

Anlaby Primary School

Inspection report

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| Unique Reference Number | 132349 |
| Local authority | East Riding of Yorkshire |
| Inspection number | 381466 |
| Inspection dates | 28–29 May 2012 |
| Lead inspector | Andrew Swallow |

This inspection of the school was carried out under section 5 of the Education Act 2005.

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 325 |
| Appropriate authority | The governing body |
| Chair | Chris Sanders |
| Headteacher | Alan Cornwall |
| Date of previous school inspection | 2 April 2009 |
| School address | First Lane Anlaby Hull HU10 6UE |
| Telephone number | 01482 653077 |
| Email address | anlaby.primary@eastriding.gov.uk |



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Introduction

Inspection team

Andrew Swallow
Lynne Davies
Anthony Kingston

Additional Inspector
Additional Inspector
Additional Inspector

This inspection was carried out with two days' notice. Inspectors observed teaching and learning in 22 lessons, taught by 13 teachers, including two observed jointly with the headteacher. In addition, meetings were held with pupils, members of the governing body and school staff. Inspectors observed the school's work and looked at a number of documents including the school development plan, the safeguarding and equality policies, and minutes of the governing body meetings. Also, inspectors analysed the responses to 132 parents and carers questionnaires and others completed by pupils and staff.

Information about the school

This school is larger than the average-sized primary school. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils supported at school action plus and with a statement of special educational needs is higher than the national average. Very few pupils are from minority ethnic backgrounds, with only a small minority who speak English as an additional language. The school meets the current floor standard, which sets the government's minimum expectations for attainment and progress.

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 | 3 |
| Achievement of pupils | 3 |
| Quality of teaching | 3 |
| Behaviour and safety of pupils | 2 |
| Leadership and management | 3 |

Key Findings

- This is a satisfactory school. Adults provide high levels of care for all pupils and create a positive climate in which the vast majority of pupils look after each other well. Parents and carers are very supportive. Pupils enjoy coming to school, especially their lessons. It is not yet a good school because not all pupils achieve well, as a result of inconsistencies in the quality of teaching. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Pupils' achievement is satisfactory overall. From broadly typical starting points on entry to the Reception Year most children make satisfactory progress in the Early Years Foundation Stage. Across Years 1 to 6 pupils have positive attitudes to learning, achieving satisfactorily in reading, writing and mathematics, and reach average standards by the time they leave school.
- Teaching is satisfactory overall. Inspectors saw many examples of good teaching, particularly in Key Stage 2.
- Behaviour and safety are good. Pupils are very polite towards adults and support each other well in lessons, and around school. Parents and carers, pupils and staff believe that the strong relationships promote a culture of safety. In lessons, most pupils are eager to learn and to do well. Attendance is average and is rising.
- The leadership of teaching and management of performance are satisfactory. There are many examples of teachers sharing good practice to improve the quality of pupils' learning, although inconsistencies remain. Self-evaluation systems are accurate, but not all leaders and managers are fully involved. The monitoring of lessons does not focus sufficiently on the impact of teaching on all pupils' learning.

What does the school need to do to improve further?

- Accelerate pupils' progress across all years, and raise standards in reading, writing and mathematics by the time they leave school by:
 - ensuring that teachers assess accurately and regularly the progress of all pupils in lessons to challenge and extend their learning
 - maximising opportunities across all subjects for pupils to apply mathematical skills in real life contexts, write more fluently, read with understanding and infer meaning.
- Improve the quality of teaching so that so that it is consistently good or better by:
 - ensuring activities are stimulating and enjoyable, and reducing the amount of time that teachers take in introducing and explaining the work
 - providing all pupils with sufficient time to develop and show their understanding
 - encouraging pupils to collaborate, work things out for themselves, become more resilient, and rely less on adult input and guidance.
- Develop fully the monitoring and evaluating roles of all leaders and managers across the school by:
 - focusing lesson observations on the teachers' impact on pupils' learning and achievement
 - involving all subject leaders in lesson observations.

Main Report

Achievement of pupils

From broadly typical starting points, most children make satisfactory progress across the Early Years Foundation Stage because teaching is satisfactory. As a result, many are working securely within almost all of the learning goals by the time they begin Year 1. In particular, they learn to collaborate well, share resources, and explore different scenarios.

Almost all of the parents and carers who responded to the inspection questionnaire think that their children are making good progress. The vast majority of the pupils think that they learn a lot, most or all of the time. Inspection evidence supported these views where teaching was good, but not so in general. This is largely due to activities and experiences that do not challenge and extend all pupils sufficiently in their learning, particularly in Years 1 and 2.

In Key Stages 1 and 2, pupils make generally satisfactory progress, reaching overall average standards in reading, writing and mathematics by the end of Year 6. The increasingly good teaching in Key Stage 2 is helping to raise achievement of many pupils, but is not yet fast enough, or across all year groups. The teaching of phonics (the sounds that letters represent) and the promotion of reading skills are secure. By the end of Key Stage 1, many pupils read with growing confidence and their attainment is average. By the end of Key Stage 2 most say they enjoy reading, although some have difficulties in breaking down and identifying unfamiliar words, and inferring meaning. Consequently, their attainment remains average. Increasingly, more teachers develop pupils' key mathematical skills, such as oral calculation and basic number operations in 'real-life' contexts; this is currently an area for

development. In the best lessons, writing activities are purposeful and relevant to pupils' own experiences. Opportunities are missed to enhance further reading, writing and mathematical skills, because not all teachers take sufficient advantage of the different contexts across all subjects to promote these skills.

In many lessons, pupils show a readiness to share ideas in small groups and pairs, listening carefully to each other's viewpoints. For example, Year 6 pupils eagerly collaborated to use mathematical reasoning skills to analyse income and expenditure, and work out profit margins for the school's 'Snack Shack.' Year 4 and 5 pupils pooled ideas on imaginative vocabulary, complex sentence construction, and innovative punctuation, to write the next paragraph from their reading of 'The Piano'. Pupils with special educational needs achieve as well as their peers. This is because resources, including support from adults, meet their needs, and formal targets are reviewed and updated regularly.

Quality of teaching

A large proportion of parents and carers who responded to the inspection questionnaire think that their children are taught well. Inspectors found evidence of good practice, but not sufficient to judge the quality of teaching as good overall. The best examples were seen in Years 3 to 6 where, in many lessons, teachers provide exciting opportunities for pupils to collaborate in small groups and extend each other's emerging ideas. For example, in a Year 6 mathematics lesson on probability pupils worked enthusiastically and used the correct vocabulary to consider whether a rolled drawing pin would land on a 'point' or 'resting' side. Stimulating questioning and interactions by teachers stretch pupils of all abilities in their thinking. Targeted support by other adults in lessons is often effective in improving the confidence of pupils with special educational needs.

More typically, the quality of teaching is satisfactory. This is especially so in the Early Years Foundation Stage and in Years 1 and 2. In the Reception Year, outdoor resources and activities do not always stimulate learners' imagination and play. In some Key Stage 1 lessons, teachers do not listen to, or observe carefully enough, groups of pupils and individuals. They miss opportunities to assess and comment on how well pupils are doing and what they need to do to improve. On occasions some teachers talk for too long and over direct activities, so that pupils are not challenged to persevere and develop resilience. Experiences for investigating, analysing and justifying are often cut short by lengthy explanations. As a consequence, not all pupils have sufficient time to work things out for themselves and deepen their understanding.

The use of information and communication technology and interesting contexts for learning, including visits and references to the local community help to promote pupils' spiritual, moral, social and cultural development satisfactorily. For example, links with the local churches and thoughtful assemblies enhance pupils' spiritual and moral development; visits by local artists and performers enrich their cultural awareness.

The quality of marking is good in English, but less effective in mathematics in providing pupils with a clear view of their attainment, and how they can improve it. The teaching of reading skills is generally satisfactory. It helps pupils to develop the skills to retrieve facts, although not always to interpret a text and make inferences with confidence.

Behaviour and safety of pupils

Pupils say that they feel safe in school and that adults are very supportive. As a consequence, they have a good understanding of the risks to which they may be exposed, both within and outside of school. Parents and carers also believe that the school takes good care of their children. Behaviour in lessons and around the school is typically good, and learning is seldom disrupted. A very large proportion of parents, carers and pupils express confidence in the school's systems for dealing with instances of bullying, if they arise. Pupils are aware of different forms of bullying, especially homophobic and cyber-bullying. Through their work on the school council and daily interactions in the playground, they actively try to prevent the very rare instances from occurring. They make a good contribution to a safe, positive learning environment, readily celebrating the achievements of others in assemblies, and working willingly in different groups and pairs in lessons. A range of strategies to promote regular attendance has a positive impact, and attendance is average.

Leadership and management

The headteacher and senior leaders have high aspirations for all pupils. Levels of team work across the school are high. Teachers are keen to share and learn good practice, and believe that the school provides well for their professional development. The school has effective systems for continual self-evaluation and the management of teachers' performance. Senior leaders have responded appropriately to the key areas for improvement in the previous inspection. Much of the teaching in Key Stage 2 is good and achievement is slowly rising. This demonstrates a capacity for further improvement.

Not all subject leaders are sufficiently involved in checking the quality of the school's work and planning for future developments. In general, procedures to check the quality of lessons concentrate too much on teaching, rather than its impact on the quality of pupils' learning, and the achievement of different groups. Consequently, outcomes of monitoring are not used as successfully as they might be to promote consistently good or better practice across all years.

The impact of the curriculum on pupils' academic outcomes is satisfactory. School leaders recognise the scope for a more thematic approach to the teaching of key communication and mathematical skills, with opportunities for pupils to practise these skills in different contexts and for different purposes. When given the chance, pupils collaborate readily to reason things out for themselves, question and share viewpoints, and consider carefully the meaning and implications of key events, such as war and peace. Carefully chosen visits to museums, local churches and places of interest, bring to life the planned curriculum. All of these experiences, together with extra-curricular activities, including choir, sport and gardening, promote pupils' satisfactory spiritual, moral, social and cultural development.

The governing body discharges its statutory responsibilities and ensures that safeguarding arrangements meet requirements. It ensures that the school promotes well equality of opportunity through rigorous tracking of pupils' achievement, bespoke support for individuals at risk of underperforming, and close monitoring of pupils' behaviour to tackle any discrimination that may arise. Members of the governing body have an accurate understanding of the strengths and weaknesses of the school and, through bespoke committees, increasingly check on pupils' progress and outcomes.

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 | 54 | 42 | 2 | 2 |
| Primary schools | 14 | 49 | 32 | 6 |
| Secondary schools | 20 | 39 | 34 | 7 |
| Special schools | 33 | 45 | 20 | 3 |
| Pupil referral units | 9 | 55 | 28 | 8 |
| All schools | 16 | 47 | 31 | 6 |

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

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| Achievement: | the progress and success of a pupil in their learning and development taking account of their attainment. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Attendance: | the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance. |
| Behaviour: | how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school. |
| Capacity to improve: | the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Floor standards: | the national minimum expectation of attainment and progression measures |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the governors and 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: | inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. |
| 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. |
| Safety: | how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning. |

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.



30 May 2012

Dear Pupils,

Inspection of Anlaby Primary School, Hull, HU10 6UE

Thank you for talking with my colleagues and me when we visited your school recently. The inspectors spoke with you in lessons, around the school and in groups, looked at your work, read the results of questionnaires filled in by you and your parents and carers, and spoke with some of your teachers. Here are some of the main findings.

- The school provides you with a satisfactory standard of education.
- You make satisfactory progress in the Early Years Foundation Stage and across Years 1 to 6, reaching average standards in reading, writing and mathematics by the time you leave school.
- Most of you behave well and are polite to visitors and respectful of each other.
- The school provides good support to those of you who need additional help, and ensures that you all feel safe and well cared for.
- The quality of teaching is satisfactory overall, with increasingly good teaching as you move through the school.
- Senior leaders and governors know what needs to be done to make things even better.

I have asked the headteacher and the governing body to make sure that:

- teaching becomes consistently good throughout the school in order to ensure that all lessons challenge you to develop your skills to the full
- you make good progress in reading, writing and mathematics across all years, and attain higher standards by the end of Year 6
- staff are more rigorous in evaluating the quality of the teaching.

You can all help by attending regularly, participating enthusiastically in all lessons, and telling your teachers when you find your learning to be too easy or too difficult.

Yours sincerely

Andrew Swallow
Lead Inspector

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