

Thanet Primary School

Inspection report

Unique Reference Number	117820
Local Authority	Kingston upon Hull City of
Inspection number	358203
Inspection dates	3–4 November 2010
Reporting inspector	Linda Murphy

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	427
Appropriate authority	The governing body
Chair	Mrs Jenny Sharp
Headteacher	Mrs Elaine Butler
Date of previous school inspection	25 February 2008
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Introduction

This inspection was carried out by three additional inspectors. Seventeen lessons were observed and 15 teachers seen; meetings were held with groups of pupils, the chair of governors and staff. The inspectors observed the school's work, and looked at a range of documents, including the school's data records, policies, the school development plan, minutes of governing body meetings, and the notes of the School Improvement Partner's visits. They analysed 63 questionnaires completed by parents and carers and took account of 33 questionnaires returned from staff and 213 from pupils.

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

- Achievement in mathematics in Key Stages 1 and 2 to determine the level of challenge in this subject.
- Achievement in writing to help determine improvement since the last inspection.
- The quality of the school's community cohesion within the United Kingdom and abroad.
- The quality of leadership and management to assess improvement since the last inspection.

Information about the school

This is a larger than average school of its type. Most pupils are White British. The proportion of pupils known to be eligible for a free school meal is about twice the national average. The proportion of pupils with special educational needs and/or disabilities is higher than average. Awards attained include Healthy School status, the Activemark, the Artsmark and the Financial Management in Schools Standard. In September 2010 the school formed a hard federation with Foredyke Primary School. This means that the school has a very newly constituted shared governing body and a shared executive headteacher. Separate inspection teams inspected each school simultaneously. A private out-of-school club uses school accommodation and is subject to a separate inspection.

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

This is a good school that provides a very caring and supportive environment in which pupils thrive and achieve well. It meets its core values to help pupils act with respect, honesty, responsibility, friendship and kindness. These attributes underpin pupils' good quality learning which is exciting and interesting. This is because the curriculum is engaging and teaching is good. Pupils' contribution to their school and local community is a great strength although their understanding of communities farther afield is less well developed.

The Early Years Foundation Stage is outstanding. From mostly low starting points pupils' achievement is first rate. They usually enter Year 1 well prepared for work in the National Curriculum. Pupils, including those with special educational needs and/or disabilities make good progress throughout school. By the end of Year 6 pupils' attainment is broadly average in English, mathematics and science. It is no higher because older pupils have not had the benefit of the positive impact of changes in the Early Years Foundation Stage since the last inspection. Nevertheless from their starting points school data show that pupils achieve well. Mathematics is the weaker subject: reading is the strongest reflecting the school's focus on speaking, listening and reading.

The governing body has worked well to ensure improvement since the last inspection although the new governing body of the hard federation is at a much earlier stage. The school has good capacity for improvement because senior leaders and managers provide the school with clear direction and a strong sense of purpose. Some middle levels of leadership and management are still developing although a good start has been made. Senior leaders have a secure overview of the school's strengths and areas for development. Since 2008 the school has introduced a range of strategies to improve writing. It is an area of continuous attention and led well by the English leader.

What does the school need to do to improve further?

- Raise attainment in mathematics across the school by:
 - – improving pupils' skills in calculation providing plentiful opportunities to apply mathematical knowledge to solve problems.
- Improve the promotion of community cohesion by:
 - – building links with schools and communities, in the United Kingdom and abroad, that have considerable ethnic, religious, cultural and socio-economic differences to that of the pupils at Thanet.
- Further develop the hard federation by:

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- – embedding governance so that it is effective in extending and sharing the skills of middle and senior leaders and managers.

Outcomes for individuals and groups of pupils

2

Pupils' good achievement and enjoyment of learning is underpinned by their enthusiasm to discuss their learning and to participate in activities, in particular practical activities. Pupils thoroughly enjoy school and have a clear understanding of what is expected of them and they behave well. As a result, lessons have a very pleasant, purposeful atmosphere. Pupils are keen to learn so that by Year 6, most pupils attain average standards in English and mathematics. On occasions the presentation of mathematics is a little untidy and can lead to avoidable mistakes in simple calculation. In reading levels are higher than in other subjects. Pupils with special educational needs and/or disabilities and pupils who are potentially vulnerable thrive academically and personally because of good quality extra help and specialist support.

Pupils have a good understanding about healthy lifestyles including their emotional well being. Pupils clearly understand about safety for themselves and others. They like the daily 'check in' and 'check out' discussions when they can raise any problems about which they may have concerns in the undoubted knowledge that children and staff will listen and help. At these times they are led to reflect on right and wrong. Pupils see the school's restorative practice as important in helping them to resolve issues independently. They say 'bullying doesn't happen anymore but if it did we know what to do'. Pupils add much to their school community. Pupils value the responsibilities they gain by applying for them like 'real jobs'. Such experiences together with their basic skills in literacy and numeracy enable them to develop a satisfactory understanding of work place skills. The curriculum, assemblies and teaching hasten pupils' good spiritual, moral, social and cultural development. Even so cultural development is not as strong as other aspects because pupils they have too few opportunities to engage with those from a wide range of different backgrounds to themselves.

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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	3
Taking into account:	
Pupils' attendance ¹	3
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?

Teachers mostly plan lessons carefully and usually teachers use assessment well to ensure that tasks set for pupils meets their needs and build on what they know, understand and can do. When the pace of learning slows it is because these aspects require fine tuning from plans for a whole year group to individual classes and pupils. The teachers' subject knowledge is good and this enhances pace and the quality of questioning and response. Relationships between staff and pupils are friendly and warm. Staff have high expectations of what pupils can achieve: this is a thread that runs throughout the school. Established routines support pupils' developing independence. Instructions are clear and dialogue encouraged very well. The deployment of teaching assistants provides good value for money overall although on occasion deployment is variable dependent upon the quality of the main teaching. Pupils work is marked well. Success is celebrated and clear guidance given on how to improve.

Pupils are proud of their contributions to decisions about the topics they study and this motivates them in their learning. The curriculum is creative, stimulating and enjoyable. Links between different subjects encourage pupils to use and apply their writing skills. The school develops enterprise skills across the curriculum and uses good links with other schools and the local community to provide additional opportunities for pupils, for example, in physical education and drama. During the inspection Hull Truck Theatre worked with Year 6 pupils to help raise aspirations. Afterwards pupils commented 'the

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world is full of possibilities for me' and 'I am good at science to I can be an inventor'. A good range of extra-curricular activities are much appreciated and well attended.

Staff know their pupils well and pay close attention to their care and well-being. Systems are well organised so that the school can respond very effectively to those who need additional help or guidance, for example, through working with external agencies to help reduce persistent absence. Pupils with special educational needs and/or disabilities and those who are particularly vulnerable, achieve well because of good provision, which includes the support of the teaching assistants and of the 'emotional support' worker.

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?

Middle management is at an earlier stage of development than senior leadership. Staff have corporate ownership and responsibility for school initiatives and developments. The executive and school headteachers provide strong leadership and support. They ensure there is a strong sense of ambition leading to good improvement. The governing body, in the past, has helped raise attainment over the last two years through support and challenge. It is too early, however, for the work of the newly constituted governing body to have had time to impact on the schools' work. Partnership with external partners provides professional development and adds to the breadth of the curriculum. Pupils, irrespective of their backgrounds and abilities benefit greatly from all that the school provides. Any discrimination is tackled immediately. Pupils' progress is monitored well and the information used constructively to identify and provide guidance and challenge. School development plans are clear and easy to use. They are monitored and developed very carefully and as a result bring about improvement. Links with the local community including other schools are particularly strong. Even so the school is at an early stage in formally auditing and shaping its community cohesion policy and strategy to build upon pupils' understanding of customs and cultures beyond the school. Safeguarding procedures including staff training are up to date and the necessary checks and policies are in good order. This helps to keep pupils safe, for example, child protection procedures in particular are robust.

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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	2
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 an outstanding start in the Early Years Foundation Stage because home visits help to establish very positive relationships and the leadership and management of this stage of children's education is excellent. It ensures first rate teaching and learning built upon a curriculum that increasingly stems from children's interests.

Children achieve tremendously well because they have a wealth of opportunities to explore, engage in practical activities and to develop an understanding of basic skills and knowledge. They enjoy activities such as building with bricks outside and are inventive, for example, making themselves stools to sit on because the playground surface was wet. Staff are deployed remarkably well, for example, a teaching assistant helped one group of children make birthday cakes and count candles and at the same time intervened with an individual to make sure that small plastic creatures from the water trough were correctly counted onto the a lily pad with a given numeral. At the same time the class teacher focused directly on helping higher attainers order numerals.

Provision is very well planned, conducive to learning and developing children's independence. Children's curiosity is awakened and they experiment and play in role such as fire fighters. Welfare requirements are very well met as regards children's care and safety. Careful observations by staff result in accurate assessments of children's progress which enable adults to match activities to children's needs.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Nearly 15% of parents and carers returned questionnaires. The vast majority were overwhelmingly satisfied with the school. The inspection team largely agree with these positive views. The inspection team found no evidence to endorse the view of a very small minority who had concerns about the help the school gives parents to support their child's learning and the way the school takes account of suggestions and concerns.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Thanet 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 63 completed questionnaires by the end of the on-site inspection. In total, there are 427 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	45	71	16	25	1	2	0	0
The school keeps my child safe	40	63	23	37	0	0	0	0
My school informs me about my child's progress	39	62	21	33	2	3	1	2
My child is making enough progress at this school	42	67	19	30	2	3	0	0
The teaching is good at this school	44	70	16	25	2	3	0	0
The school helps me to support my child's learning	40	63	17	27	5	8	0	0
The school helps my child to have a healthy lifestyle	38	60	22	35	3	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)	32	51	25	40	2	3	1	2
The school meets my child's particular needs	34	54	27	43	2	3	0	0
The school deals effectively with unacceptable behaviour	34	54	24	38	2	3	1	2
The school takes account of my suggestions and concerns	28	44	29	46	4	6	1	2
The school is led and managed effectively	36	57	23	37	2	3	1	2
Overall, I am happy with my child's experience at this school	43	68	17	27	2	3	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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.



5 November 2010

Dear Pupils

Inspection of Thanet Primary School, Hull, HU9 4AY

Thank you for being so polite and happy when your school was inspected. One of the reasons for the inspection was to find out about what the school does well.

I found that Thanet is a good school and you and your parents and carers mostly agree. The Early Years Foundation Stage is outstanding.

By the end of Year 6 you achieve well and attain broadly average levels in English and mathematics. This is because the teaching is good and the curriculum exciting.

However, you also play your part very well. Your behaviour is good and you understand well how to live a safe and healthy lifestyle. You understand what is right and wrong and endeavour to do the best that you can and are kind to others. This means that school life is enjoyable and worthwhile.

Another reason for inspection is to see what your school could do better. This include: helping you do as well in mathematics as you do in reading; helping you better understand the diversity of the world and for the staff and governors to ensure that Thanet continues to improve well alongside your new links with Foredyke Primary School.

You can help by improving the way you calculate in mathematics and using your skills to tackle mathematical problems. Always remember as one of your Year 6 pupils told me that 'the world is full of possibilities' for you and that overall Thanet gives you a good start in school life.

Best wishes for the future.

Yours sincerely

Mrs Linda Murphy

Lead inspector

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