

# Francis Askew Primary School

North Road, Hull HU4 6LQ

## Inspection dates

3–4 May 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Leaders have not addressed areas of underperformance in key stage 2 urgently enough to ensure consistently good outcomes for pupils.
- Although leaders regularly check learning and have accurately identified individual areas needing improvement, these checks are not coordinated enough to produce robust action plans. Consequently, resulting actions are not sufficiently tightly focused or checked rigorously enough to secure good progress for key stage 2 pupils.
- Plans to improve pupils' progress in reading are not applied consistently. As a result, not all pupils are making strong progress.
- In key stage 2 there are inconsistencies in teachers' assessment of pupils' progress, challenge given and support for pupils in how to improve. This leads to peaks and troughs in pupils' progress.
- Support for lower-ability pupils across school is not swift enough or thorough enough to accelerate pupils' progress. As a result, the gap between the progress of these pupils and the progress of others nationally is widening.
- Expectations of older pupils are not consistent. Middle- and lower-ability pupils do not always have the opportunity to deepen and develop their understanding and reasoning across subjects.

### The school has the following strengths

- Pupils' well-being is of the utmost priority. All adults take time and care to ensure that pupils are safe, included and given wide experiences. As a result, pupils across the school demonstrate positive attitudes to learning.
- Governors provide strong support and challenge to leaders. They have looked for ways to increase capacity for improvement.
- Children get a strong start to school life in the early years and make good progress through Nursery and Reception.
- Pupils in key stage 1 are very well supported in their learning. They are given clear direction about how to improve their work and, as a result, make good progress across subjects.
- Clear direction and support in mathematics has led to stronger progress for pupils this year.
- Standards in phonics have continued to rise due to effective teaching from teachers and teaching assistants.

## Full report

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

- Improve the quality of teaching, learning and assessment across key stage 2, by:
  - making sure that planned actions are consistently applied
  - having consistently high expectations of pupils of all abilities
  - making sure that pupils know what to do next to improve
  - building on individual pupils' current attainment and prior learning in reading so that they are constantly challenged to extend their skills and deepen their understanding
  - sharing the good practice within school of strong teaching and accurate teacher assessment.
- Improve the effectiveness of leadership and management, by:
  - pulling together all the information gathered on pupils' and teachers' performance to create a coherent plan which can be monitored by leaders and governors
  - swiftly addressing any underperformance throughout the year by identifying precise actions to be taken with clear expectations and timescales of the intended impact
  - frequently checking that actions taken are ensuring that pupils make at least good progress
  - improving outcomes for pupils in reading, ensuring positive plans to inspire pupils' reading are kept as a high priority and are sustained
  - implementing a more robust form of checking progress in reading so that leaders can see more clearly the impact of actions taken.
- Support the lower-ability pupils, from the early years to Year 6, in making accelerated progress, completing their tasks and taking pride in the work they produce.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- Through considerable changes over the last two years, in senior and middle leadership, staffing, a move to a new school building and a rise in pupil numbers, leaders have not managed to secure stronger outcomes for pupils in key stage 2. There is wide variability in the quality of teaching and learning across the school.
- Leaders have not applied enough urgency or rigour to the underperformance of pupils across key stage 2 to ensure that all pupils make good progress. Consequently, the strong progress made in key stage 1 has been stalled, and pupils are struggling to catch up. Pupils who are working below the standard expected for their age are not always given specific support to help them improve. Where pupils are given a programme of support, the quality of this is variable. In successful learning interventions there is a timescale and clear, challenging expectations, so the impact is clear to see. However, some support does not have an expected outcome, or goals are not challenging enough. As a result, these pupils do not make the same good progress.
- Leaders' analysis of where underperformance lies is generally accurate and well supported by their school assessment systems. Leaders frequently check the progress that pupils are making. However, these checks in lessons, looking at pupils' work and the standards they are reaching are not used collectively by leaders to devise robust actions for improvement which can then be checked regularly for impact. Actions identified in managing the performance of teachers and school development plans are not specific enough to guarantee improvement, particularly in accelerating the progress of pupils in key stage 2.
- The headteacher and deputy headteacher have developed a culture of working together. Teamwork and strong, positive relationships between pupils and staff are a strength of the school. Staff describe school as 'one big family' and 'home from home'. Leaders make sure that every child feels welcome and lead their team very well in their ambition to make sure that every child's behavioural and emotional needs are met.
- Leaders work hard to give pupils wide and varied experiences across the curriculum. Visits to further pupils' learning and challenge their thinking, as well as involvement in competitions and events outside school, are high on the agenda. As a result, pupils develop skills well across subjects, for example in music and technology.
- The work leaders have done to improve basic calculations and reasoning skills in mathematics across school is paying off. Pupils' current work across key stage 1 and much of key stage 2 shows progress in these areas. Pupils' work shows that where learning has not been appropriately matched to pupils' needs, the mathematics leader has quickly intervened and supported teachers in providing the right level of challenge for their pupils.
- Leaders have rightly identified that improving outcomes in reading is a key priority. Work has been done to engage pupils in more purposeful reading activities, improve fluency and develop a better understanding of the texts they read. Pupils speak highly of the regular access to the school library and visits to the local public library. However, leaders agree that they need to develop a more robust way of frequently checking the progress that pupils are making. They also acknowledge that actions taken to motivate

pupils, such as the reading of whole-class texts, must be fully implemented.

- There is a higher proportion of pupils who are disadvantaged than found nationally. More pupils are eligible for the pupil premium funding than those who are not. Any slower progress made by pupils overall, therefore, tends to be where performance for disadvantaged pupils is weakest. Leaders direct funding successfully to provide one-to-one teaching for Year 6, teaching assistant support, a raft of activities to improve emotional and social outcomes for pupils, and additional experiences and opportunities across the curriculum.
- The funding for pupils who have special educational needs and/or disabilities is used effectively to address the emotional and social needs of pupils. It has been well targeted by leaders to support small-group interventions to address particular needs, including those which are behavioural, and the 'Nurture Room' provision. As a result, pupils are able to successfully access practical activities across the curriculum. The progress that these pupils make in reading, writing and mathematics is more variable.
- Leaders use the primary school physical education and sport funding well to provide opportunities for pupils to be involved in extra-curricular activities, have access to high-quality physical education lessons, be well supported in games activities at lunchtimes and to take part in exciting competitions and events. For example, pupils recently took part in the 'Rock Challenge'. Their excellent hard work (and that of the staff who have worked with them) was rewarded as they achieved second place and will now attend the final in Grimsby.

## **Governance of the school**

- Governors are relentless in their questioning of leaders about the performance of pupils. Governors understand the strengths and weaknesses of the school well. Their probing questioning demonstrates a focus on accurate priorities for improvement.
- Governors carefully check how leaders spend specific funding to support pupils effectively. For example, they have a good understanding of how the pupil premium is spent and the impact this has on pupils' academic, social and emotional progress.
- There is a clear ambition from governors to work with leaders to seek out ways to build capacity for improvement through collaboration with others beyond the school.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- A dedicated and knowledgeable team, including the designated safeguarding leader, the family links coordinator, the safeguarding officer and the headteacher, has led all staff and governors well in embedding a culture of effective safeguarding. This runs through all aspects of school life.
- Leaders have made sure that every member of staff and the governors have timely training in specific aspects of safeguarding. There is a careful induction process for new staff and information and direction around school to support everyone in keeping pupils safe. Leaders have recently introduced an electronic system to record all pupil information, which every member of staff has been trained to use. Staff say that this has added rigour to their systems, immediately informing all the right people of a

concern and making frequent checking more efficient.

- When teaching aspects of safety to pupils, staff carefully consider particular risks. For example, as well as learning about keeping themselves safe in school and online, pupils are taught about safety near railways and motorways. Every pupil spoken to during the inspection said that they would always tell an adult, at home or in school, if they had a problem or a worry.

## Quality of teaching, learning and assessment

## Requires improvement

- The quality of teaching and learning is not consistently good across school. Strong teaching across key stage 1 results in pupils, including the most able, producing high-quality work, demonstrating good attitudes to learning and making strong progress across the curriculum. Across key stage 2, wide variability in teaching and learning and the difference in challenge and support for pupils of different abilities means not all pupils make good progress.
- Where teaching and learning in key stage 2 is strong, pupils of all abilities have work that is well matched to their needs and clear teacher direction as to how to improve. As a result, pupils make rapid gains in their learning. However, across key stage 2, there are pupils who are not making enough progress. For the middle- and lower-ability pupils in upper key stage 2, this is because expectations of presentation and the standards pupils can achieve are not high enough. In lower key stage 2, learning is not always informed by pupils' prior learning and starting points, resulting in unchallenging work.
- Pupils are encouraged to develop skills across a range of subjects. Specialist and skilled teachers lead some areas of learning. For example, pupils all have the opportunity to learn to play a brass instrument in Year 4. During the lesson in 'the studio', pupils were enthusiastic, settled quickly to learn and displayed good subject knowledge. Pupils who are particularly keen have the opportunity to extend their lessons through upper key stage 2 and take part in workshops and orchestras.
- A focus on developing pupils' calculation and reasoning skills in mathematics is resulting in pupils showing more confidence in solving problems and explaining their work.
- Teaching assistants are skilled and well trained in specific aspects of learning and pupils' differing needs. However, this support is not always directed carefully enough to make sure that all the pupils who are falling behind are rapidly helped to catch up.
- Information technology is used well to support learning. Pupils have a good understanding of different forms of technology and how it can help them in their work. Importantly, they also understand the possible risks of online communication because of high-profile, regular teaching and examples.
- Pupils are eager to read and do so regularly in school and at home. A focus on developing fluency in reading and understanding of texts is having some impact, though assessment systems for reading make this more difficult to check and some pupils have work that is not always matched to their ability.
- Pupils write with confidence through key stage 1, learning how to accurately form their letters, sound out new words and punctuate work correctly. One child in Year 1 was

delighted to share how she had included commas, apostrophes and exclamation marks accurately in her work. High teacher expectations in presentation and achievement lead to learners who are confident and making strong progress. In some classes in key stage 2, the same attention to presentation and completing work is not always given, particularly for lower-ability pupils, who often do not complete their work.

- Teaching assistants support pupils who have special educational needs and/or disabilities well in their learning. Leaders agree that for many pupils, when this support is not there, pupils find it hard to complete their task independently, leading to stops and starts in their learning.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Adults' dedication to making school a safe and secure place to learn is a strength.
- Leaders and staff look for opportunities to widen pupils' experiences and instil a sense of teamwork and ambition. Pupils are appreciative of the support adults give them. Pupils value the resources they use at lunchtimes and the planned educational visits, as well as the care they receive.
- Pupils are encouraged to care for each other. Pupils with additional responsibilities such as buddies, mini dinner staff and play leaders take their roles seriously and know that being calm and listening carefully to problems gets the best results!
- A high number of pupils of all ages attend the breakfast club, which provides a positive and friendly start to the day.
- Most parents and carers are confident that their children are safe and happy in school. They say that they are well informed about the progress their children are making. Parents say that bullying does sometimes occur, but most agree that when this is discussed with staff, it is dealt with successfully and the issue is resolved.

### Behaviour

- The behaviour of pupils is good. Attitudes to learning in the classroom are positive. Pupils' conduct at less structured times is generally good due to embedded adult expectations and a variety of strategies to keep pupils engaged.
- A number of pupils have particularly complex needs, and this can affect their behaviour. Staff work very well as a team to support these pupils successfully, so that they do not cause disruption to those around them, and can quickly settle back to their learning.
- Effective work by leaders, the family liaison officer and the administrative team has resulted in pupils' attendance being consistently in line with or better than that of pupils nationally. Incentives for good attendance and the swift addressing of any absence contribute to this positive picture. Pupils want to be at school and learn about new things. For example, during the Easter holidays, Year 6 pupils were eager to take part in exciting activities, planned voluntarily by the staff, to improve their basic skills

across a range of engaging practical activities, even though it was their holiday.

### Outcomes for pupils

### Requires improvement

- Pupils' reading and mathematics progress at the end of key stage 2 in 2016 was significantly below that of pupils nationally. The proportion of pupils attaining the expected and higher standard in these subjects was below that of other pupils nationally. The work of current pupils in key stage 2, including the disadvantaged and those who are most able, shows wide variability in the quality of work and the progress being made across different subjects.
- The majority of pupils enter school with skills below those that are typical for their age. They make strong progress through the early years and key stage 1, reaching standards at the end of Year 2 in reading, writing and mathematics which are in line with or better than those of other pupils nationally. A higher proportion of pupils than found nationally reach higher levels. Work of current pupils in key stage 1 shows a similar picture, where pupils of all abilities, including those who are disadvantaged, are challenged to deepen and extend their learning.
- Standards in phonics have risen over recent years and pupils apply their phonics skills well to their reading and writing.
- Wide experiences and teaching across a broad curriculum give all pupils a chance to try new things and develop their skills, knowledge and understanding through practical activities. For example, pupils make good progress in music, physical education and information technology. In other subjects, such as science, there is similar variability to reading, writing and mathematics in terms of depth and challenge: pupils make good progress in key stage 1, but progress through key stage 2 is less consistent.

### Early years provision

### Good

- Adults in the early years have a good understanding of what children need to do next to get better in their learning across all areas of the curriculum, and direct their teaching accordingly. This results in children making strong progress through Nursery and Reception. From low starting points, the proportion of children who achieve skills which are typical for their age at the end of the early years has risen over recent years and is now similar to that of children nationally.
- Children's work shows clear evidence of progress. They are supported by a high number of adults who question and model learning and activities well to support children in making good progress. The majority of children in the early years are eligible for the early years pupil premium funding, and much of this is funding is used well to provide this high level of support. Children who have special educational needs and/or disabilities are supported well in developing their independence skills, for example, putting on their coats, getting changed for physical education and choosing resources and equipment they need.
- Parents are well informed about the progress that their child is making and have the opportunity to work alongside their child in school, for example during the stay and read sessions.

- Adults plan activities to specifically address the next steps that each individual child needs to take. They consider the children’s interests and previous experiences. Adults deliver direct teaching with enthusiasm which engages children and brings lots of smiles! For example, children laughed and enjoyed their phonics lesson: all were focused and taking part. Additional support and direction is given to children who have skills which are well below those that are typical for their age. The gap between these pupils and their peers is starting to diminish, but progress is not yet rapid enough for them to have caught up.
- The indoor environment provides plentiful opportunities for pupils to explore and develop their skills. Leaders have well-thought-out plans in place to develop the relatively new outdoor learning environment to a similar level.



## School details

Unique reference number	141078
Local authority	Kingston upon Hull City of
Inspection number	10032034

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	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	414
Appropriate authority	The governing body
Chair	Michael Smith
Headteacher	Ruth Murray
Telephone number	01482 509627
Website	<a href="http://www.francisaskewprimary.org">www.francisaskewprimary.org</a>
Email address	<a href="mailto:head@francisaskewprimary.org">head@francisaskewprimary.org</a>
Date of previous inspection	Not previously inspected

## Information about this school

- Francis Askew Primary School converted to become a stand-alone academy school on 1 July 2014. When its predecessor school, Francis Askew Primary School, was last inspected by Ofsted it was judged to be good overall.
- The school is a larger-than-average-sized primary school and has grown substantially over the last few years. In 2016, the school moved to a new building on the same site, built through the government's priority school building programme.
- The school meets the government's floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school has achieved awards including; the Sainsbury's Gold Sports mark, the International Schools Award, and the Rights Respecting Schools Award.
- The school has a much larger proportion of pupils who are eligible for support through the pupil premium funding than that found nationally.

- The school has a lower proportion of pupils who have special educational needs and or disabilities than that found nationally.
- The vast majority of pupils are from a White British background.
- A breakfast club, funded by the school, is available for pupils.
- The school has a part-time Nursery for three- and four-year-olds.
- The school meets requirements on the publication of specified information on its website.
- The school complies with Department for Education guidance on what academies should publish.

## Information about this inspection

- Inspectors observed pupils learning in a range of lessons, with some observations taking place alongside the headteacher and deputy headteacher.
- Inspectors looked at a range of pupils' work across the curriculum; much of this took place with middle or senior leaders. A focus was given to reading, writing and mathematics work in key stage 2.
- Inspectors looked at a wide range of school documents, including: assessment information; school improvement planning; school self-evaluation; minutes of meetings of the governing body; information about the performance of teachers; documents relating to behaviour and safety and documents relating to safeguarding.
- Meetings took place with the headteacher, senior and middle leaders, staff, representatives of the governing body and groups of pupils.
- Inspectors listened to pupils read.
- Inspectors spoke to parents at the school. They also considered the 12 parent responses to Parent View, Ofsted's inspection questionnaire, and the staff responses to Ofsted's staff questionnaires.

## Inspection team

Kate Rowley, lead inspector	Her Majesty's Inspector
Angela Harper	Ofsted Inspector
Marianne Young	Ofsted Inspector
Peter Marsh	Ofsted Inspector
Andy Jones	Ofsted Inspector

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