous learning.

The curriculum is not adequately meeting pupils' needs, resulting in standards that are not high enough. Literacy and numeracy sessions are very long, making it difficult for pupils to sustain their concentration and make sufficient progress. There is a satisfactory range of extra-curricular activities and visits and visitors help to add breadth to the curriculum. The school has recently begun to re-design the curriculum more creatively, based on topics and making better use of pupils' literacy and information and communication technology skills.

The quality of care, guidance and support is satisfactory. The headteacher and staff provide a safe, caring environment. Pupils with special educational needs and/or disabilities make satisfactory progress because of the additional support in lessons and the individual help they receive with their language skills and emotional development in the nurture group. Traveller children make satisfactory progress as a result of the caring and supportive provision for them. The school is good at supporting pupils who are learning to speak English as an additional language and those who have emotional difficulties.

*These are the grades for the quality of provision*

<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>4</b>
	4
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>4</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

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## How effective are leadership and management?

The headteacher has the ambition and determination to drive up standards and ensure that all pupils achieve equally well. However, actions intended to quickly and rigorously raise the achievement of pupils and improve the quality of teaching and learning have yet to prove their effect. Monitoring and evaluation procedures are recently established and subject leaders are only just coming to grips with the weaknesses leading to inadequate teaching and underachievement of pupils. As a result, equality of opportunity is inadequate. Teachers are being trained to improve their assessment skills and to use assessment information more effectively to inform their lesson planning. However, recently introduced targeted challenge and support to teachers has yet to show the required impact on rates of pupils' progress.

The school works hard to involve parents and carers in supporting their children's learning. Parents and carers are being very patient and understanding, giving the new school and staff time to become established and more effective. Effective partnerships have been developed with external agencies to support the learning and development of specific groups of pupils, particularly those pupils who need additional help with their learning and those from Traveller families. Safeguarding procedures are satisfactory, ensuring the safety and welfare of the school community. The governing body has not ensured that policies have been kept up to date and are not holding the staff to account for the pupils' inadequate progress. Most health and safety procedures are satisfactory but some policies, such as those for the safe recruitment of staff and for looked after children, have not been reviewed recently. The school is a cohesive community with some strong links developing with the local and wider community; for example, following the amalgamation surplus equipment was sent to a partner school in Africa.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>4</b>
Taking into account: The leadership and management of teaching and learning	4
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>4</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>4</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>



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**The effectiveness with which the school deploys resources to achieve value for money**

**4**

## Early Years Foundation Stage

Children start their Reception Year with skills that are broadly typical for their age. They enjoy school and parents and carers appreciate how quickly their children settle in to school. Staff take good care of children, who feel safe in the welcoming environment, enabling them to make good progress in their personal, social and emotional development. However, children make insufficient progress, overall, because the quality of teaching and learning is inadequate. There are insufficient well-planned challenging activities to help children learn and develop to their full potential. By the end of the Reception Year, children's skills and knowledge are below average, especially in their literacy, numeracy and creative development.

Planned activities in the spacious accommodation, both indoors and outdoors, fail to build systematically on previous learning and many lack purpose and challenge. Learning through play in the outside area is not planned well enough and lacks focus and direction. A link to learning indoors is not always apparent. As a result, children move on quickly from one activity to another, not concentrating for long enough to develop and consolidate essential skills. The generous ratio of adults to children ensures that children who need specific help are supported well. Relationships are good and children often enjoy individual support in activities such as Christmas crafts that are supervised by an adult. This attention gives them confidence and successfully encourages their speaking and listening skills. The emphasis is firmly on child-initiated play. Opportunities for children to learn through solving problems or by using their initiative are limited, and literacy and numeracy skills are not promoted effectively enough across all curriculum areas, particularly for the more able.

Leadership and management are inadequate. Assessment information is not used effectively to plan future learning and the lack of opportunities for writing, numeracy and creativity prevents the teaching and the curriculum from being vibrant, challenging and exciting for the children.

*These are the grades for the Early Years Foundation Stage*

**Overall effectiveness of the Early Years Foundation Stage**

**4**

Taking into account:

Outcomes for children in the Early Years Foundation Stage

4

The quality of provision in the Early Years Foundation Stage

4

The effectiveness of leadership and management of the Early Years Foundation Stage

4

## Views of parents and carers

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About one quarter of parents and carers returned their questionnaires. Those who responded clearly have positive views about the new primary school. Inspectors agree with some of the positive comments. However, inspection evidence shows that most pupils do not make enough progress as they move through the school, leaving them ill-prepared for their future. The quality of teaching and learning is inadequate and leaders and managers are not demonstrating that they have the capacity to bring about improvement.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hallgate Primary School Cottingham 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 121 completed questionnaires by the end of the on-site inspection. In total, there are 296 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	76	63	43	36	0	0	0	0
The school keeps my child safe	81	67	39	32	0	0	0	0
The school informs me about my child's progress	48	40	67	55	4	3	0	0
My child is making enough progress at this school	44	36	74	61	2	2	0	0
The teaching is good at this school	48	40	71	59	0	0	0	0
The school helps me to support my child's learning	40	33	71	59	3	2	0	0
The school helps my child to have a healthy lifestyle	84	69	35	29	1	1	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)	57	47	53	44	0	0	0	0
The school meets my child's particular needs	48	40	68	56	1	1	0	0
The school deals effectively with unacceptable behaviour	36	30	78	64	3	2	2	2
The school takes account of my suggestions and concerns	30	25	80	66	5	4	1	1
The school is led and managed effectively	35	29	73	60	3	2	1	1
Overall, I am happy with my child's experience at this school	69	57	49	40	1	1	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



15 December 2009

Dear Pupils

Inspection of Hallgate Primary School, Cottingham, HU16 4DD

Thank you for making us feel so welcome when we came to inspect your school. We enjoyed talking to you. Your good attendance shows how much you enjoy coming to school and we were impressed with your knowledge of a healthy lifestyle.

While some things, such as the help and support some of you receive, are satisfactory, we have found that many of you are not learning as well as you should. We have judged that your school needs 'special measures'. This means that your school will get extra help to make sure that it improves and provides you with the education that you deserve. Inspectors will make visits to check that everything is going to plan.

We are asking the headteacher, other staff and governors to do a number of things to help you to make better progress and achieve higher standards in all your subjects:

- give you more challenging and interesting work that builds on what you already know with the teachers telling you clearly how you can make your work even better
- provide more challenging and exciting opportunities indoors and outdoors for children in Reception to improve their skills, especially in literacy, numeracy and in their creative development
- make sure that the adults who manage your school keep a closer eye on how well you are doing in class.

The governing body needs to bring some school policies up to date and visit the school more often to check that everyone is trying their hardest to raise standards and make improvements. There are things you can all do to help too. Keep up your good attendance and ask for harder work if you find your work too easy.

Thank you again for helping the inspectors.

Yours sincerely

Joe Peacock

Lead Inspector

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