

Inspection of Hovingham Primary School

Hovingham Avenue, Leeds, West Yorkshire LS8 3QY

Inspection dates: 27 and 28 February 2024

Overall effectiveness	Requires improvement
The quality of education	Requires improvement
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Requires improvement
Early years provision	Requires improvement
Previous inspection grade	Requires improvement

What is it like to attend this school?

Leaders have implemented effective systems to improve pupils' attendance and behaviour since the previous inspection. Pupils' behaviour and attendance has improved as a result. Staff and pupils know the school's behaviour curriculum, the 'Hovingham Way', well. Most pupils feel safe. They are confident that staff will deal with any bullying issues.

There is a vigilant culture of identifying pupils who may be vulnerable or at risk of harm. The school's curriculum ensures that pupils are taught, in an age-appropriate way, about the risks they may face in a range of situations.

Pupils enjoy attending the range of extracurricular clubs and activities such as ballet, football, choir, drama and craft clubs, to name a few. Pupils take pride in holding positions of responsibility, such as being a mental health champion, an anti-bullying ambassador, or a student council representative.

The school has high pupil mobility. Many pupils are new to English when they join the school and have different starting points. Leaders have had to manage a continually changing pupil population.

Leaders have started to make some changes to the curriculum. However, the school does not have high enough expectations of what pupils can and should achieve. Teachers do not use assessment consistently well. The school does not ensure that pupils are fluent in the basics of reading and writing. Consequently, many pupils fall further behind.

What does the school do well and what does it need to do better?

Since the previous inspection, leaders have raised the profile of reading across the school, including in the early years. There are appealing book areas in corridors and in classrooms. Pupils have access to a diverse range of books. Leaders have ensured that all staff have received training in the school's phonics programme. However, adults do not check consistently well enough that pupils are keeping up with the school's phonics programme. Some pupils are not making the progress they should.

The curriculum in some subjects is more developed than in others. For instance, leaders have ensured that the school's mathematics curriculum is implemented more effectively. As a result, pupils can remember much of what they have been taught in this subject. However, the curriculum in art is in the very early stages of development. Pupils have experienced little art.

Teachers do not consistently use assessment well to check that pupils understand and have retained what they have learned. As a result, gaps in pupils' knowledge, understanding and skills are not addressed swiftly. In some subjects, the work that pupils do in lessons does not support pupils' current and future learning as well as it

needs to. Sometimes, pupils do not have the basic foundations to move on to more complex activities. Teachers are not always quick to spot this.

Poor letter formation, and issues with pupils' spelling punctuation and grammar, are addressed inconsistently. For instance, issues remain with pupils' poor letter formation in key stage 1 because staff have not effectively addressed these issues in the early years.

Teachers ensure that pupils with special educational needs and/or disabilities are well supported in lessons. For instance, through the use of visual aids and equipment where required. Teachers consider any appropriate adaptations for pupils with visual impairments.

Pupils' attendance is gradually increasing due to the school's strong focus on improving attendance. This is important, as pupils' attendance is stubbornly low. Leaders ensure that they understand the barriers to poor attendance. Improving pupils' attendance is a high priority and everyone's responsibility. Leaders liaise effectively with outside agencies to support families. Some staff speak several languages and carry out home visits. This is helping to reduce pupils' barriers to good attendance.

Pupils are polite and welcoming. Most pupils behave well. Staff feel well supported in managing more challenging behaviour. There are respectful relationships between staff and pupils. Most parents and pupils believe that the school deals with bullying incidents well. Most pupils are confident to talk to an adult in school if they have any worries or concerns.

Pupils enjoy learning about different faiths and cultures. However, some pupils find it difficult to remember what they learned beyond basic facts. Pupils who inspectors spoke to could explain what they have learned about fundamental British values. Their understanding of the importance of British values is less well developed.

Governors provide effective challenge and support to leaders in some areas, such as attendance. They are knowledgeable about the challenges in the local area. They visit the school regularly to check what leaders are telling them. However, they have an overgenerous view of the quality of education at the school and the impact on all its pupils.

Most staff, including those who are new to teaching, feel well supported and say that leaders consider their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school has not embedded an effective system for assessment. This means staff do not have an accurate understanding of the progress individual pupils are making throughout the curriculum to make the necessary adaptations. The school should ensure that staff know how to effectively check pupils' understanding both in lessons and over time. They should make effective use of this information to check that pupils can remember what they have been taught and, where necessary, revisit learning that pupils have not understood and retained.
- The school has not ensured that teachers implement the school's curriculum effectively. The activities that teachers ask pupils to do do not consistently help pupils to make the best possible progress towards achieving the school's curriculum goals. Some pupils do not remember important information over time. The school should ensure that staff receive training to improve their pedagogical knowledge. The school should also ensure that the activities pupils do in lessons are well matched to the school's curriculum goals.
- Issues with pupils' handwriting, letter formation, spelling and grammar are not addressed swiftly. This means that several pupils fall further behind. The school should ensure that the same rigour shown in the improvements made to pupils' behaviour and attendance is applied to improving the quality of education to ensure that pupils become fluent in the basics of reading and writing, and all pupils are well prepared for the next stage in their education.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	107926
Local authority	Leeds
Inspection number	10313555
Type of school	Primary
School category	Maintained
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	726
Appropriate authority	The governing body
Chair of governing body	Shelagh Henderson
Principal	Kellie Halliday
Website	www.hovingham.leeds.sch.uk
Dates of previous inspection	9 and 10 November 2021, under section 5 of the Education Act 2005

Information about this school

- The school is larger than the average-sized primary school.
- The school has a higher-than-average proportion of pupils who speak English as an additional language.
- Pupil mobility is high. A number of pupils join and leave the school during the academic year.
- The proportion of pupils eligible for free school meals is well above the national average.
- The school has a high proportion of pupils from different ethnic minority backgrounds.
- The school has a high number of pupils from Gypsy, Roma and Traveller communities.
- There were no two-year-olds on the school's roll during the inspection.
- The school uses one unregistered alternative provider.
- Breakfast is provided for pupils.

- A new chair of the school's governing body has joined the school since the last inspection, in addition to a number of new governors.

Information about this inspection

- The inspectors carried out this graded inspection under section 5 of the Education Act 2005.
- Inspections are a point-in-time judgement about the quality of the school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken this into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science, art and geography. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also discussed the curriculum in some other subjects, visited lessons and spoke to pupils.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- An inspector met with the school's special educational needs coordinators.
- An inspector met with teachers new to teaching and their mentors.
- The lead inspector met with the senior school improvement adviser from the local authority, and the local authority together cluster leader.
- The lead inspector met with a number of governors, including the chair of the governing body.
- Inspectors considered the views of staff, pupils, parents, and carers who responded to Ofsted's surveys, including letters and emails from parents.
- The lead inspector spoke to a parent on the telephone.

Inspection team

Michele Costello, lead inspector	Ofsted Inspector
Ginny Robinson	Ofsted Inspector
Lee Swift	Ofsted Inspector
Jo Bentley	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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