

# Anlaby Primary School

First Lane, Anlaby, Hull, East Yorkshire, HU10 6UE

**Inspection dates** 4–5 February 2014

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
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

- From their typically average starting points, pupils achieve well to reach standards that are above average, and in writing well above average, by the time they leave at the end of Year 6.
- Good and sometimes outstanding teaching means that the majority of pupils of all abilities and groups make at least good and, in some cases currently, outstanding progress.
- Pupils' skills in writing are significantly above national expectations and this is due to the innovative teaching they often receive in this area.
- Behaviour is good and makes a significant contribution to pupils' learning and personal development. Pupils say they feel very safe in school and they welcome their challenges through the school's higher expectations.
- Pupils show their whole-hearted support for the school through their above average attendance and support for school activities.
- The senior leadership team and the governing body have led the school well through a period of change. Staff are very supportive of the new ways of working and all are contributing well to improving teaching and pupils' achievement.

### It is not yet an outstanding school because

- Over time, there have been inconsistencies in pupils' achievement in some areas of the school and progress is not yet consistently outstanding.
- Over time, there has not been enough good or outstanding teaching and a minority still requires improvement.
- Leadership and management of the school have a few shortcomings, notably in the use of pupils' assessment data to support pupils' learning, and in how the school engages with some parents.

## Information about this inspection

- Inspectors observed teaching and learning in all mainstream classes. This totalled 21 observations, of which two were conducted with the headteacher.
- Inspectors spoke to groups of pupils and to parents as they collected their children from school in the afternoon. They took account of 26 responses from parents to the online questionnaire (Parent View) in planning the inspection, as well 18 questionnaires from staff.
- Meetings were held with representatives of the governing body, staff and a representative from the local authority.
- Inspectors looked at a wide range of school documentation, including the school's records of pupils' performance, evaluations of the quality of teaching over time and its short and long-term plans for improvement. Safeguarding procedures were also scrutinised.
- Inspectors carried out an extensive scrutiny of pupils' work in English, mathematics and other subjects.
- Inspectors listened to two groups of pupils read and checked the school's information about pupils' progress in reading.

## Inspection team

Nigel Cromey-Hawke, Lead inspector	Additional Inspector
David Matthews	Additional Inspector
Karen Foster	Additional Inspector

## Full report

### Information about this school

- This is a larger than average-sized primary school with the number of girls well above the number of boys.
- Most pupils are White British with an average proportion of pupils of other mixed heritage, a few of whom speak English as an additional language.
- The proportion of pupils known to be eligible for the pupil premium is average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are in local authority care.
- The proportion of pupils supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is average.
- There is a very small number of pupils in local authority care.
- The school operates year group classes across the school, except in lower Key Stage 2, where there are mixed-age Years 3/4 classes.
- There have been a significant number of staffing changes over the last two years. This has included the restructuring of the senior management team and major redefining of staff roles and responsibilities.

### What does the school need to do to improve further?

- Raise pupils' attainment and achievement to outstanding levels by further improving the quality of teaching and learning by:
  - bringing greater pace into weaker lessons so that pupils' learning does not slow and they do not lose interest
  - better promoting children's physical development in the Early Years Foundation Stage by extending their opportunities for outdoor learning
  - extending the very good practice evident in outstanding lessons to all classes, particularly in marking and feedback to pupils on their learning.
- Improve leadership and management by:
  - simplifying the procedures for analysing the information on pupils' progress, so that leaders and managers at all levels can more effectively check and support the ongoing progress of groups of pupils.
  - engaging more effectively with parents to ensure that they all understand the work and performance of the school.

## Inspection judgements

### The achievement of pupils is good

- Children who enter the Early Years Foundation Stage have skills that are broadly typical for their age. They make good progress across most areas of learning and often outstanding progress in their personal and social development. This is due to the good leadership and management of the setting and excellent routines established by the teachers and adult helpers.
- This good progress continues throughout the rest of the school. Attainment at Key Stage 1 has improved from expected levels at the time of the previous inspection, and is now above average. Current pupils are on track to reach well above average levels of attainment by the time they reach the end of Year 2.
- The teaching of reading has been improved over the last two years. Last year's Year 1 national assessment of pupils' use of phonics (letters and the sounds they make) to help in their reading showed pupils matching nationally typical levels, but inspection evidence and school data show that by the time pupils finish Year 2 they reach above average standards in reading.
- Attainment overall by the end of Key Stage 2 is also above average, with standards in writing very high across all year groups. Accelerated progress made over the last two years in mathematics and reading is bringing progress in these subjects closer to the outstanding progress made in writing.
- Currently there are pockets of no better than expected progress across lower Key Stage 1 and in lower Key Stage 2, due to weaker teaching and recent staffing changes within these areas.
- Last year, pupils eligible for pupil premium funding attained below the level of others not eligible in reading and mathematics and showed only expected levels of progress from their starting points in these areas. Attainment and progress in writing were both well above average. This year, inspection evidence and school data show these pupils, including those known to be eligible for free school meals, to be working in Year 6 at above average levels of attainment in all areas of learning, having made at least good progress overall and well above expected progress in writing.
- Last year saw a dip in the performance of the most able pupils in reading and mathematics, with only broadly expected numbers of higher grades being gained in national tests in Year 6. The proportion gaining higher grades in writing last year was, again, significantly above average. School data and inspection evidence show that the gaps in reading and mathematics are being rapidly closed this year.
- The provision and responsibility for disabled pupils and those with special educational needs have been revised. This has resulted in better progress being made by this group, so that across the school the vast majority of these pupils now make at least good progress, with some again making accelerated progress in writing.
- Pupils in local authority care and those whose first language is not English also make progress in line with others in the school. The gap in the performance of boys compared to girls seen in the 2013 the Year 6 national tests is also being rapidly closed. This is due to the revised curriculum and the highly-quality support these groups receive, especially from skilled teaching assistants. This demonstrates the school's commitment to equality of opportunity.

### The quality of teaching is good

- The quality of teaching over time is good and some is outstanding. Teaching is improving because of a concerted drive by the senior staff, strongly supported by the governing body. There is still some teaching which requires improvement, however.
- Teaching in the Early Years Foundation Stage is good. The setting is stimulating and children are looked after well, with several parents commenting to an inspector that they especially value the strong focus upon developing early literacy skills. Children's physical development is less well developed, however, because of the limited resources within, and use of, the outdoor learning

area.

- The best teaching in Key Stages 1 and 2, especially where it is outstanding, brings about good and sometimes even more rapidly accelerated learning because it is stimulating. It captures pupils' interest through teachers' brisk delivery and repeated challenge to their understanding. Pupils know what they are doing in such lessons because of the clearly explained activities, combined with repeated questioning by the teacher and their assistants. Pupils know how to extend their learning because of the clear learning targets they are set and the comprehensive marking and feedback on their performance that they receive.
- The teaching of writing is a major strength of the school, with virtually all groups of pupils reaching significantly above expected levels of attainment and achievement by the time they leave the school. Learning is so successful in writing because of the clear and systematic approach taken to refining early writing efforts (called 'cold write') into improved versions (called 'hot write') through good quality marking and feedback from both other pupils and adults.
- In the lessons when pupils make most progress, they often use technology to support their learning and to communicate this to others in the class. In one case of outstanding learning, pupils carried out online research into the life of Nelson Mandela and used this, together with role-play activities simulating being in prison behind bars, to come to a very mature understanding of history, prejudice and opinion.
- English and mathematics are taught well, with a concerted drive over the last two years to improve learning in mathematics. The impact of this is evident in the significantly improved achievement in this area across the school. Independent and logical thinking, as well as speaking and listening skills, have also been significantly improved through the outstanding teaching of philosophy for pupils that has contributed significantly to their spiritual, moral, social and cultural development.
- The strengths evident in these lessons are not fully developed across all classes, however, and some lessons require further improvement because pupils' understanding is slower to develop and their learning less secure. In these cases, typically, it is the poor pace of the lesson that often leads to a lack of interest amongst pupils and weaker progress. Marking and feedback are also less thorough in such lessons, so pupils sometimes struggle to know how to improve their learning.

### **The behaviour and safety of pupils are good**

- The behaviour of pupils is good. Behaviour in the best lessons and around the school is often exemplary.
- The school is a warm, harmonious community in which learning is valued. Relationships between pupils and adults are good, and pupils are polite, kind and courteous.
- The school's work to ensure that pupils are kept safe and secure is good. The vast majority of parents who responded to the online questionnaire, Parent View, and through recent school surveys, agree that pupils are cared for well.
- Most pupils show good attitudes to learning in lessons, although some can lose concentration and wander off-task in the weaker lessons. Pupils listen well to teachers and other adults and their behaviour on visits outside school is often outstanding, as shown by the numerous letters of praise to the school from the public.
- A small minority of the few parents who responded to Parent View expressed concern over how effectively the school deals with bullying. This was countered by the very positive response to this question in the large number of responses to a very recent school survey of parents' opinions. Inspection evidence and discussion with pupils found that the level of bullying is low, that pupils have a good understanding of it and know who to go to if they encounter any such incidents. Pupils' understanding of e-safety is very good.
- Pupils take on many responsibilities for the daily running of the school. The school council feels its views are well considered, such as requests for new sports equipment and a personal councillor for pupils.
- Pupils show their support for the school through their above average attendance and zero

exclusion record over many years.

## **The leadership and management** are good

- The school is improving rapidly under the leadership of the senior management team and governing body. Local authority support is now light touch. There have been a considerable number of staff changes, expectations have been raised and responsibilities reshaped to better meet the needs of pupils and drive up their achievement. The success of this is shown in rapidly rising attainment in all areas of learning. Staff morale is high as the impact of these changes becomes evident, and reflects the school's good capacity for sustained improvement.
- Senior and subject leaders, often accompanied by members of the governing body, check the quality of teaching regularly and carefully. As a result, the school has a good understanding of the performance of staff at any time. There are good plans in place at both subject and whole-school level for bringing about further improvement.
- The school has introduced a detailed system for frequently assessing and tracking the learning of pupils over time. This is used well by teachers to shape their teaching but its complexity means that at a whole-school level it is cumbersome. As a result, checking the ongoing progress of groups of pupils is sometimes not as timely as it should be, and pupils' changing learning needs are not always met as rapidly as they could be.
- The school makes good use of its pupil premium funding, providing an additional teaching class within this area of identified need, supporting additional training for teaching assistants, and providing an extensive programme to intervene and provide suitable activities when pupils need extra support. The success of this strategy is shown in the improved progress of those pupils eligible for this funding.
- The primary school sport funding is also being used to good effect to bring specialist teachers into the school to coach staff in, for example, dance, and other areas of physical activity with which they are not familiar. It is also funding additional lunchtime and out-of-school activities, and health promotion events. Pupils say they enjoy these enormously but the impact of these has yet to be seen because many of the activities are new.
- The school recognises that it has yet to engage successfully with a small proportion of parents and explain to them the full extent of its work and its performance.
- The curriculum was significantly revised a year ago, but is already having a definite additional impact, for example, upon boys' achievement. A comprehensive set of learning skills has been identified for all subjects and are used to check how well pupils are learning. A good programme of visits and visitors is linked to each subject, being particularly strong in history, with a major visit to Whitby and the use of Hull's heritage and diversity. As such, the curriculum supports pupils' spiritual, moral, social and cultural development well.
- **The governance of the school:**
  - The governing body has a very good understanding of the strengths and areas for development in the school. It provides robust challenge over pupils' attainment, achievement, teaching and finance, taking part in many visits into the school, observations of lessons and support for events. They have supported well the many changes in staffing over recent years, and ensured that the arrangements to check the performance of staff have been used to create meaningful links to salary progression. They ensure that safeguarding requirements are met.

## 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

<b>Unique reference number</b>	132349
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	430873

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	323
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Chris Sanders
<b>Headteacher</b>	Alan Cornwall
<b>Date of previous school inspection</b>	28 May 2012
<b>Telephone number</b>	01482 653077
<b>Fax number</b>	Not applicable
<b>Email address</b>	anlaby.primary@eastriding.gov.uk



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