

Inspection of a school judged good for overall effectiveness before September 2024: Hinguar Community Primary School

New Garrison Road, Shoeburyness, Southend-on-Sea, Essex SS3 9FE

Inspection dates:

15 and 16 October 2024

Outcome

Hinguar Community Primary School has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Alison Waite. This school is part of the Southend East Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Ben Stickley, and overseen by a board of trustees, chaired by Riz Malik.

What is it like to attend this school?

Pupils are proud to attend this school and feel confident that adults will always support them when needed. They develop self-confidence, as staff help them learn to be resilient and foster a strong belief in themselves. Staff encourage pupils to express their feelings, and their well-being is a high priority. This approach helps pupils feel safe and happy.

Pupils behave very well. Everyone follows the same straightforward set of school rules. This helps pupils to know what is expected of them. They walk in a calm and orderly way around the school, showing respect for their environment. In lessons, pupils listen attentively to their peers and teachers. They also work quietly and stay focused. As a result, pupils can concentrate on their work and put in their best effort.

In the playground, pupils play well with one another. They learn to give and take fairly. Kindness is shown between pupils. Even the youngest children understand and follow the familiar routines.

Staff have high expectations, which positively impacts pupils' learning because they complete work to a high standard. Some changes to subjects are improving what pupils

learn and how well they achieve. They include starting the development of knowledge and skills with the youngest pupils.

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

The school has carefully designed curriculums in all well-developed subjects, and its staff are well-trained. As a result, they have strong subject knowledge. This means that staff extend and develop pupils' learning securely. Staff check pupils' understanding skilfully and adapt their teaching when necessary. Consequently, pupils achieve well. The school is improving some subject curriculums. It has aligned the mathematics and science curriculums. These improvements have highlighted gaps in pupils' subject-specific knowledge and vocabulary and the need to carefully map knowledge and vocabulary from the early years. These gaps and some missed foundational learning mean that some pupils do not have the subject-specific knowledge and vocabulary to complete learning tasks well.

In Nursery, children learn to recall repetitive rhymes and songs. They also listen to interesting stories. These activities are important foundations for their readiness to learn to read. Children also learn an appropriate phonics programme that begins in nursery. All pupils continue to learn phonics for as long as necessary. This is because some pupils take longer to develop essential reading skills. Various catch-up programmes are available for pupils who need extra support. This means that pupils develop into confident and fluent readers. However, some staff do not consistently follow the school's chosen phonics approach. Where it is not taught consistently, pupils' progress is slower.

Children in Nursery and Reception classes show strong interest and engagement with the thoughtfully designed learning tasks. They settle well in school. Staff help them to understand what they need to do and guide their learning effectively, for example using building blocks and counting them. Additionally, children get along well with one another and share resources. This is an important skill for their development. Pupils display kindness towards each other and have good manners. Staff are positive role models and encourage pupils to emulate their behaviour. Pupils show respect for others and celebrate differences between each other. Children in the Nursery and Reception classes show positive listening skills and behaviour, a sign of their readiness for learning.

Pupils are self-confident and enjoy all aspects of school life. They benefit from the school's commitment to providing a well-rounded education. The school enhances pupils' learning experiences with additional trips and guests. These visitors help to bring the curriculum to life. For instance, they provide insights into life during the Anglo-Saxon period. Pupils have extra responsibilities that help them develop as citizens. For example, participating in the eco-group helps them understand the impact their choices have on the world.

School leaders, the trust and the academy committee work together to provide a strong and strategic oversight of the school. They want to improve pupils' education and prepare them well for the future. For example, they work with the local secondary school and ensure that pupils are ready to attend confidently. Parents and carers are, on the whole,

positive about the school and the support it provides to their children. Staff work well together as a team, and school leaders support their well-being and reduce their workload.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some staff members do not teach phonics in a consistent way. This means that some pupils do not learn the school's chosen phonics programme in a coherent way. The school should make sure that staff teach the phonics programme consistently so that all pupils learn their phonics knowledge effectively.
- The changes to the school curriculum mean pupils have not learned all the prior subject knowledge and subject-specific vocabulary they need. This results in gaps in their understanding, which can hinder some pupils when completing learning tasks. The school must fill gaps in understanding and plan for knowledge and vocabulary development in each subject from the early years.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the predecessor school, Hinguar Community Primary School, to be good for overall effectiveness in June 2016.

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	143333
Local authority	Southend-on-Sea
Inspection number	10345453
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	266
Appropriate authority	Board of trustees
Chair of trust	Riz Malik
CEO of the trust	Ben Stickley
Headteacher	Alison Waite
Website	www.hinguar.secat.co.uk
Date of previous inspection	9 July 2019, under section 8 of the Education Act 2005

Information about this school

- This school uses one unregistered alternative provision.
- This school has a provision for two-year-olds.
- This school is part of the Southend East Academy Trust.
- The trust has delegated some responsibilities to an academy committee.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in her evaluation of the school.
- The inspector met with the trust's CEO, the headteacher, the deputy headteacher, who is also the special educational needs coordinator, and subject leaders. The inspector

also met with representatives from the academy committee, including and the chair. The inspector also spoke to the chair of the academy trust.

- To evaluate the quality of education, the inspector visited a sample of lessons, spoke with pupils about their learning and looked at samples of work.
- To evaluate the effectiveness of safeguarding, the inspector 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.
- Throughout the inspection, the inspector met with groups of staff. She also considered the opinions expressed through the online staff survey.
- The inspector spoke to some parents and had regard to the views expressed through Ofsted Parent View, including the free-text comments.

Inspection team

Jessie Linsley, lead inspector

His Majesty's Inspector

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