

Griffin Primary School

Inspection report

Unique Reference Number	117914
Local Authority	Kingston upon Hull City of
Inspection number	358223
Inspection dates	22–23 March 2011
Reporting inspector	Andrew 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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	329
Appropriate authority	The governing body
Chair	Dr Martin Hegerty
Headteacher	Mrs Janet Adamson
Date of previous school inspection	22 April 2008
School address	Barham Road Hull HU9 4JL
Telephone number	01482 794122
Fax number	01482 795963
Email address	head@griffin.hull.sch.uk

Age group	3–11
Inspection dates	22–23 March 2011
Inspection number	358223

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 21 lessons and observed 13 teachers. The inspectors held meetings with members of the governing body, the staff and groups of pupils. They observed the school's work and looked at a range of documentation, including policies, the school improvement plan and pupils' progress and attainment data. The inspection team analysed 22 completed questionnaires from parents and carers, as well as questionnaires completed by pupils and staff.

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

- The progress pupils of all abilities make throughout the school, particularly in writing.
- The pupils' attendance and punctuality.
- The contribution of all leaders and managers to school improvement.

Information about the school

The school is larger than the average primary school. The majority of pupils are from White British backgrounds. The proportion of pupils known to be eligible for free school meals is well above average. The percentage of pupils with special educational needs and/or disabilities is also higher than usual. The school has achieved Healthy School status, Activemark and Enterprise awards and the Basic Skills Quality Mark.

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. Pupils of all abilities, including those with special educational needs and/or disabilities, progress well as a result of good teaching and a creative and practical curriculum. The good care, guidance and support the school provides ensures that pupils, including the most vulnerable, are well prepared for learning. The clear-sighted leadership of the headteacher, with strong support from her deputy headteacher and middle leaders, ensures that the quality of self-evaluation is largely accurate. However, occasionally, procedures to monitor and improve the quality of teaching and learning are too narrowly focused. The governing body is well informed and increasingly provides challenge and support to the school. The effective provision and good outcomes for pupils show that the school is well placed to continue to improve.

Pupils of all abilities make good progress because most lessons are generally exciting and challenging. They leave Year 6 with attainment which is broadly average overall in English and mathematics. The school is particularly successful at helping less able pupils reach challenging targets. Occasionally, however, the progress pupils make is limited by inconsistencies in the quality of teaching. Pupils feel safe and behave well. They are friendly and welcoming. Pupils have a good understanding of how to live healthily and a strong commitment to sport and exercise. Pupils make a good contribution to the community through their involvement in the Children's University and the work of the school council.

The quality of teaching and learning is good overall. Teachers make good use of innovative links between subjects to motivate and engage pupils. Teaching assistants make a good contribution to the effectiveness of teaching. In a few lessons, teachers do not provide enough pace and challenge for pupils to make the best possible progress. Teachers generally make good use of marking and feedback, although occasionally pupils are not given enough guidance to help them improve their own work. The lively and imaginative curriculum leads to many examples of good quality work in subjects such as art and design, information and communication technology (ICT), history and science. Robust procedures to keep pupils safe and to break down any barriers to learning contribute to the effective care, guidance and support the school provides. 'The interaction between teachers and parents is excellent and helps them carry on learning at home. Everyone's happy,' reflects the views of parents and carers.

What does the school need to do to improve further?

- Hasten pupils' progress in order to raise attainment further by:
 - raising the quality of teaching more consistently to that of the best

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

- ensuring marking and feedback to pupils enables them to improve their own work and move quickly to the next steps in their learning.
- Improve the effectiveness of monitoring and evaluation procedures to eradicate weaknesses in teaching and learning.

Outcomes for individuals and groups of pupils

2

Pupils of all abilities take pride in their work and present it well. They enjoy learning and are keen to achieve well. Pupils work well collaboratively, share ideas and solve problems together. They speak purposefully about their work and plan and organise their ideas. This makes a strong contribution to their personal development and the good progress they make in all subjects. They enjoy using ICT to research and present their ideas. This makes a good contribution to their skills for future learning. Children start the Early Years Foundation Stage with skills well below those typically expected for their age and especially low for communication and reasoning. By Year 6, pupils' attainment in reading and mathematics is average. They are below average in writing but improving well through a strong focus on basic handwriting and spelling skills. This is reflected in the results of National Curriculum tests and teachers' assessments. The more-able pupils make good progress because the curriculum allows pupils to use and apply their skills independently. However, some inconsistencies in the quality of teaching and the use of marking occasionally limit pupils of all abilities from making the fastest progress they can in English and mathematics. Attendance is broadly average and pupils are punctual. Pupils have an effective voice in school improvement through their school council and green team roles. They take significant responsibility for planning and organising fund-raising activities through the Enterprise scheme. They are reflective in response to thought-provoking assemblies and personal and social education lessons. As a result, they have a good understanding of social and moral issues, such as racial intolerance.

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

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	2
Taking into account:	
Pupils' attendance ¹	3
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?

The quality of teaching observed during the inspection ranged from satisfactory to outstanding. Teaching is good overall. Teachers' expectations are generally high and pupils strive hard to meet them. Teachers and teaching assistants work closely together to ensure pupils of all abilities make good progress. Detailed and sharply focused lesson plans largely ensure the needs of different groups of pupils are well met. In the best lessons, teachers challenge pupils to think through well-targeted questions and activities which are closely matched to individual needs. As a result, the quality of teaching and learning is good overall. On a few occasions, however, teachers expect pupils to be passive listeners for too long and the work set is not challenging enough. Most lessons are, however, exciting and fast paced; they are brought to life through the use of ICT, role play, problem-solving tasks, competitions and games. Good quality marking and feedback often help pupils improve their own work. This has helped to raise standards in writing. However, on a few occasions teachers tell pupils what they already know rather than highlight what they need to do to reach the next step in their learning.

Well-planned programmes of work in literacy and numeracy, such as 'Every Child a Writer,' are increasingly driving attainment higher. Imaginative themes and visits make learning relevant and stimulating. The use of ICT as a tool for learning in several subjects is developing well. Literacy and numeracy skills are carefully woven into other subjects. A wide range of visits are used well to stimulate learning and deepen understanding. Strong

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

creative partnerships with other educational establishments, such as universities and neighbouring schools, contribute to exciting learning in many subjects. Parents and carers make a good contribution to pupils' learning through their involvement in starter work sessions and homework projects.

There are rigorous and effective procedures to keep pupils safe and promote better attendance and behaviour. The school has good systems to support the many vulnerable pupils and their families, for example, through the effective work of the special educational needs coordinator and the learning link worker. This work is successful in significantly breaking down barriers to learning such as difficulties in getting to school on time. The school provides a good range of information on pupils' progress and gives parents and carers regular and useful guidance on ways to support their children's future learning.

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?

Leadership and management are good overall. The headteacher has created a climate in which all staff contribute well to the evaluation of the school's outcomes and provision. There are good systems for delegating responsibility and ensuring staff are trained well for fulfilling their roles. Although some senior leaders are new to their roles and still becoming fully established, they work well as a team to bring about change. Staff morale is high as a result. Equality of opportunity is good. The school is inclusive and promotes an understanding of diversity well. The monitoring of teaching is sometimes too narrowly focused on specific areas for whole-school development and, as a result, does not always clearly identify areas for improvement. The school recognises the need to further embed the best practice, to iron out the few inconsistencies in the quality of teaching and boost pupils' learning and progress still further.

The school makes good use of its partnerships with the local authority and with other schools to ensure that the challenging and realistic targets set for improvement are achieved well. The headteacher and other staff, such as the Early Years Foundation Stage leader, take strategic roles in wider educational developments such as the Children's University which have a positive impact on all the school offers. Several members of the governing body are new to the role but are building effectively on procedures to monitor, support and challenge the school. Robust policies and thorough record keeping contribute to good quality procedures for safeguarding. Community cohesion is good; the school plays a central role in local events, especially through work with the church, charity

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

activities, and links with schools in different social and economic circumstances, both nationally and globally.

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	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children start school with skills which are generally well below those typical for their age. They are particularly low for reasoning, communication and literacy. Children of all abilities, including those with special educational needs and/or disabilities, make good progress. By the time they start Year 1, attainment is below but increasingly close to average overall. There are very good induction systems to support children and to settle them quickly into the Nursery class. Good links with parents and carers contribute to the smooth start children make. Children feel safe and are supported by robust welfare arrangements. The quality of teaching and use of assessment are good overall. There are excellent systems to share information on children's progress with parents and carers. There are imaginative programmes, with opportunities for fun, to help children make progress in early reading and writing. The strong emphasis on developing children's confidence and social skills prepares them well for future learning.

There is a good balance between adult-led activities and those that children can choose for themselves, both indoors and out, which contributes well to all areas of learning. However, a few of the resources used, particularly those outside, are not stimulating and engaging enough. Children and staff make good use of a wide range of ICT resources to develop basic skills and learn more about the world around them. The Early Years Foundation Stage leader and her staff know the strengths and weaknesses well of the provision and monitor its impact on outcomes. As a result, the Early Years Foundation Stage is well placed to continue to improve.

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

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

Fewer parents and carers than usual responded to the questionnaire. The majority are supportive of the school and proud of the education their children receive. A small minority of parents and carers feel that the school does not take account of their suggestions and that leadership and management is not effective. The inspection team investigated these opinions. The views of the parents and carers are reflected in the findings of the inspection because virtually all aspects of its work, including the leadership and management are good compared with other schools.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Griffin 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 22 completed questionnaires by the end of the on-site inspection. In total, there are 329 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	10	45	11	50	1	5	0	0
The school keeps my child safe	10	45	10	45	1	5	0	0
My school informs me about my child's progress	11	50	11	50	0	0	0	0
My child is making enough progress at this school	11	50	11	50	0	0	0	0
The teaching is good at this school	13	59	9	41	0	0	0	0
The school helps me to support my child's learning	9	41	12	55	0	0	0	0
The school helps my child to have a healthy lifestyle	7	32	15	68	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)	4	18	11	50	1	5	1	5
The school meets my child's particular needs	9	41	10	45	1	5	1	5
The school deals effectively with unacceptable behaviour	7	32	12	55	2	9	0	0
The school takes account of my suggestions and concerns	5	23	11	50	2	9	2	9
The school is led and managed effectively	5	23	13	59	3	14	1	5
Overall, I am happy with my child's experience at this school	12	55	8	36	1	5	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	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.



24 March 2011

Dear Pupils

Inspection of Griffin Primary School, Hull, HU9 4JL

Thank you for the friendly welcome you gave the inspectors when we visited your school this week. We very much enjoyed talking to you and seeing you in your lessons, assemblies and at playtime.

These are some of the things we found out about your school.

- You go to a good school.
- You feel safe and behave well.
- Your involvement in school life through the school council, the green team and many other responsibilities is good.
- You enjoy your school work because the teachers usually give you practical and fun things to do.
- You produce many exciting works of art and design.
- The school helps you keep fit and live healthily through regular exercises and nourishing school meals.
- You take pride in your work and reach average levels of attainment.
- Occasionally, you do not make as much progress as you could in lessons.
- Sometimes, there is not enough guidance in marking and feedback to help you improve your own work.

To help your school become even better, I have asked your headteacher and the governing body to:

- make sure that all the work that is set helps you to make the best progress you can
- give you more guidance to allow you to improve your own work.

You can help by always trying your best and continuing to enjoy school.

Yours sincerely

Andrew Clark

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.