

Anlaby Acre Heads Primary School

Welbourn Walk, Norland Avenue, Hull, HU4 7ST

Inspection dates 22–23 January 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well and make good progress, especially the more-able pupils in reading. Progress in English is good, but not as strong in mathematics.
- The school successfully supports those pupils in receipt of the pupil premium and, as a result, they make good progress and achieve as well as their classmates.
- Teaching is typically good. Very positive relationships with pupils ensure that they want to please their teachers and they are keen to do well.
- Behaviour is outstanding. Pupils are polite, very friendly and a credit to their school. Pupils are happy and proud of their school. They say they feel safe because, 'the teachers take good care of us and help us in the classroom.'
- The headteacher's inspiring and motivational leadership has brought stability to the school after a period of instability. Staff morale is high.
- Senior leaders, including the governing body, have a good understanding of the quality of teaching in school and how well pupils are achieving. A strong drive to establish a culture where expectations of pupils and staff are high has resulted in good teamwork, which is moving the school forward effectively.
- Parents expressed largely positive views and say their children are happy and thriving.

It is not yet an outstanding school because

- Achievement in mathematics is not as strong as in English because pupils' progress is slower.
- Although teaching is good not enough is outstanding in order to drive pupils' progress at an even faster pace and to make their achievement outstanding.
- Pupils do not always have enough chances to use new technology, such as computers, especially in mathematics.
- Not all changes to provision are fully evaluated and middle leadership is not equally strong.

Information about this inspection

- The inspectors observed 23 lessons, three of which were observed jointly with the headteacher and the deputy headteacher. Inspectors made visits to classes, looked at pupils' workbooks and listened to pupils read.
- Meetings were held with pupils, the Chair of the Governing Body, senior and middle managers and a representative from the local authority.
- Inspectors took account of the 31 responses to the on-line questionnaire (Parent View), one interview with a parent and the views of the 10 parents spoken to during inspection. They also took into account the 38 responses to the staff questionnaire.
- Inspectors looked at the school's website.
- The inspectors observed the school's work and examined a range of documents, including the school's own records of pupils' progress and attainment, monitoring documents, records relating to the performance management of staff and those relating to behaviour, safeguarding and attendance.

Inspection team

Michael Wintle, Lead inspector

Additional Inspector

Edward Price

Additional Inspector

David Tingle

Additional Inspector

Full report

Information about this school

- The school is larger than most primary schools.
- Almost all the pupils are of White British heritage.
- The proportion of pupils known to be eligible for the pupil premium, which is additional funding given for looked after children, pupils known to be eligible for free school meals and children of service families, is below the national average.
- The percentage of disabled pupils and those with special educational needs supported at school action and school action plus is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school has had a number of staff changes since the last inspection.

What does the school need to do to improve further?

- Raise pupils' achievement in mathematics to match that in English by:
 - increasing the proportion of outstanding lessons in mathematics so that pupils' progress is quicker
 - providing more opportunities for pupils to use and apply their mathematical knowledge to solve everyday problems in a range of situations, and to practise calculating quickly
 - developing better ways of using information and communication technology, so that lessons are even more interesting.
- Strengthen the quality of leadership and management still further by:
 - continuing to develop the role of middle leaders and especially in mathematics so that they are better able to contribute to the school's self-evaluation and school improvement
 - ensuring that all changes and innovations are evaluated more effectively so actions can be judged in terms of what impact these have had on learning.

Inspection judgements

The achievement of pupils is good

- When children start school in the Early Years Foundation Stage, their skills are below those typical for their age, especially their communication, language and personal skills. Good teaching and care for their welfare make them feel safe and secure so they progress well. Children settle quickly into the Reception class because staff provide fun activities that encourage children to learn and become independent. Stimulating activities capture children's imagination, for example developing speaking and listening skills by talking confidently about their learning on nocturnal animals.
- By the end of the Reception Year, standards have risen but pupils enter Key Stage 1 still below the national average. The school's system for checking pupils' progress shows that in Key Stages 1 and 2 pupils are now making faster progress than in the past and more are reaching the higher levels and especially in English. Attainment is steadily rising so that by the end of Year 6 pupils' attainment is average overall. Standards are higher in English than in mathematics because pupils have limited opportunities to experience everyday problem solving or to calculate swiftly. This means that they find these skills difficult to master.
- School data confirm that currently Year 6 pupils are on course to meet challenging targets and continue the rising trend in attainment.
- The teaching of reading is good. The school's recent focus on strengthening the staff's confidence in teaching the links between letters and sounds they make (phonics) is having a positive impact. Younger pupils confidently use their skills to tackle tricky words and older pupils show an enthusiastic appetite for books. As a result, reading is a strength in the school and there are increasing numbers of pupils achieving higher levels in reading.
- Teachers ensure that they focus on developing pupils' speaking and listening skills effectively. In an outstanding upper Key Stage 2 lesson, pupils debated current issues and they were totally engrossed in deciding whether 'Is it ever right to commit a crime?' Pupils were articulate and considerate to other's views. The level of challenge was extremely high and all ability groups made rapid progress and thoroughly enjoyed the lesson.
- Disabled pupils and those with special educational needs benefit from the good support provided by teaching assistants. Consequently, they make good progress and their attainment is better in reading and writing than similar pupils nationally.
- Pupil premium funding is carefully identified and effectively used on extra support and nurture facilities. This has had a good impact on the achievement of this group. The gap between the attainment of pupils who are eligible for free school meals and that of those who are not is narrowing quickly. This shows the school's good promotion of the equality of opportunity.

The quality of teaching is good

- Teaching has improved since the last inspection. There is a strong sense of teamwork between staff that has been united by a clear and united vision that has led to a strong commitment to improve. Senior leaders know exactly what needs to be done to improve learning still further and this has led to an honest assessment of what still needs to be done to make sure that more teaching is outstanding.
- Teachers are usually enthusiastic and most lessons capture pupils' interest. Lessons move along at a brisk pace so pupils learn quickly, especially in English. Effective questioning by teachers means pupils are encouraged to think more deeply about learning.
- Teachers make sure that pupils know what they are going to learn so they tackle their tasks confidently and often with great enthusiasm. However, many pupils lack the skills to apply their mathematical knowledge to everyday problem solving and more support is needed in helping them calculate quickly.
- Where teaching is good, teachers' subject knowledge is strong and they are keen to pass this

on to pupils. Teachers make learning interesting through a variety of good teaching strategies that include using good resources so that pupils can explore and enquire. However, on occasion the ineffective use of information and communication technology (ICT) slows learning down.

- Pupils say that their work is marked well and they value this support. Good marking, including telling pupils what they have done well and what they need to do next, has contributed well to pupils achieving well over time.
- Knowledgeable teaching assistants support pupils extremely well and promote good achievement. Disabled pupils and those with special educational needs, including those with behavioural and emotional difficulties, benefit hugely from the variety of approaches that adults use to help them. An example is the school's nurture groups.
- Happy relationships between pupils and staff and between classmates are strong and very supportive. As a result, pupils work well individually, in small groups and when discussing questions with their 'talk partners'.

The behaviour and safety of pupils is outstanding

- Behaviour is outstanding. Pupils attend regularly and clearly delight in their learning. Attendance figures are well above average. The school is a calm and orderly community and exclusions are rare.
- Behaviour in the vast majority of lessons is good and often outstanding. Pupils listen well to adults and warm relationships between all staff and pupils create a friendly environment that supports learning. One Year 6 pupil commented that 'the school has given me the confidence to learn.'
- Pupils have a strong sense of right and wrong. The school's behaviour management system is clear and applied consistently. Pupils and parents say that bullying is rare but when it occurs staff deal with it quickly and effectively.
- The school is a safe, harmonious community due to the high quality care pupils receive and their outstanding behaviour. The attractive and well-maintained environment and imaginative displays make a strong contribution to pupils' spiritual, moral, social and cultural development by celebrating their achievements. The vast majority of parents say that their children are happy and safe at school.
- Pupils have a good understanding of e-safety and know the potential dangers when using the internet.
- All staff are very positive about pupils' behaviour and their eagerness to participate in activities. For example, pupils say that they enjoy the wide range of clubs and trips that extend their experiences of the wider world.

The leadership and management is good

- The quality of teaching is checked very closely and regularly. The headteacher provides energetic and effective leadership. To help teachers be even better, support is carefully directed where needed and good practice shared. The senior leaders in the school rigorously check the quality of teaching and have an extremely accurate picture of the strengths and weaknesses in teaching across the school.
- The headteacher and the leadership team know what works well and have set clear direction for the school's further improvement. They have an accurate view of the priorities for improvement, which form the basis of the school improvement plan. It is a useful and comprehensive document, which now needs to be evaluated more effectively so that any changes or innovations implemented can be judged in terms of what impact these have had on learning.
- The local authority has an accurate view of the school. It has provided effective support, for example, for staff training and in reviewing the school's performance.

- The management of teachers' performance is rigorous. Staff are being held to account for pupils' progress and understand that pay progression is dependent upon this.
 - The curriculum is planned well and enriched so that pupils are always involved and interested. Better use of information and communication technology especially in mathematics would enhance this even further. Pupils especially enjoyed visits to local places of interest and to use the local area to develop their expertise, for example, in geography. A significant number of pupils attend after-school and lunchtime activities. Pupils say that there are so many they are often 'spoilt for choice'.
 - Ensuring that pupils of all backgrounds and abilities have equal access to everything the school provides is given the highest priority. Individual pupils' progress is reviewed termly, to ensure that the level of challenge is appropriate. As a result, pupils who are at risk of falling behind receive the help they need to catch up quickly.
 - Although some subjects are well led this is not evident in all areas. For example, there is a need for the leadership of mathematics to improve, especially in the attention given to pupils' achievement in and the quality of teaching of the subject in all key stages. The vast majority of parents say that the school is well led and that leaders have a high profile around the school. One parent said that 'I can't sing the praises of the school high enough. Any problems are quickly sorted straight away. That's because of the headteacher and other leaders.'
 - The school's arrangements for safeguarding meet requirements. The school is safe, secure and maintained well and all staff have undertaken child protection training.
 - **The governance of the school:**
 - Members of the governing body are very committed to the school and ensure that pupils are safe and enjoy their learning. They visit the school and have developed effective links with subject leaders that have increased their awareness of the school's performance. Their understanding of performance data is improving and a key figure in this is the Chair of the Governing Body. The governing body has not been afraid to make difficult decisions or to hold the school to account for pupils' standards and progress or for the quality of teaching. Governors know how pupil premium funding is used and that it is having a positive impact on achievement. The governing body understands the link between pay and performance and teachers. Because of this, they have a good grasp of the strengths and weaknesses and what is needed to further improve.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	117888
Local authority	East Riding of Yorkshire
Inspection number	405730

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	347
Appropriate authority	The governing body
Chair	Michael Dodd
Headteacher	Rachel Robinson
Date of previous school inspection	1 February 2011
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