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13 November 2014

Mrs J Adamson
Headteacher
Griffin Primary School
Barham Road
Kingston-upon-Hull
HU9 4JL

Dear Mrs Adamson

Requires improvement: monitoring inspection visit to Griffin Primary School

Following my visit to your school on 12 November 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the second monitoring inspection since the school was judged to require improvement following the section 5 inspection in November 2013. It was carried out under section 8 of the Education Act 2005.

Senior leaders are not taking effective action to tackle the areas requiring improvement identified at the last section 5 inspection and plans are not sharply focused on rapidly bringing about improvement. The school should take immediate action to:

- clarify the reasons why the progress and attainment of pupils of all abilities in Year 6 fell dramatically in 2014 and identify clear ways forward so that improvements in the progress made by all groups of pupils in all year groups is evident
- identify the reasons why the phonics results for pupils in Year 1 and for those who re-took the test in Year 2 was weak and ensure that the teaching of this important subject improves
- evaluate rigorously the results of your frequent monitoring and identify clear targets for pupils and teachers to achieve that will drive improvement rapidly
- ensure that the school development plan contains precise and challenging goals at regular intervals, especially those linked to the quality of teaching throughout the school and the progress made by all

groups of pupils so that the impact of leaders' work to improve achievement and teaching can be accurately judged.

Evidence

During the inspection, I held meetings with you and your deputy. We discussed the 2014 national test results and I evaluated your monitoring documents relating to teaching and learning and reports provided by English and mathematics subject leaders. I visited all classrooms with you for short periods to observe pupils at work, look at a number of books and to evaluate actions undertaken since my last visit in February 2014.

Context

Three new teachers took up their appointments on 1 September 2014 to fill vacancies caused by three staff leaving the school.

Main findings

The new systems and monitoring activities described by you and subject leaders during my previous visit have not had the expected effect. During our discussions, it was clear that despite your disappointment regarding the 2014 results, you struggled to identify precisely the reasons why pupils underachieved in a number of areas. Year 6 pupils those who left in 2014, made significantly less progress in reading and mathematics than pupils nationally. Just over a quarter of pupils in Year 1 reached the expected standard in the phonics test compared with the national picture. This is considerably fewer pupils than in the previous year and well below the national figure. In addition, only half of pupils in Year 2 who re-took the phonics test reached the expected standard. This means that there are pupils moving forward into Year 3 without the necessary skills and knowledge in this important area.

During our visit to all classrooms I saw a mixed picture in the quality of marking and also the quality and quantity of work in pupil's books. A key focus has been on reading, however it is disappointing to note that where pupils were having a reading lesson, using a new programme, few were making progress and many did not understand what they were learning.

You and other leaders undertake a range of monitoring activities, for example, a marking survey and the frequent checks on the quality of teaching and learning, but it is unclear how you evaluate this information and use it to drive improvements and set realistic targets for both pupils and teachers to achieve in order to improve their practice.

I will carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

External support

You and the mathematics subject leader attended the recent 'Better Mathematics' course run by Her Majesty's Inspectors which you found helpful. You are also meeting with staff from the East Hull Cooperative Learning Trust regularly which you find useful.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Kingston upon Hull.

Yours sincerely

Marianne Young
Her Majesty's Inspector