

Airmyn Park Primary School

Percy Drive, Airmyn, Goole, DN14 8NZ

Inspection dates 16–17 July 2013

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

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well, including those with special educational needs and those supported by the pupil premium funding. They make good progress especially in reading and mathematics.
- 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 good. Pupils are kind and friendly. They form good relationships and so feel safe and happy at school. Their well above average attendance reflects pupils' enjoyment of school.
- The headteacher and all staff are ambitious for the school and want it to do well. Good teamwork is ensuring that improvements are being driven through.
- Senior leaders, including the governing body, have a good understanding of how well pupils are achieving. This is used effectively to ensure training and support for all adults are well focussed on raising pupils' attainment and progress still further.
- Parents expressed largely positive views and say their children are happy and safe.

It is not yet an outstanding school because

- Not enough teaching is outstanding to drive improvement at an even faster pace and make achievement outstanding.
- Attainment in writing and especially for more-able pupils is not as high as it is in reading and mathematics.
- Sometimes the pace of lessons often means pupils are too long listening to the teacher and do not have enough opportunities to take responsibility for learning on their own.
- Marking is not used consistently to help pupils make the best possible progress.

Information about this inspection

- The inspector observed eight lessons, of which two were joint observations with the headteacher. Every class was observed at least twice.
- Meetings were held with members of the governing body, senior leaders, school staff and a representative from the local authority.
- The inspector observed the school's work and examined a range of documents, including the checks made on the school's work, the school's own records of pupils' progress and attainment, records relating to the performance management of staff and documents relating to behaviour, safeguarding and attendance.
- The inspector took account of the 26 responses to the on-line questionnaire (Parent View) and to the school's latest questionnaire for parents. He also took into account the 17 responses to the staff questionnaire.
- The inspector talked to pupils in lessons about their work, spoke to pupils over lunch, looked at books, listened to pupils read and talked to a group of pupils from upper Key Stage 2.

Inspection team

Michael Wintle, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a smaller than average size primary school.
- The proportion of pupils known to be eligible for the pupil premium, which is additional government funding provided for children looked after by the local authority, children whose parents are in the armed forces and those known to be eligible for free school meals, is below the national average.
- The proportion of pupils supported by school action is lower than average. The number supported by school action plus or who have a statement of special educational needs is also lower than average.
- Nearly all the pupils are of White British heritage. The proportions of pupils from minority ethnic groups or who speak English as an additional language are much lower than the national average.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- Since the last inspection, there have been a number of staffing changes, including a new Chair of the Governing Body and a new Early Years Foundation Stage leader. The headteacher has been in post for three years.

What does the school need to do to improve further?

- Improve teaching from good to outstanding by:
 - providing written comments that precisely tell individual pupils exactly what to do next to improve their work and ensure that pupils respond
 - maximising the time pupils have to undertake their own work in lessons
 - ensuring that teaching assistants contribute to all parts of lessons.
- Raise pupils' attainment further in writing so that it matches that in reading and mathematics by:
 - ensuring that writing displays are more visible around the school so that pupils can see what best practice looks like, celebrating high standards in writing and better planning ways to improve writing that are linked to the school's development plan.
 - ensuring that the more able pupils are consistently challenged to achieve their very best through better matching work in writing to their needs.

Inspection judgements

The achievement of pupils is good

- Most children start school with skills that are typically expected for their age. Good teaching and care for their welfare in the Early Years Foundation Stage makes them feel safe and secure and they progress well. Stimulating activities, such as responding to a visit from Captain Miller, a pirate, capture children's imagination and develop speaking and listening skills by talking about the letter they are writing to him. By the end of the Reception year, standards have risen steadily and children are well prepared for further learning in Year 1.
- Results at the end of Key Stage 1 are good and above the national average overall. By the time pupils leave Year 6, standards are above average. This represents good progress. Pupils do not achieve as well in writing as they do in reading and mathematics, especially the more able pupils.
- Reading is a strength of the school because it is well taught. From the Reception class, children have a secure grasp of a range of things they can do to extend their reading skills and the school promotes the love of reading well. Letters and the sounds they make are taught effectively in the Early Years Foundation Stage and in Key Stage 1, ensuring that early reading skills provide a secure foundation. Pupils are well prepared for future learning.
- As pupils move through the school, they learn to blend sounds and build words confidently. Older pupils read with expression and use their reading skills to research information, as seen in a Year 3 and 4 class, where pupils were researching Ann Frank and then acting out their findings.
- Sometimes, and especially in writing, the more able pupils do not achieve quite as well as they could because the teaching does not always challenge them highly enough. From time to time pupils already understand the work the teacher has set and so their progress slows.
- The school uses the pupil premium funding for additional teaching assistant time to support these pupils. As a result, these pupils, including those eligible for free school meals make good progress and achieve well compared to similar pupils nationally. Their attainment is secure and matches that of their classmates. In 2012, their attainment was better than this group of pupils nationally in all subjects.
- The early identification of pupils' needs and the good provision for them ensures that disabled pupils and those with special educational needs achieve well against their starting points.

The quality of teaching is good

- School leaders' rigorous and decisive actions over the last three years have raised the quality of teaching and led directly to improvements in pupils' learning and achievement. Inspection evidence and the school's monitoring records show that overall teaching is good.
- Teachers plan work for the pupils that is interesting, enjoyable and also memorable. This motivates them to learn well. Expectations are usually high, particularly in terms of behaviour. Pupils responded enthusiastically, for example, in a good literacy lesson in a Year 5 and 6 class where pupils were working together to develop caption speech and 'thought bubbles' linked to their earlier work with photographs. All groups of pupils made good progress, especially through learning together.
- Teachers' subject knowledge is good and they enthusiastically pass this on to the pupils. They mostly make good use of the time they spend talking to pupils and impart just the right amount of knowledge before setting pupils off to work. Occasionally, teachers talk for too long, and this limits opportunities for pupils' to learn and work things out by themselves so that their understanding and skills are not always developed to the full.
- Teaching assistants provide skilled support for different groups of pupils but sometimes are not

used to best effect when the whole class come together at the beginning or end of a lesson.

- Relationships across the school between teachers and their pupils are strong and contribute well to the learning.
- Teaching effectively promotes pupils' good spiritual, moral, social and cultural development, which is evident in lessons and around the school. Pupils work well together, value the opinion of others, show good awareness of other cultures and lessons are rarely disrupted through unacceptable behaviour.
- Older pupils fully understand their national curriculum levels. Marking is usually successful in explaining to the pupils why a piece of work is good, but sometimes it lacks clear guidance on how they might go onto the next steps to improve. Pupils do not often respond to teachers' marking.
- Displays around the school do not show the best practice in writing as much as they could, nor are high standards in writing celebrated sufficiently.
- From the responses to the online survey and discussions during inspection, it is clear that parents are very pleased with the teaching in the school. As one parent said, 'The teachers are always there for my child and I have nothing but good things to say about them.'

The behaviour and safety of pupils is good

- Pupils' behaviour is typically good and they enjoy learning. Pupils keenly follow the examples of the adults who act as good role models. They are sensitive to the needs of others and have a well-defined sense of right and wrong.
- Pupils are proud of their school, they want to come every day and as a result, attendance is well above the national average.
- Behaviour observed in lessons was good. Pupils listen well to their teachers and to each other. Warm relationships between staff and pupils and the effective use of praise serve to create a friendly working atmosphere. Pupils move around the school well because they understand the school's rules and routines.
- Pupils say they are safe and that bullying is rare. If it does occur, pupils were unanimous that it is dealt with swiftly and effectively. They show a clear understanding of what constitutes bullying and talk freely, for example, about the school's strategies to keep them safe when on-line. Year 6 pupils could clearly say why it was important to have a strong password.
- Pupils are self-disciplined. Despite all the exciting curricular activities and the Year 6 leavers' celebrations during the inspection, pupils continued to work hard and apply themselves diligently.

The leadership and management is good

- The headteacher provides clear direction for the school. A good programme of checks on teaching and learning, ably supported by the local authority, has led to sustained improvement so pupils continue to achieve well. Consequently, levels of attainment rose again in 2013 in both Key Stage 1 and Key Stage 2. The leadership team have an accurate view of the school's strengths and areas for development. Leaders have recognised that accelerating progress in writing is a future whole-school focus.
- There is a strong focus on developing good teaching. The staff are unanimous that leaders do all they can to improve the quality of teaching.
- The school promotes equality of opportunity well, encourages positive relationships and is quick to prevent any discrimination.
- There is a thorough system for checking on pupils' achievement. This allows the headteacher to hold teachers to account at the regular pupils' progress meetings. Decisions about pay are firmly based on the quality of teaching. Performance management for teachers is robust and identifies the skills they need to improve. Systems are closely linked to the teachers' standards.

- The curriculum provides exciting opportunities for pupils to enjoy their learning. The recent 'school trip' to the school grounds enjoyed by the Early Years Foundation Stage children and Key Stage 1 pupils provided a wealth of opportunities for pond dipping, building bug hotels and shelter building.
- The local authority is providing effective support for this good school and has an accurate view of its development.
- Procedures to safeguard pupils meet current government requirements.
- Parents hold the school in high regard saying that the children are happy, make good progress and the school develops them into well-rounded young people with good values.
- **The governance of the school:**
 - The governors have high aspirations for the school. They understand the focus of the headteacher's work is, rightly, upon improving the quality of teaching and pupils' achievement. The information they receive from the headteacher enables them to increasingly provide challenge and ask probing questions. Governors visit the school and have developed effective links with the school's leaders and teachers that have increased their awareness of the school's performance. Governors give freely of their time. The governing body has appropriate arrangements to ensure that pay awards link to performance management and that the procedures are thorough. The governors understanding of how pupil premium funding is spent and the impact on pupils' achievement is improving. They manage resources and finances adequately.

What inspection judgements mean

| School | | |
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| 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

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| Unique reference number | 117940 |
| Local authority | East Riding of Yorkshire |
| Inspection number | 412516 |

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 | 108 |
| Appropriate authority | The governing body |
| Chair | Anthony Worth |
| Headteacher | Heidi Whyley |
| Date of previous school inspection | 9 July 2008 |
| Telephone number | 01405 762086 |
| Email address | head.airmynpark.primary@eastriding.gov.uk |

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