

Preston Primary School

Inspection report

Unique Reference Number	117864
Local Authority	East Riding of Yorkshire
Inspection number	358211
Inspection dates	19–20 October 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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	187
Appropriate authority	The governing body
Chair	Elaine Agar
Headteacher	Mrs Alison Kennedy
Date of previous school inspection	30 September 2009
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Introduction

This inspection was carried out by three additional inspectors. Nine lessons were observed and eight teachers were seen teaching. Meetings were held with groups of pupils, governors and staff. The inspection team observed the school's work. They looked at a range of documentation including the school improvement plan, assessments of pupils' progress, monitoring reports on teaching and learning and documentation relating to safeguarding. The team analysed questionnaires from staff and pupils and 49 parental questionnaires.

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

- The achievement of pupils in mathematics at both key stages to determine whether teaching is sufficiently challenging.
- The extent to which pupils are involved in assessing their own learning and the impact this has on their progress.
- The extent to which indoor and outdoor activities in the Early Years Foundation Stage challenge children and lead to purposeful learning.
- The effectiveness of the leadership team at improving outcomes for pupils.

Information about the school

This school is smaller than the average-sized primary school. Nearly half the pupils come from outside the immediate area. Almost all pupils are of White British heritage. A below-average proportion is known to be eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is below average but the proportion with a statement of special educational needs is above average. About a third of pupils join the school in Key Stage 2. A member of the school's leadership team became acting headteacher in September 2010 and a new teacher joined the school at the same time. The school holds the Active mark, the Arts mark and the Eco Schools silver award and has Healthy School status. The school was given a Notice to Improve in September 2009.

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

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

This is a good school. It is improving rapidly because the leadership team knows exactly what to do to secure improvement. They have successfully tackled weaknesses in provision since the last inspection a year ago. Safeguarding is now good and teaching quality has also improved and is good in every class. The school's self-evaluation is accurate and senior leaders check the quality of the school's work rigorously. The leadership team has begun to make progress on other areas it has accurately identified as its next priorities. The school therefore demonstrates its good capacity to continue to improve.

Pupils achieve well from their generally average starting points because they are well taught. They are closely involved in assessing their own learning and so they know what to do to improve their work. Pupils make good progress in all classes. They make outstanding progress in mathematics in Key Stage 2 where much of the teaching is outstanding. Attainment is above average by the end of Year 6 in English, mathematics and science. An increasing proportion of pupils exceed nationally expected levels each year because the school challenges the more-able pupils effectively. Pupils with special educational needs and/or disabilities make good progress because they receive good quality support which enables them to fulfil their potential. Behaviour is good. Pupils get on well together and respect each other's needs. They know how to keep themselves safe but are not fearful. They are confident that if they have any concerns adults in school will help them instantly. Pupils' attendance is above average, reflecting their enjoyment of school. While pupils participate wholeheartedly in the activities the school offers them, they have relatively few opportunities to develop their leadership and enterprise skills so as to enable them to contribute significantly to the school and wider community. Children make good progress in the Early Years Foundation Stage. However, the outdoor learning activities offer limited opportunities for large-scale construction and imaginative role-play.

What does the school need to do to improve further?

- Extend the opportunities for pupils to contribute to the school and wider community by:
 - giving pupils more occasions to use their initiative, show leadership skills, solve problems and organise activities
 - giving pupils more opportunities to make choices and decisions relating to their learning and well-being

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- encouraging pupils to ask as well as answer questions
- encouraging pupils to develop an understanding of economics and business appropriate to their age so as to extend the opportunities they have to use and apply their mathematical skills in a range of different contexts.
- In the Early Years Foundation Stage, extend the range and scope of the outdoor learning activities by:
 - providing large-scale purposeful activities to encourage children's curiosity, ingenuity and ability to solve problems
 - providing a wider variety of materials so as to extend the opportunities for imaginative role play and inventive constructions.

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

Pupils enjoy their lessons and achieve well. They listen attentively and discuss animatedly with their 'talking partner'. This helps them to write well because they rehearse sentences verbally and try out exciting vocabulary. For example, Year 2 pupils found many different words to replace 'big' as they talked together. By Year 6, pupils paragraph and punctuate their work accurately and use a wide range of vocabulary. Pupils make rapid progress in mathematics lessons because much of their learning is through mathematical games with a competitive element. They persist until they succeed when tackling challenging activities. However, in both subjects, pupils have limited opportunities to make choices. They are less independent in selecting their own challenges and applying their learning in different contexts. For example, some average-attaining pupils did not move on to more challenging work even though they had clearly grasped what was currently expected of them. Pupils with special educational needs and/or disabilities make good progress and most reach nationally expected levels by the end of Year 6. Attainment is above average for all ability groups, including those who join the school in Key Stage 2.

Pupils are knowledgeable about health issues and lead healthy lifestyles. Boys and girls take part equally enthusiastically in sporting activities, including dance and gymnastics. They undertake their roles as monitors responsibly and older pupils act as 'buddies' for younger ones. The school council represents pupils' views well but it does not have responsibility for chairing meetings or managing a budget. Similarly, opportunities for pupils to use their initiative, show leadership skills and solve problems through organising activities and events are limited. This restricts pupils' understanding of business and economics and their contribution to the school and wider community. Pupils are thoughtful and reflective. They enjoy the wide range of art and music, and sing and play musically. Their advanced literacy, numeracy and computer skills, punctuality and readiness to learn equip them well for their future lives.

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

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	2
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	3
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	2
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?

Teachers have good subject knowledge and take care to involve pupils as much as possible in demonstrations. Lessons move at a good pace. Pupils say they learn well, 'because our teachers explain things so clearly'. Teachers are adept at asking searching questions and giving pupils lots of time to talk together and work with a partner. There are comparatively fewer opportunities for pupils to ask questions apart from clarifying what they need to do. In all lessons, teaching assistants are used well to note which pupils need a bit more help and to support different groups of pupils during lessons. This has a significant impact on pupils' good progress. In outstanding lessons, teachers incorporate the right level of challenge for individuals and groups of pupils, using interventions and extra support flexibly to secure pupils' progress. However, in some lessons, teachers are less flexible when it comes to giving pupils the freedom to move on to the next stage when they know they are ready. Pupils know how to improve their work because they are involved in assessing their learning and marking is helpful and developmental. Pupils say, 'We used to get it right or wrong, now we can see our mistakes and improve them.'

The curriculum is well designed to appeal to pupils and motivate them to learn. It has an appropriate emphasis on literacy and numeracy but offers few opportunities for pupils to use and apply their mathematical skills in a range of different contexts. The curriculum is enriched through a wide range of extra-curricular clubs and activities, including residential visits for pupils in Years 4 to 6. Additional features such as drama, orienteering and

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specialist provision for music and information and communication technology further enhance pupils' learning. Pupils are known and cared for as individuals. Pupils with special educational needs and/or disabilities are well catered for and those who encounter difficulties are given special learning programmes to help them catch up. Pupils are given good advice about keeping safe and healthy and know who to turn to if they are in difficulties. Parents and carers speak highly of this aspect of the school's work.

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?

Leaders, managers and staff work together well as a team to ensure that pupils reach and sometimes exceed ambitious targets. There is a shared determination to further improve. The leadership team monitors teaching quality and pupils' progress stringently, offering effective support and advice and pertinent points for improvement. As a result teaching quality is now good across the school and staff morale is high. Leaders, managers and governors promote equality of opportunity well. The school is closing the gap successfully between different groups of pupils, as seen in pupils' good progress at each stage of their education. Pupils challenge stereotypical views because the school successfully promotes understanding about differences and valuing diverse experiences. The role of the governing body has strengthened since the last inspection. Governors are taking an increasingly active role and are beginning to use their skills to support and challenge the school though it is too soon to see the full impact of these changes. They have played a full part in ensuring safeguarding meets government requirements. The school adopts recommended good practice across all areas of its work with regard to safeguarding. It integrates issues about safeguarding into all aspects of the curriculum so that pupils know how to keep themselves safe. The school has good partnerships with parents and carers as well as with other providers and organisations. For example, its partnership with the local secondary school has a significant impact on pupils' use of computer technology to create animations. Community cohesion is well planned but it is too soon to see the full impact of the various initiatives which have started over the past year. The school is working hard to establish reliable global links. It has good local and national links which extend pupils' understanding of cultural diversity.

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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	3
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	2
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 good progress in three terms. By the end of the Reception Year most children are at the level expected of their age and some are beginning to read and write. Children settle in quickly and show good levels of independence. Staff are skilled at engaging children in conversation and the children enjoy explaining what they are doing and why. Children lead their learning for much of the day and make sensible choices. Staff make careful observations of what children say and can do and collate these into an informative record of children's learning which captures 'magic moments' as well. They use these effectively to help children make the next steps in their learning and to provide activities which reflect children's interests. The home school work books are filled with photographs and interesting observations made by parents and carers which helps them to be closely involved with their children's learning. Children move freely between indoors and outside. The activities outside tend to be less challenging and purposeful than those indoors. Opportunities for children to build dens or large-scale structures or to create waterways and solve logistical problems are restricted by the limited materials, including role-play accessories, for them to use. Consequently, the ready-made large wooden boat is underused as a vehicle for play as children do not have access to materials such as large sheets or cardboard to change it into something else. Children happily push wheelbarrows around but do not have any reason to transport anything in them. Indoors, however, the scope for imaginative play is enhanced by up-to-date interactive technology and lots of different writing and creative materials. The setting is well led and managed and children work and play happily together.

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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

Almost all parents and carers expressed very positive views and say their children become confident, independent learners who are challenged by the work. They feel they are well informed and that staff are welcoming and approachable should they have any concerns. A very few parents and carers expressed reservations about teachers job sharing a class; the difficulties of being well-informed about their children's progress, as they only get feedback at parents' evenings; and the problems of helping their children at home as calculation methods, for example, have changed. The inspection team appreciates parents' and carers' concerns but found no evidence that job sharing was having a negative impact on pupils' progress. The school has a formal event each term to give parents and carers information about their children's progress but could do more in terms of putting on occasional curriculum evenings to help parents and carers understand how their children learn.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Preston 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 49 completed questionnaires by the end of the on-site inspection. In total, there are 187 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	67	16	33	0	0	0	0
The school keeps my child safe	32	65	17	35	0	0	0	0
My school informs me about my child's progress	26	53	21	43	0	0	0	0
My child is making enough progress at this school	25	51	22	45	0	0	0	0
The teaching is good at this school	28	57	19	39	0	0	0	0
The school helps me to support my child's learning	25	51	22	45	1	2	0	0
The school helps my child to have a healthy lifestyle	30	61	19	39	0	0	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	53	20	41	0	0	0	0
The school meets my child's particular needs	25	51	23	47	0	0	0	0
The school deals effectively with unacceptable behaviour	21	43	26	53	1	2	0	0
The school takes account of my suggestions and concerns	20	41	27	55	0	0	0	0
The school is led and managed effectively	24	49	23	47	0	0	0	0
Overall, I am happy with my child's experience at this school	30	61	19	39	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 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 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. 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 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.



21 October 2010

Dear Pupils

Inspection of Preston Primary School, Hull HU12 8UY

Thank you for your warm and friendly welcome. A special 'thank you' goes to the pupils who spent time showing their work to me and talking to my colleagues about the school council and what it is like to be a pupil here. You go to a good school. You make good progress in all classes. You behave well in lessons and in the playground. Your lessons are interesting and fun, especially mathematics lessons where you play lots of games and try to beat each other. Your attendance is above average and you work hard. You listen well in lessons and answer questions politely. Those of you who are monitors carry out your jobs well. We were impressed at how well you check your learning against targets and that you understand what to do to improve your work. This is why your attainment is above average in English and mathematics.

We noticed that you do not have a lot of opportunities to organise things for yourselves, such as running the school council on your own, managing a budget or organising special events. We have therefore asked your teachers to give you more occasions to contribute to the school through making choices and decisions so you develop leadership skills, learn to solve problems and use your mathematical skills in many different ways. We noticed that children in the Early Years Foundation Stage had more interesting activities indoors than outside. So we have asked the teachers to give children lots of different materials so they can build and make things outside and take on lots of different roles as they play together.

You can help by asking lots of questions and saying when you are ready to move on to a harder piece of work. I hope you enjoy these new challenges!

Yours sincerely

Mrs Lesley Clark

Lead inspector

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