

Estcourt Primary School

Inspection report

Unique Reference Number	117774
Local Authority	Kingston upon Hull City of
Inspection number	358192
Inspection dates	29–30 March 2011
Reporting inspector	Derek Watts

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	266
Appropriate authority	The governing body
Chair	Mr M Kay
Headteacher	Mr David Waterson
Date of previous school inspection	19 May 2008
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Age group	3–11
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Introduction

This inspection was carried out by three additional inspectors, who observed 23 lessons or part lessons taught by 12 different teachers. The inspection team examined the school's policies, assessment information, pupils' work, teachers' plans and school improvement planning. They held discussions with the headteacher, staff, members of the governing body and pupils. The inspectors analysed 64 questionnaires completed by parents and carers and others by pupils and staff.

- The progress children make in communication, language and literacy in the Early Years Foundation Stage.
- The progress of the more-able pupils in Key Stage 1.
- The effectiveness of the school's actions to accelerate pupils' progress in Key Stage 2, particularly in writing.
- How well assessment is used to plan teaching and to sharply match tasks to pupils' different abilities.
- To what extent all leaders and managers rigorously evaluate performance and take effective action to bring about improvements.

Information about the school

This is a larger-than-average primary school. Most of the pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is well above average. The proportion of pupils known to be eligible for free school meals is also much higher than average. A higher than average proportion of pupils join or leave the school other than at the normal starting and leaving points. The school runs a breakfast club and this was part of the inspection. An on-site children's centre and an after-school club are managed by private organisations and these are inspected separately.

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

Estcourt Primary is a good school. Well-focused leadership together with strong teamwork among the staff have brought about considerable improvements since the last inspection. All groups of pupils are achieving well because of good teaching and effective assessment procedures. Pupils enjoy the well-planned and imaginative curriculum. Good care, guidance and support contribute well to pupils' good personal development. Outstanding partnerships with other agencies and organisations contribute to pupils' learning and well-being. Parents and carers are pleased with the care and education provided for their children. A typical parental comment is, 'The school has come on in leaps and bounds.'

From entry to the Early Years Foundation Stage, children get off to a good start. They make good progress in all areas of learning, often from low starting points. Good progress continues as pupils move through the school. The school has successfully implemented a range of strategies to improve pupils' achievement, particularly in writing. By the end of Year 6, pupils' attainment is broadly average. Teaching successfully promotes good progress for pupils. Across the school there are examples of outstanding practice. Teachers' explanations, instructions and questioning are effective. Assessment is used well to plan teaching and to match tasks to pupils' abilities. In most classes, pupils know how well they are doing and what they need to do to improve because teachers set specific individual learning targets for reading, writing and mathematics. This very good practice is not fully consistent in all classes and sometimes opportunities are missed for pupils to assess their own work. Just occasionally, learning can decline to levels that are satisfactory, rather than good, when lessons lack pace.

Pupils make good progress in their spiritual, moral, social and cultural development. They are courteous, friendly and considerate of others. Pupils are keen and enthusiastic learners who relate well to adults and to their peers. Behaviour is good in lessons and around the school. Pupils feel safe and well cared for at school because of the good attention to safeguarding. They show a good understanding of leading a healthy lifestyle. Pupils make a valuable contribution to the school and to the wider community. The school has worked successfully to improve attendance and this is broadly average. It has not persuaded a few families of the benefits of their children attending more regularly and is exploring ways of raising the profile of good attendance with them.

With inspirational leadership, the headteacher has built a strong team of staff and, overall has established effective partnerships with parents and carers. Key leaders are effectively involved in monitoring and developing their areas of responsibility. Through rigorous and systematic evaluation, the school knows what it does well and identifies key areas for improvement. Good planning and positive action has improved provision and raised pupils' achievement. Since the last inspection, the Early Years Foundation Stage, pupils' progress,

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teaching and the curriculum have all improved from satisfactory to good. The school demonstrates a good capacity for sustained improvement.

What does the school need to do to improve further?

- Raise the overall attendance rate to above average by working more closely with families whose children have low attendance in order to raise the profile with them of the importance of regular attendance.
- Remove minor inconsistencies in teaching by ensuring that in all classes:
 - pupils are clear about their individual learning targets and have good opportunities to assess their own progress
 - lessons and learning proceed at a brisk pace.

Outcomes for individuals and groups of pupils

2

Children make good progress in the Early Years Foundation Stage, but pupils' attainment on entry to Key Stage 1 is below average. Across the school, pupils thoroughly enjoy the wide range of activities and events provided. They are enthusiastic learners who are keen to do well. Pupils told the inspectors, 'We enjoy our lessons.' and 'We particularly like clubs and trips.'

All groups of pupils make good progress, including the more able in Key Stage 1 and those who find learning difficult. Pupils who join the school later and are only there for a short time also make good progress. School assessments, pupils' work and the lessons seen indicate that attainment by the end of Year 6 is broadly average in reading, writing and mathematics.

Most pupils have regular opportunities to discuss their learning in pairs and to share their work with the class. As a result they make good progress in speaking and listening. Pupils make good progress in reading and enjoy books because of the well- focused approach to the teaching of reading. Improving pupils' writing skills has been a clear success story. Pupils write for different purposes and in a range of styles. They write imaginatively, and spelling and punctuation are usually accurate. Pupils have good opportunities to apply their writing skills in other subjects. For example, in the Year 3/4 classes, pupils wrote detailed accounts of life in Victorian times. They practised the cursive style of writing, wrote an interesting diary extract of a Victorian school child, and produced clear factual reports on the industrial revolution and Victorian inventions. This was high-quality writing and personal research. Pupils make good progress in mathematics because interesting and practical activities are well matched to pupils' needs. In a very successful Year 6 lesson, pupils made exceptional progress in plotting coordinates in all four quadrants. They translated, rotated and reflected shapes across the quadrants.

Pupils make good progress in their personal development. The good behaviour, positive relationships and strong teamwork contribute to successful learning. Pupils show a good understating of major world faiths. They choose healthy foods and participate enthusiastically in a range of physical activities. They feel well cared for at school and are confident that there are always adults they can turn to for help and support. Pupils willingly take on additional responsibilities, such as serving on the school council. They support those less fortunate than themselves by raising funds for different appeals and

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charities. Pupils are well prepared for their next school and for their future. Personal and social skills are well developed and they make good progress in acquiring and applying literacy, numeracy and information and communication technology skills.

These are the grades for pupils' outcomes

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	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	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

The pupils say, 'Teachers make lessons enjoyable.' Teaching successfully promotes enjoyment and good learning for pupils. There are examples of outstanding practice, particularly in the Year 1, Year 3/4 and Year 6 classes. Lessons are well planned and purposeful. Specific indicators or success criteria are provided to guide pupils' learning. Teachers' explanations, demonstrations and instructions promote learning well. Questioning is used effectively to challenge pupils' thinking and to check their understanding. Pupils are challenged well in lessons because interesting tasks are well tailored to their abilities. As pupils commented, 'Teachers make us struggle so we learn more.' In just a few lessons, teachers' introductions are too long and pupils are not actively involved in their learning. Teachers' marking of pupils' work is highly effective. Praise and encouragement is given for good work and constructive comments provide clear guidance for improvement.

A creative and imaginative curriculum promotes good academic progress for pupils and contributes well to their personal development. Strategies for teaching reading, writing and mathematics are effective, wide ranging and well-tailored to pupils' needs. Interesting

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links between subjects have been developed. Clubs are popular and very well attended. These include climbing, drama, dance, football, gardening and singing. A successful residential trip to the Peak District for Year 6 pupils provides exciting outdoor activities and develops pupils' team-building skills.

The school provides a well-organised, safe and secure environment for pupils to learn. Pupils with special educational needs and/or disabilities are carefully assessed. The effective programmes and support provided enable pupils to make good progress. The 'Nurture provision' successfully supports pupils who need help with behaviour and emotional issues. In partnership with other agencies, the school is successful in supporting pupils, and their families, needing additional help. Positive action has been taken to improve attendance but some pupils' attendance is inconsistent. The school is exploring further strategies to promote the importance of regular attendance with the parents and carers whose children attend too infrequently. The breakfast club is well run and attended.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher and staff are firmly focused on high-quality provision and promoting positive outcomes for pupils. Among the staff there is a clear commitment to continuous improvement and doing the best for all pupils. The leadership and management of key areas, such as the Early Years Foundation Stage, English, mathematics and special educational needs are particularly effective. The good monitoring and development of teaching by senior staff contributes to the consistency in practice. Newly-qualified teachers receive good professional development and support.

Members of the governing body show a good understanding of the school's strengths and priorities for improvement. They are very supportive and provide constructive challenge in order to hold the school to account. Good attention is given to safeguarding and there are effective policies and procedures. The monitoring and evaluation of these procedures are robust and thorough. All staff are well trained in safeguarding. The school successfully promotes safe practices for pupils through the curriculum. All pupils have full access to the wide range of provision and staff strive to ensure that pupils progress as well as they can. Equality of opportunity is well promoted and discrimination is very effectively tackled.

Very strong partnerships with the children's centre and a wide range of other agencies and organisations have been established. These have a very positive impact on the learning and well-being of pupils. Community cohesion is promoted well. Partnerships with the parents, carers and the local community are effective. The curriculum successfully promotes pupils' understanding of different cultures and faiths. However, partnerships

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with other schools to increase pupils' understanding of the diversity within the United Kingdom community are yet to be established.

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	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
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

Good leadership and planning has led to considerable improvements to this setting since the last inspection. Children settle quickly on entry because of effective induction arrangements and the school's very positive relationships with parents, carers and the children's centre. Children make exceptionally good progress in their personal, social and emotional development because of the considerable attention adults give to their care and welfare.

Staff in the Nursery and Reception classes plan exciting activities around themes, such as 'Pirates and the Sea'. Children are well taught and make good gains in their learning. There are examples of outstanding practice. Children thoroughly enjoy the wide range of indoor and outdoor activities. Adults assess children's performance well and keep effective records of their individual development and progress. The setting is currently exploring different activities and topics that motivate boys. There is a good blend of adult-led activities and those chosen by the children. Children have good opportunities to explore, be creative and work independently. The setting rightly places much emphasis on developing children's language skills because these are often low when they start. Children make good progress in speaking and listening. They enjoy stories and make good gains in acquiring and practising early writing skills. Role-play areas are inspiring and reflect the current theme. The 'Deep Sea' area and the 'Pirates Treasure' area effectively promote language and creativity. Children use information and communication technology well to support their learning, such as controlling and directing a programmable toy across a large treasure map. Exploring with yellow and green paints, children produced impressive

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pictures of daffodils. The spacious and well-resourced outdoor learning areas encourage children to be active and purposeful learners.

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

About a quarter of parents and carers returned the questionnaire and this is an average return rate. Nearly all the parents and carers who completed the questionnaires are happy with their children's experience at the school. They are particularly pleased with their children's safety in the school, their sense of enjoyment, the quality of teaching, the leadership and management and how well the school helps them to support their children's learning. These positive views reflect the findings of the inspection. A few parents and carers expressed concerns about dealing with unacceptable behaviour. Most pupils are well behaved and the school has effective procedures for dealing with any unacceptable behaviour that may arise.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Estcourt 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 64 completed questionnaires by the end of the on-site inspection. In total, there are 266 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	44	69	17	27	1	2	0	0
The school keeps my child safe	47	73	15	23	1	2	0	0
My school informs me about my child's progress	26	41	35	55	2	3	0	0
My child is making enough progress at this school	30	47	30	47	2	3	0	0
The teaching is good at this school	40	63	23	36	0	0	0	0
The school helps me to support my child's learning	33	52	29	45	0	0	0	0
The school helps my child to have a healthy lifestyle	27	42	34	53	1	2	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)	26	41	32	50	1	2	0	0
The school meets my child's particular needs	32	50	27	42	2	3	0	0
The school deals effectively with unacceptable behaviour	29	45	31	48	3	5	0	0
The school takes account of my suggestions and concerns	21	33	37	58	3	5	0	0
The school is led and managed effectively	35	55	26	41	1	2	0	0
Overall, I am happy with my child's experience at this school	41	64	20	31	1	2	1	2

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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



31 March 2011

Dear Pupils

Inspection of Estcourt Primary School, Hull, HU9 2RP

Thank you so much for welcoming us into your school, giving us your views and showing us your work. We enjoyed our visit. Estcourt Primary is a good school.

Here are the main strengths.

- You enjoy learning and this was clear in the lessons we saw.
- Children in the Nursery and Reception classes get off to a good start.
- You make good progress because of the good teaching you receive.
- An exciting range of learning activities is provided, including clubs and visits.
- You get on well with others and your behaviour is good.
- You have a good understanding of how to keep healthy and fit.
- You feel safe at school because teachers and other adults take care of you and provide good guidance and support.
- You make good contributions to school life and to the wider community.
- The school has established very strong partnerships with other agencies to help your learning and development.
- The headteacher leads the school well and receives good support from other senior staff.

We have given your school a few points for improvement.

- A few pupils have low attendance and are missing out on the learning opportunities provided. We have asked the school to explore ways of improving attendance further, including working more closely with families whose children have low attendance.
- In a few classes, you need more opportunities to assess your own progress. Occasionally, the lesson and your learning need to move along more quickly.

All of you can help by continuing to work hard. We wish you all the best for the future.

Yours sincerely

Derek Watts

Lead inspector

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