

Anlaby Primary School

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

Inspection dates

12–13 December 2018

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

Summary of key findings for parents and pupils

This is a good school

- Since the last inspection, the headteacher has led the school with a consistent focus on improvement. He has been ably supported by the deputy headteacher and the wider school team. As a result, pupils receive a good education and make strong progress in a friendly and welcoming environment.
- Leaders have taken swift and effective action to improve the teaching of reading. Consequently, pupils are now making stronger progress than in previous years.
- Leaders are accurate in their evaluation of the strengths and weaknesses of the school. They identify the right priorities for improvement. Systems to check closely on pupils' attainment and progress are used well to identify pupils who need extra help.
- Governors know the school well and strike a happy balance between support and challenge. They are effective in holding leaders to account for how well pupils are doing.
- The progress of the disadvantaged pupils and those with special educational needs and/or disabilities (SEND) is improving, because of the effective support that they receive.
- Children get off to a good start in the early years classes. Provision is good, and children thrive in the rich and stimulating environment.
- Pupils show positive attitudes in lessons and around the school. Pupils are confident that staff will deal with any of their concerns.
- Pupils attend well. Their conduct and behaviour are good throughout the day. They value the friendly ethos that pervades the school. Pupils play and work well together.
- Pupils make good progress from their starting points to reach expected standards. However, not enough pupils, including the most able and disadvantaged pupils, reach the higher standards at the end of Year 6 in mathematics and writing.
- Teachers generally have high expectations about what pupils can achieve. They ask effective questions to deepen pupils' understanding and quickly tackle any misconceptions. However, in a small number of classes, planning of learning activities is inconsistent and this leads to a lack of challenge.

Full report

What does the school need to do to improve further?

- Further improve the quality of teaching and learning by ensuring that:
 - teachers more consistently provide work that effectively meets the needs of pupils of all abilities, including the disadvantaged and the most able pupils.
- Continue to improve outcomes of pupils by:
 - ensuring that all pupils, including the disadvantaged pupils, make better progress from their starting points, in mathematics and writing, by the end of Year 6.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher has focused accurately on improvements that make most difference to pupils' enjoyment of school, their learning and their achievement. Together with the leadership team and staff, he has worked successfully to create a school, where pupils want to learn and where they are able to experience success. Consequently, teaching and outcomes continue to be good.
- Leaders have an accurate picture of the strengths and weaknesses of the school. They carefully analysed the reasons for the recent underperformance in reading and mathematics and took appropriate actions. Consequently, pupils' outcomes in these subjects are improving quickly. Plans for future improvement focus on the right priorities.
- Leaders' judgements about the quality of teaching and learning and their impact on pupils' progress are accurate. Where any teacher requires guidance or support, these are swiftly put in place and carefully monitored to secure improvements. Leaders recognise the importance of developing a skilful teaching staff. Across most year groups, new teachers are partnered by those who are more experienced. As a result, staff are able to develop their practice further.
- The headteacher has high expectations for everyone, and there are clear performance management systems in place to help staff ensure that improvements are made. Senior leaders make regular checks on the quality of teaching and the progress that pupils are making.
- The role of phase leaders has been recently reviewed. Their roles are clear, as are the expectations of each of them. They are knowledgeable about outcomes in their areas and have sound plans for further improvement.
- Leaders ensure that additional funding is used effectively. For example, the use of the pupil premium has resulted in the rapid improvement in the attendance of disadvantaged pupils and a reduction of persistent absence rates. Similarly, the sport premium is used well to improve the quality and frequency of physical activity for all pupils. Pupils begin their school day with walking the 'daily mile'. The leader responsible for pupils with SEND ensures that the additional funding is used effectively to provide the support they need. As a result, the rate of improvement in the progress this group of pupils make, is the same or better than that of their peers.
- The curriculum has been recently reviewed and is broad and balanced, with an appropriate emphasis on reading, writing and mathematics. This contributes to pupils' good development and progress. Pupils are taught about significant world religions, and topics are used to teach a range of subjects such as history, geography and art. A range of after-school clubs and educational visits enhance pupils' learning.
- The school develops pupils' spiritual, moral, social and cultural understanding well. Values, such as democracy and tolerance, are taught and promoted through the school. Pupils have many opportunities to take part in trips and listen to external visitors. As a result of these activities, pupils are being well prepared for life in modern Britain.

Governance of the school

- Governance is a strength of the school. Members of the governing body have a wide range of knowledge, skills and expertise. They are ably led by the experienced chair.
- Governors have a good understanding of the school's strengths and areas for improvement. They use clear information provided by leaders. As a result, governors provide appropriate challenge and support to school leaders, in order to bring about necessary improvements. They share the leaders' high expectations and are highly ambitious for pupils.
- Governors meet frequently and work closely together to monitor the performance of the school. They ensure that they attend regular training to carry out their roles effectively. The governing body takes its safeguarding duties seriously. The safeguarding governor meets with school leaders to ensure that systems and processes are up to date and are being followed closely, including those related to the health and safety of staff and pupils.

Safeguarding

- The arrangements for safeguarding are effective.
- There is a strong culture of safeguarding in the school and pupils say that they feel safe. School leaders ensure that all staff have appropriate and up-to-date safeguarding training. Staff are vigilant and knowledgeable about child protection procedures, know the signs to look out for and how to report concerns.
- Senior leaders, including governors, check safeguarding records regularly and the school has comprehensive policies for safeguarding. As a result, the school takes timely, supportive and appropriate actions to keep all pupils, including those who are most vulnerable, safe.
- Leaders make timely referrals to the local authority social care services where necessary. They keep an accurate record of conversations and actions taken. Leaders persevere when they feel that more action is needed.
- Recruitment procedures are thorough. Leaders complete all the necessary checks to ensure that they only employ adults and use volunteers who are suitable to work with children.

Quality of teaching, learning and assessment

Good

- Pupils engage in activities that capture their interest. There are very positive relationships between adults and pupils and these encourage pupils to stay focused, work hard and try their best. Teachers clearly explain to pupils what they need to do. As a result, teaching and learning are effective.
- The recent focus on improving the teaching of reading has led to better outcomes for pupils currently in the school. As a result, teachers now allocate a considerable amount of time to teaching pupils to recognise words and make sense of their reading. Pupils read books that are appropriate for their age and ability. The most able pupils are encouraged to read challenging texts and discuss the content to deepen their

understanding.

- Inspection evidence indicates strong progress in relation to the development of pupils' calculation skills. Opportunities for pupils to develop their reasoning and problem-solving skills are increasingly becoming a regular part of mathematics lessons. Consequently, current pupils' progress in mathematics is improving quickly.
- Leaders monitor the quality of teaching and learning frequently, through a carefully planned cycle of activities. This includes observations of lessons and scrutiny of pupils' books. Teachers use the feedback from leaders to adjust the planning of learning activities. Leaders have also linked the quality of teaching to pupils' outcomes and hold frequent progress meetings with staff. Consequently, leaders and staff can identify early any pupils who may need additional support in order to reach their potential.
- Teachers have high expectations of pupils. Most teachers and teaching assistants use questioning well to deepen pupils' thinking. During lessons, teachers offer individualised feedback in line with the agreed assessment policy. Pupils say their teachers' guidance helps them to understand how to improve their work. As a result, pupils work with positive attitudes and take an interest in their own progress.
- Staff work hard to ensure that pupils have effective skills in phonics to improve their reading. Most pupils, including the lower-attaining pupils, use their phonics skills well to read unfamiliar or difficult words. This contributes well to pupils' confidence and enjoyment of reading. Pupils demonstrated their ability to reapply their knowledge of letters and sounds, as well as their pleasure in reading, when they read aloud with inspectors.
- Classrooms are purposeful learning environments. Most teachers plan activities well that meet the needs of most pupils. However, this is not always the case, including in lower key stage 2 classes. As a result, not all pupils, including the disadvantaged pupils and the most able pupils, are sufficiently stretched and challenged to enable them to deepen their knowledge and understanding.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Leaders have created a caring and nurturing environment for pupils to feel safe, enjoy learning and achieve well. Adults and pupils have positive relationships, and this is reflected in the mutual respect shown in lessons and during social times.
- Pupils listen carefully to each other and to their teachers, which supports pupils to achieve well. They work hard, have positive attitudes to learning and concentrate on their tasks. As a result, classrooms are purposeful and calm environments.
- Pupils know how to stay safe, including when online. They know what to do and who to go to if they have any concerns. Pupils report that bullying happens sometimes but teachers deal with it swiftly.
- Pupils have many opportunities to make a contribution to school life and the wider community, such as raising money for local and national charities. They have the opportunity to take on school-wide responsibilities, such as school council

representatives. These opportunities are helping to prepare pupils well for the next stage in their education.

- Pupils' spiritual, moral, social and cultural development is embedded in the school's curriculum. Pupils are knowledgeable about a range of world religions. They understand that knowing about other people's beliefs is important, as well as treating everyone the same and making them feel welcome.

Behaviour

- The behaviour of pupils is good.
- Pupils display positive attitudes in lessons and around the school. Their behaviour is often exemplary. Pupils respond promptly to instructions and are polite to one another and to adults.
- Pupils' conduct around the site is good. Pupils of different ages play together well, and older pupils are caring and supportive towards younger pupils. Older pupils accompany younger pupils to and from their classrooms during breaktime and lunchtime.
- Leaders take effective actions to maintain pupils' good attendance and to reduce persistent absence rates. They work tirelessly to address attendance issues and to promote the importance of good attendance. As a result, the proportion of pupils who are persistently absent from school reduced considerably in 2018 and is now below the national average. The absence and persistent absence of disadvantaged pupils also improved considerably in 2018.
- Pupils report that there are very few incidents of poor behaviour. Inspection evidence confirms this. All incidents are carefully recorded, and leaders make use of the information to improve the school's management of behaviour. Leaders provide a wide range of support for pupils who need extra help to manage their behaviour. Despite these efforts, the number of fixed-term exclusions increased in 2018. Leaders continue to focus on supporting pupils' social and emotional needs through the school's carefully planned nurture provision.

Outcomes for pupils

Good

- School assessment information, confirmed by evidence in pupils' books, indicates that the majority of pupils across most year groups are currently making good progress, particularly in reading and mathematics and increasingly in writing. This applies to pupils of all ability ranges, including the most able pupils and disadvantaged pupils. It supports leaders' views that rates of progress and outcomes are continuing to improve.
- Following the last inspection, the school experienced a dip in performance in 2017. Provisional data shows that in 2018, the attainment and progress of pupils, including the disadvantaged pupils, in reading and mathematics at the end of key stage 2 improved from the previous year. The progress pupils made at the end of Year 6, in writing, declined compared to the previous year, but remained in line with the national average. In 2018, the proportion of pupils achieving the expected standard in reading at the end of Year 6 was above the national average.
- Over time, the proportion of children achieving a good level of development at the end

of Reception has been consistently above the national average.

- In 2018, results in the phonics screening check remained the same as the previous year and just below national average. However, recent improvements in the teaching of phonics is having a positive effect on reading standards. Current pupils use their knowledge of phonics well to work out unfamiliar words. They enjoy reading and most learn to read fluently and with expression. Pupils at all stages talked knowledgeably about the books they had read.
- In 2018, provisional assessment information indicates that the proportions of pupils achieving the expected standards in reading and mathematics at the end of Year 2 were in line with national averages but below the national average for writing. Current school assessment information and scrutiny of pupils' work indicate an improvement in pupils' outcomes for reading, writing and mathematics.
- Pupils who are underachieving, including the disadvantaged pupils and pupils with SEND, are identified quickly and support is put in place to help them achieve their potential. As a result, these pupils achieve well across most subjects.
- The proportion of pupils achieving the expected standard in reading, writing and mathematics combined has been at or above the national average over the past two years. However, in 2018, the proportion of pupils achieving the higher standards in writing and mathematics at the end of Year 6 was below the national average.

Early years provision

Good

- The early years provision is effective because leaders ensure that the provision meets children's needs well. As a result, children currently at the school, including the disadvantaged children, make good progress across most areas of learning.
- Most children join the Reception classes with achievement across the different areas of learning that is broadly typical for their age, some below typical. Over time, the proportion of children, including the disadvantaged children, achieving a good level of development has been above the national average. Current school assessment information and inspection evidence indicate that children continue to make strong progress from their wide-ranging starting points. Consequently, children are well prepared for their learning in Year 1.
- The environment in the early years is welcoming, purposeful, well organised and calm. Adults have good relationships with the children and children are kept safe. The routines are well established and ensure that pupils learn quickly to behave well and to follow instructions. As a result, children play well together, share resources and are considerate of each other.
- The early years team has a very secure understanding of the curriculum and they know each child as an individual. Consequently, they ensure that teaching nurtures and engages children, so that they develop skills well across all areas of learning.
- Teachers use assessment information well to plan learning activities and respond to children's needs. There are robust monitoring systems in place to check regularly the quality of teaching and learning. Children are challenged because adults have very high expectations of what the children can achieve.
- Children enjoy a broad range of experiences. They are encouraged to be imaginative

and collaborative in the stimulating environment. As a result, they develop effective communication skills and self-confidence by learning through play. During the child-initiated activities, adults use questioning well, in order to help children extend their learning.

- Teachers work closely with parents and carers to identify what children can do when they start school. Teachers review this continuously to build a picture of children's growing skills and interests. This underpins plans for children's development and supports their good progress.

School details

Unique reference number	132349
Local authority	East Riding of Yorkshire
Inspection number	10053228

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

Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	370
Appropriate authority	The governing body
Chair	Chris Sanders
Headteacher	Gareth May
Telephone number	01482 653077
Website	www.anlabyprimaryschool.co.uk
Email address	anlaby.primary@eastriding.gov.uk
Date of previous inspection	4–5 February 2014

Information about this school

- Anlaby Primary School is larger than the average-sized primary school.
- Since the last full inspection, a new headteacher has joined the school. The middle leadership of the school has been restructured recently, and the roles of phase leaders have been reviewed.
- The proportion of pupils with SEND is below the national average. The proportion of pupils who have an education, health and care plan is broadly in line with the national average.
- The proportion of disadvantaged pupils supported by the pupil premium is below the national average.
- The school operates a breakfast club.

Information about this inspection

- Inspectors visited lessons in key stages 1 and 2 and the early years, covering all teaching staff. Some of these visits took place with senior leaders accompanying inspectors. During visits to classrooms, inspectors looked in pupils' books and questioned pupils about their learning.
- Discussions took place with the headteacher, deputy headteacher, middle leaders and members of the wider body of staff. Discussions also took place with a representative of the local authority, members of the governing body, including the chair, and with parents.
- Inspectors held discussions with groups of pupils from Years 3, 4, 5 and 6 about what it is like to be a young person at the school. Inspectors also listened to a range of pupils read.
- Inspectors observed pupils' behaviour around the school, including between lessons, at breaktimes and at lunchtime.
- Inspectors took into account the 101 responses from parents to Ofsted's online survey, Parent View, including the 28 free-text responses. They also analysed the 21 responses to Ofsted's pupil questionnaire and the 23 responses to the staff questionnaire.
- Inspectors examined records relating to behaviour, attendance and safeguarding. Inspectors conducted a scrutiny of pupils' work jointly with middle leaders in a range of subjects.
- Inspectors scrutinised documents, including school development plans, governing body meeting minutes, external reviews, leaders' monitoring notes and information about pupils' achievement.

Inspection team

Dimitris Spiliotis, lead inspector	Her Majesty's Inspector
Barry Found	Her Majesty's Inspector
Rajinder Harrison	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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