

Thanet Primary School

Tedworth Road, Hull HU9 4AY

Inspection dates

26–27 January 2016

Overall effectiveness

Requires improvement

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Inadequate

Summary of key findings for parents and pupils

This is a school that requires improvement

- The progress made by all groups of pupils, from their broadly average starting points, is varied and requires improvement.
- In both Key Stage 1 and Key Stage 2, boys do not achieve as well as girls in reading, writing and mathematics.
- The difference in performance between disabled pupils and those who have special educational needs or are disadvantaged and their peers is reducing.
- The quality of teaching is too varied and is weakest in Key Stage 1 because the expectations of teachers and teaching assistants of what pupils can do is too low, especially for the most able.
- There are not enough opportunities for pupils to use their literacy and numeracy skills in other subjects.
- Comments in pupils' books vary in quality and do not always reflect the school's marking policy. Pupils, therefore, are not always clear how to improve their learning.
- School plans lack precise measures so that leaders and governors know if their work is making the difference that is expected.
- The work undertaken by middle leaders is underdeveloped and they are not yet able to monitor effectively their areas of responsibility.
- Some boisterous behaviour around the school and inattention in some classes takes place, with a few pupils offending persistently.
- The school provides too few experiences and opportunities for pupils to gain an understanding of people's differences and similarities. Their horizons are restricted, which means their understanding of life in modern Britain is limited.

The school has the following strengths

- The acting headteacher has a clear vision and has identified well-defined priorities to improve the quality of teaching.
- Children in the early years get their education off to a good start. Teaching and leadership are good, which results in children making good progress.
- Attendance has improved for all pupils and is above the national average.
- Pupils enjoy taking part in a range of different sporting activities and have been successful in matches played against other schools.

Full report

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

What does the school need to do to improve further?

- Improving the quality of teaching so that it is consistently good or better throughout the school by:
 - raising teachers' and teaching assistants' expectations of the quality of the work that pupils of all abilities, particularly the most-able, can do
 - ensuring that boys improve significantly the progress they make currently in reading, writing and mathematics
 - providing work in lessons that is challenging for all groups of pupils, especially mathematics and for those who are in Key Stage 1 classes
 - providing opportunities for pupils to apply their literacy and numeracy skills in a range of contexts
 - checking that all teachers and teaching assistants give good quality guidance in lessons and that comments in pupils' books reflect the best practice in the school
 - deploying teaching assistants effectively so that they can provide support and challenge where it is most needed.
- Speed up pupils' progress and raise their attainment in reading, mathematics and especially in writing throughout the schools, especially in Key Stage 1.
- Ensure that pupils' understanding and awareness of life in modern Britain is developed.
- Improve the effectiveness of leadership and management by:
 - ensuring that middle leaders develop quickly the skills that they need so that they can monitor their area effectively
 - setting precise goals for individual teachers to reach
 - making sure that the information gathered from the checks made routinely enables leaders to judge whether actions are having the desired impact, in order to improve the quality of teaching, and to lead to better outcomes for all pupils.

Inspection judgements

Effectiveness of leadership and management requires improvement

- The acting headteacher demonstrates determination and strives to provide the best for all pupils. Since her appointment, several changes have been made which are beginning to impact on the quality of teaching throughout the school. Governors and other senior staff share her views and relationships with staff are positive.
- Improving the quality of teaching remains a key priority for leaders. In order to model good practice, the deputy headteacher is working alongside teachers who need help and then checking whether this is leading to improvements. This work started only recently and it is too early to judge whether it will have the desired impact. Nevertheless, early indications are positive.
- Targets for teachers to reach, so they can improve their practice, are in place. However, these targets tend to be very general and not specific to the needs of individual teachers. Consequently, leaders are unable to challenge with a degree of rigour or hold individuals to account for pupils' progress.
- School plans identify appropriate areas and the judgements made by senior leaders about the effectiveness of provision within the school matched those of inspectors. There is, however, a lack of measurable indicators so that leaders and governors can check the impact of actions and systems on pupil outcomes.
- Pupils' progress as they move through the school is tracked rigorously. The standards reached by different groups, including those who are disadvantaged, are analysed carefully. Pupil progress meetings are held regularly, with governors often attending so that they can understand how well individual pupils are doing.
- Middle leaders are not always able to carry out their roles effectively. They are not yet confident or sufficiently skilled to undertake checks on the quality of teaching appropriately and thus help to drive improvement.
- Leaders use additional funding well. The particular needs of those pupils who are eligible for the funding are known. School data and observations in lessons show that in many places the gap between disadvantaged pupils and their peers is closing.
- The classroom curriculum appeals to pupils who enjoy having a theme which is used to link different subject areas. This theme extends to the homework booklets, which are proving popular with parents and pupils. Although leaders have planned and identified times when pupils will learn about other faiths, cultures, the rule of law and mutual respect for others, currently pupils do not have the knowledge and understanding about these important issues. Consequently, this lack of awareness limits their spiritual, moral, social and cultural development. A number of activities and visits to places of interest take place throughout the year. These help to widen pupils' horizons, which are at present rather narrow.
- The physical education and sport premium funding is used well. External support provides coaching and development for teachers. As a result, more pupils are participating in a wider range of sports than previously. Several teams have gained success when playing games against other schools.
- Communication with parents has improved over time. Parents now receive weekly newsletters and visit the school more regularly to attend events. The results from the parental survey show that parents welcome this openness and their ability to meet easily with senior leaders.
- Local authority officers keep a close eye on the school and give a strong emphasis to supporting leaders and providing additional help where needed. Regular monitoring takes place and appropriate challenge is provided.
- The arrangements for safeguarding are effective. Staff understand the systems and procedures in place to keep pupils safe and to identify any potential issues. However, recording some of this information is limited because it lacks sufficient detail.
- **The governance of the school:**
 - The governors bring expertise to their roles and fulfil their statutory duties, including the performance management of the headteacher, well. Governors visit the school regularly and are challenging senior leaders appropriately because of their own first-hand knowledge. Therefore, their awareness of the strengths and areas to develop within the school is strengthening.
 - Governors check carefully to ensure that there is appropriate evidence to support the headteacher when awarding pay increases to teachers. Although governors are aware of the additional funding

received by the school, their knowledge of the impact that this makes on the standards reached by pupils and the progress they make is still developing.

Quality of teaching, learning and assessment **requires improvement**

- The quality of teaching has improved over time but is not strong enough throughout the school to promote good progress for all groups of pupils. There is still evidence of some underachievement in Key Stage 1 because of weaker teaching. Teachers plan lessons carefully but activities are not always adapted sufficiently in order to meet the needs of pupils. Too many times, all pupils listen to instructions when some groups are ready to get on with the task in hand straight away. Teachers' expectations of what pupils are capable of doing in lessons are not always high enough, especially for the most-able.
- Older pupils told inspectors that they are helped to improve their work because of the comments in their books made by teachers. They appreciate the marking systems used, but they recognise, and inspectors agree, that the helpful marking found in literacy and numeracy books is not as evident in their topic books. The comments provided for pupils in Key Stage 1 are generally less helpful than those for the older pupils.
- Pupils are questioned regularly, especially in Key Stage 2 classes, so that they can give fuller answers and not rely on one word. Teachers help pupils to think carefully and not guess how to solve problems. However, this practice was not as evident in some Key Stage 1 classes.
- Where teaching is stronger, teachers promote pupils' understanding of English and mathematical skills well. However, there is inconsistency between classes and this is more evident in mathematics lessons. When inspectors and senior leaders looked at pupils' mathematics books, they saw too often that there is a lack of challenge and too few opportunities to embed mathematical skills for all groups, especially for the most able. This situation was also observed in lessons.
- Leaders know that pupils' writing skills need to improve, especially in Key Stage 1. Inspectors saw that, too often, teachers are accepting a bare minimum of work in books. This situation is exacerbated by the use of writing pages provided to pupils with a limiting number of lines available for them to use. Pupils do not always use their literacy and numeracy skills correctly when writing in their topic books and sometimes this is not corrected.
- The teaching of phonics (the sounds that letters make) is done well in Key Stage 1. However, leaders recognise that pupils' ability to understand and interpret the stories that they read is, for some, underdeveloped. Additional help is being provided for these pupils and school data suggests that improvements are evident.
- The quality of the support provided by teaching assistants is mixed. In the best examples, they work successfully with pupils and contribute well to the progress they make. In some cases, the limited direction and support provided for them restricts their impact in the classroom.
- The homework booklets introduced recently are popular with pupils and parents. They help pupils to find things out for themselves, over a period of time, which are related to the class theme, and which broaden their knowledge and understanding of the world.

Personal development, behaviour and welfare **requires improvement**

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Pupils told inspectors that there is some bullying in the school, generally in the form of name calling but they know that they are not allowed to bully or be unkind to others. They are confident that adults will deal with any issues swiftly and for the vast majority of the time they get on well together.
- Leaders work hard to keep pupils safe in the school and to ensure that they know what they may and may not do. Generally, pupils are well aware of 'stranger danger' and some pupils understand how to keep themselves safe when using modern technology but they have too little awareness of this latter hazard.
- A school council has been formed recently. However, despite pupils voting for their choice of councillors, pupils' understanding of the voting system and how democracy works is limited. The curriculum and assemblies are designed to introduce pupils, in all year groups, to different faiths and cultures. However, their awareness of differences between people, especially those beyond the school gates, is

underdeveloped.

- Pupils told inspectors, and school records confirm, that there is a good variety of clubs out of school, especially a number of unusual sporting activities. Those who take part enjoy playing together and developing their understanding of team work.
- In many classes, pupils are keen to learn and they listen carefully to adults and their peers. Much of their work is well presented.
- A large number of pupils attend the popular breakfast and after-school clubs. However, staff do not maximise opportunities to engage with pupils and help develop their language skills.

Behaviour

- The behaviour of pupils requires improvement.
- Some boisterous behaviour around the school was seen by inspectors, and pupils confirmed that it does occur. Pupils also told inspectors that sometimes adults are slow to deal with this behaviour.
- Pupils move around the school, for the most part, sensibly. They are closely supervised by adults. In lessons there is some immature behaviour. School records and inspectors' observations confirm this. Despite a number of adults spending time discussing this behaviour with individuals, several pupils are repeat offenders.
- Attendance has improved over time and is above the national average. Leaders and pupils themselves have worked hard to ensure that pupils attend regularly. Parents of those pupils who are persistently absent are contacted, and fines implemented if needed.
- Results from the parental survey, completed last term, confirmed that the vast majority of parents believe that bullying is dealt with well and that leaders ensure that pupils are well behaved.

Outcomes for pupils

require improvement

- Since the previous inspection, outcomes have improved despite the variability that still exists between classes and for different groups of pupils. Fewer pupils underachieve than at the time of the previous inspection, but some underachievement is still evident, particularly for pupils in Year 2. Much of this variability is linked to the quality of teaching for this year group and, as a result, the progress made by all groups of pupils is not good enough.
- The pupils in Year 6 who took the national tests in 2015 reached higher standards in reading, writing and mathematics compared to the Year 6 pupils who took the tests in previous years. Despite standards being weaker in writing than those in reading and mathematics, overall they are broadly similar to the national average. Observations of pupils' books during the inspection confirmed that the current pupils are generally making better progress than before, although there is still considerable variation between Key Stage 1 and Key Stage 2.
- In the English grammar, spelling and punctuation test and in writing, girls did considerably better than boys. This variation is still evident in lessons. Disadvantaged pupils did less well than those pupils who are not disadvantaged but the difference is less marked than that between boys and girls for pupils in Key Stage 2.
- Despite some slight improvement year on year, the standards reached by pupils in Year 2 who took the national assessment tests are below the national average, particularly in writing. The gap between disadvantaged pupils and those who are not disadvantaged was minimal, but girls reached much higher standards than boys.
- The recent work undertaken to interest pupils in reading is having a positive impact, with pupils throughout the school enjoying reading a variety of books.
- The most-able pupils make similar progress to their classmates. Opportunities are missed in lessons to challenge them to do better and to ensure that they move forward at a faster rate than at present.
- The progress made by disabled pupils and those with special educational needs is mixed but, overall, from their starting points, it is at a similar rate to that of their peers. The needs of these pupils are well known and appropriate help is being provided for them.
- The impact of additional funding is evident throughout the school. Very specific programmes are used and additional help is provided for those pupils who need support. Leaders check regularly to ensure that these are making a difference so that all pupils get an equal opportunity to succeed.

Early years provision

is good

- Children, including those who are disadvantaged and those who are disabled and have special educational needs, join the Nursey class with skills below those expected for their age. By the end of the Reception year, because individual children's needs are well known and teaching is good, all children make good progress. Leaders do recognise that despite children making good progress, a higher proportion of the most-able children should make better than expected progress by the time they move into Year 1.
- Individual help is given to those children who are finding some tasks difficult, especially their speaking and listening and number work. As a result, these children catch up well with their peers and the gaps between different groups of children are minimal.
- Children learn best when taught by adults, they enjoy being given tasks to do and listen carefully to instructions. During their free choice time, some children become disengaged, but adults quickly spot this and direct their attention toward particular activities.
- Teachers and other adults are good role models, they establish strong relationships with the children and, consequently, school rules and routines are followed well by children. Safeguarding is effective and children's welfare has a high priority by all staff.
- Children are encouraged to look and talk about books and to read regularly once they are able. During the inspection, several children were observed writing words and sentences about the story of Cinderella, with some having made carriages at home to then display to their friends in school. Number work is a regular feature in activities, as is increasing children's knowledge of the world. Parents are invited into class regularly so that they can get involved in activities and contribute to their children's learning.
- The leadership of the early years is good. The leader works closely with all staff to ensure that they are able to fulfil their roles effectively. She is knowledgeable about the children and ensures that any children showing the early signs of falling behind are quickly given additional help and support.

School details

Unique reference number	117820
Local authority	Kingston upon Hull
Inspection number	10010403

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Foundation
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	474
Appropriate authority	The governing body
Chair	Jenny Sharp
Acting Headteacher	Jo Machon
Telephone number	01482 796193
Website	www.thanet.hull.sch.uk
Email address	head@thanet.hull.sch.uk
Date of previous inspection	12–13 February 2014

Information about this school

- This is a larger than average-sized primary school.
- The proportion of pupils supported with additional government funding, known as the pupil premium, is well above the national average. This funding is provided for those pupils known to be eligible for free school meals and looked after children.
- Most pupils are White British. The proportion of pupils from minority ethnic backgrounds and with English as an additional language is well below average.
- An above average proportion of pupils receive support for their particular special educational needs.
- In 2015, the school met the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- Children start early years with part-time education in the Nursey class; they have full-time education in the Reception class.
- There is a breakfast club and an after-school club for pupils.

Information about this inspection

- Inspectors observed lessons in all classes, many were jointly observed with members of the senior leadership team. They also observed small group teaching. They observed assemblies and heard pupils from the Reception class and from Years 2, 4 and 5 read.
- Inspectors reviewed pupils' work in lessons and also analysed samples of pupils' books.
- Inspectors met with senior leaders, middle leaders, two members of the governing body, including the Chair, and a representative of the local authority.
- Meetings were held with groups of pupils from the school council and from Years 2 and 5. Other pupils were spoken with informally at social times and at the breakfast club
- Inspectors analysed a range of data provided by leaders relating to pupils' attainment, progress and attendance. They also received a number of other documents covering leaders' monitoring and tracking of: the quality of teaching; pupils' progress; school policies; plans and improvement documents; records of behaviour; and support for disadvantaged pupils and those with special educational needs.
- There were no responses from parents to the online Parent View questionnaire.
- The inspectors took account of responses from parents to surveys carried out by leaders last term

Inspection team

Marianne Young, lead inspector
Rajinder Harrison
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Her Majesty's Inspector
Ofsted Inspector
Ofsted Inspector

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