

Anlaby Acre Heads Primary School

Inspection report

Unique Reference Number	117888
Local Authority	East Riding of Yorkshire
Inspection number	358217
Inspection dates	1–2 February 2011
Reporting inspector	Tony Painter

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	323
Appropriate authority	The governing body
Chair	Mrs Sheila Slater
Headteacher	Mrs Rachel Robinson
Date of previous school inspection	13 March 2008
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Introduction

This inspection was carried out by three additional inspectors. They visited 16 lessons, observing 13 teachers. The inspectors held meetings with groups of pupils, staff and members of the governing body. They observed the school's work and looked at a range of documentation including school development plans, teachers' lesson plans, assessment records and tracking evidence. In addition 125 parental, 140 pupil and 38 staff responses from questionnaires were scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether the school's view that pupils' progress, learning and achievement are satisfactory is justified.
- How effectively teaching is now accelerating pupils' progress.
- How effectively leaders and managers have implemented their vision for improvement.

Information about the school

This is a larger than average primary school. The proportion of pupils known to be eligible for free school meals is well below average. Most pupils are from White British backgrounds. Very few pupils are from minority ethnic groups or speak English as an additional language. The percentage of pupils with special educational needs and/or disabilities is well below average and the number with a statement of special educational needs is low. The school has a number of awards including Healthy School status and the Activemark.

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?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school. The school's leaders and the governing body have taken effective action in response to the declining standards shown in the 2009 Key Stage 2 tests. Good partnerships with the local authority and the more recent appointment of a new headteacher have led to a new team approach that is rapidly improving all aspects of the school's work. Senior leaders know the school's strengths and have accurately identified the right areas for development. They are rigorously tackling areas requiring improvement and have the full support of staff, governors, parents and carers. Wider management teams are having a greater impact on the school's work and contributing to the shared vision for improvement. However, subject leaders do not yet play a full role in developing and monitoring the curriculum.

Lesson observations and pupils' assessment data demonstrate that academic standards are rising. Pupils throughout the school are now making at least satisfactory progress and are on track to achieve their targets. Overall attainment is now average and pupils' achievement is satisfactory, although some higher-attaining pupils could still do better. The current strong rate of improvement has not yet been sustained over time but the improvements already made provide ample and clear evidence of satisfactory capacity to improve.

All aspects of the school's work show recent improvement but much of this has yet to be fully consolidated. For example, despite some good teaching, inconsistencies remain and the overall quality of teaching is satisfactory. The school's rigorously monitored and moderated assessment system gives teachers an accurate picture of how each pupil is doing. Some teaching makes effective use of this data to tailor activities to the learning needs of pupils of different abilities. However, teaching in satisfactory lessons often makes insufficient use of this information to ensure good progress. In some lessons, the pace of learning is weakened because pupils have to listen to the teacher for too long or are not fully challenged by questions or activities. The curriculum has been improved, particularly in the adoption of themes that promote cross-curricular learning. However, currently these do not ensure that topics consistently inspire and engage pupils throughout the school.

Effective systems provide pupils with good care, guidance and support. All pupils are known as individuals and a positive ethos of care supports them well. New strategies to promote better behaviour and attendance have been successful and attendance is now above average.

Up to 40% of schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

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What does the school need to do to improve further?

- Ensure all teaching reaches the quality of the best in the school by:
 - - sharing the existing good practice
 - - making full use of assessment data to plan tasks in lessons that will challenge pupils of different ability at appropriate levels
 - - promoting greater pace in lessons through better choice of activities.
- Extend subject leaders' role in developing and monitoring the curriculum to ensure that activities motivate pupils and promote independent learning.

Outcomes for individuals and groups of pupils

3

Pupils' progress is satisfactory, although there is evidence that it is accelerating, as a result of many new initiatives to tackle past underachievement and to raise attainment. Improved assessment data, for example, show that most pupils are now on track to reach their targets. Effective strategies have been introduced to identify and support any that are falling short of expectations. Pupils with special educational needs and/or disabilities throughout the school are adequately supported to make satisfactory progress from their starting points.

Most children start school with skills a little below age-related expectations. They are on track to leave school at the end of Year 6 reaching average overall standards. This represents an improvement on recent years and satisfactory achievement. However, past progress has not been uniform through the school and current intervention strategies are helping some pupils to catch up lost ground. However, there remain relative weaknesses in the proportions of pupils reaching the higher levels of attainment.

Pupils have positive attitudes to learning and increasingly recognise how well they are doing and how they can improve their work. They say they feel safe in school and know who they would turn to in the event of any concerns. They willingly take part in the growing number of ways to take on responsibilities, such as serving on the school council. The school's new strategies for improving behaviour are proving effective. Behaviour is satisfactory and pupils fully understand the consequences of their actions. Although behaviour in lessons is often good, it weakens when the pace of learning declines and leads to low-level inattention. Pupils understand what constitutes a healthy lifestyle, including healthy eating and the benefits of regular exercise. While the school does have some links with the local community, national and global links are under-developed and this limits pupils' spiritual, moral, social and cultural development which is satisfactory overall. Although their attendance is above average, their progress towards developing the skills for their future well-being is limited because their development of basic skills is satisfactory rather than good.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	3
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	3
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	3

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 quality of teaching is satisfactory overall. Relationships and organisation in lessons are frequently good and reflect the strong efforts recently undertaken to improve the quality of teaching. Pupils respond well and generally engage willingly in their work, telling inspectors, 'learning is fun'. Planning is detailed and teachers make good use of a wide range of resources. The school's new agreed marking system is used in most lessons to help pupils to recognise how well they are doing and how to improve.

The school's assessment system has been substantially improved and careful moderation shows that it now accurately identifies how well pupils are doing. Teachers all use this information to group pupils within their classes and to effectively group Key Stage 2 pupils into sets for teaching English and mathematics. In the best lessons, teachers focus carefully on the differing learning needs of pupils of different abilities and provide activities specifically designed to give good levels of challenge at different levels. Where teaching remains satisfactory, teachers make less effective use of this information and do not match activities sufficiently to the learning needs of the different groups to ensure good progress. In particular, too few activities are designed to actively promote independent thinking skills, particularly in more-able pupils. Many interventions are carefully and successfully targeted to support any pupils, including those with learning difficulties and/or disabilities, whose progress needs to be accelerated.

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The curriculum makes a satisfactory contribution to pupils' progress. Innovations, such as mega days, where pupils explore themes, such as 'The War of the Worlds', have captured pupils' imaginations and brought excitement and activities, such as role play into the curriculum. These have extended and promoted pupils' learning well but some other classroom activities are less motivating and the pace of learning in these lessons falls. Pupils enjoy extra-curricular clubs and activities and there is a satisfactory take-up of what is on offer. The range of opportunities has risen but remains somewhat limited, particularly in sporting activities.

The successful focus on pupils' personal development has led to improved behaviour and to improvement in pupils' well-being. The strengths and expertise of staff are used effectively to support pupils' emotional needs. This means that pupils are confident of receiving knowledgeable and considered support at challenging times in their lives. The school works closely with parents and carers, in addition to outside agencies to ensure support, particularly through the effective work of the welfare support staff. Successful steps have been taken, for example, to secure pupils' better attendance.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The school's leadership responded well to the falling standards identified in the 2009 Key Stage 2 tests. With local authority support, a process of identifying areas for development was implemented. Progress in tackling these issues has accelerated substantially under the leadership of the new headteacher. A strong team approach, independent of past support, is emerging and has accurately assessed the needs of the school. It has identified the right priorities and produced good plans that are moving the school forward rapidly. Amongst the strategies already introduced are much improved systems for monitoring teaching and learning coupled with better assessment systems that indicate clearly where teaching is not raising attainment sufficiently quickly. It is too early to see the full impact of this work on improvements to teaching, assessment and the curriculum but they are all showing improvement and attainment is beginning to rise.

Responsibilities for leadership roles have widened and a new enthusiastic group of middle managers is emerging with a keen commitment to the headteacher's vision for improvement. Leaders have been well prepared for their new roles and they have the ambition, skills and knowledge to drive forward improvements and sustain change. Subject leaders are also playing a greater role but as yet are not sufficiently involved in developing and monitoring the curriculum in their areas.

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The governing body has been closely involved in identifying necessary changes and is increasingly holding the school to account. However, it has not yet established a framework for first-hand observation to help them challenge the school further and maintain improvements.

Safeguarding arrangements are satisfactory and meet the statutory requirements. The school has good information that identifies the specific needs of different groups of pupils. New arrangements to monitor progress and the quality of teaching are now targeting support well. The promotion of equality of opportunity is satisfactory. The school is a cohesive community with satisfactory and developing links with parents, carers and outside agencies, although provision for community cohesion remains at an early stage of development.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
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	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Provision is satisfactory. Children enter school with overall levels of development that are somewhat lower than those expected for their age and make satisfactory progress. However, improved ways for staff to work together are leading to better teamwork and more effectively planned activities. This has accelerated the progress of the present group of children, which is tracked carefully and accurately in the improved assessment records. In particular, new approaches to teaching letters and sounds are having a very positive impact on children's skills in reading, writing, speech and language.

Children's welfare and safety are secure and there is effective work to involve parents and carers in their children's development. Arrangements for children to join the school are positive. As a result, children settle quickly and all are responding well to the school's behaviour expectations. The staff plan exciting and imaginative learning experiences that

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promote independence well. However, the outside play space has not received the same attention to planning appropriately motivating activities.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The percentage of parents and carers who responded to the questionnaire was above the national average. Responses about the school were overwhelmingly positive. No major or consistent concerns were expressed although a higher proportion expressed a desire to know more about how well their children are getting on. The school has already introduced additional opportunities for parents and carers to meet with teachers to tackle this issue. Several parents and carers commented on recent improvements in the school and expressed their approval of changes. The positive views of parents and carers are reflected in the report's findings.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Anlaby Acre Heads 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 125 completed questionnaires by the end of the on-site inspection. In total, there are 323 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	65	52	56	45	4	3	0	0
The school keeps my child safe	63	50	58	46	4	3	0	0
My school informs me about my child's progress	34	27	70	56	18	14	3	2
My child is making enough progress at this school	37	30	71	57	8	6	6	5
The teaching is good at this school	39	31	77	62	5	4	1	1
The school helps me to support my child's learning	44	35	66	53	11	9	3	2
The school helps my child to have a healthy lifestyle	54	43	64	51	6	5	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)	23	18	78	62	6	5	1	1
The school meets my child's particular needs	37	30	79	63	6	5	1	1
The school deals effectively with unacceptable behaviour	39	31	71	57	9	7	1	1
The school takes account of my suggestions and concerns	29	23	78	62	6	5	1	1
The school is led and managed effectively	53	42	66	53	2	2	0	0
Overall, I am happy with my child's experience at this school	51	41	66	53	4	3	1	1

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.



4 February 2010

Dear Pupils,

Inspection of Anlaby Acre Heads Primary School, Hull, HU4 7ST

I would like to thank you all for making the team so welcome when we came to inspect your school. I would like to give a special thank you to those of you who gave up some of your time to talk to us about your work and activities. You told us that you think things have improved in your school recently and we agree. You know how to stay safe and healthy and you attend school regularly. You work hard in school and you are beginning to understand how you can improve your own work.

You go to a satisfactory school where the headteacher and all the staff ensure that you are well cared for. We think that the staff have made lots of improvements to help you make better progress. We were very impressed by how keen you are to learn and all of you, including the children in the Reception classes, make satisfactory progress, but we think that some of you could do even better.

One of the reasons for our visit was to see how your school can improve. We have asked your school leaders to make sure that all lessons help you learn quickly and are as good as the best in the school. We would like some of the staff to check that everything you learn is as exciting as the work you do in mega days, with activities that challenge each of you, whether you find it easy or hard to learn.

You can help by continuing to attend regularly, paying good attention and trying your hardest.

Yours sincerely,

Mr Tony Painter

Lead Inspector

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