

Inspection of a good school: Aldbrough Primary School

Headlands Road, Aldbrough, Hull HU11 4RR

Inspection date:

15 February 2022

Outcome

Aldbrough Primary School continues to be a good school.

What is it like to attend this school?

Pupils are happy and they feel safe at school. They enjoy their lessons and are enthusiastic about the wide range of opportunities available to them through clubs and the residential visit to Derbyshire. Pupils understand that they are expected to work hard and uphold the school's rules of 'to be ready, be respectful and be safe'. One pupil summed up the views of many when she said, 'Everyone helps each other because no one gender is superior to another.'

Pupils behave well and are polite. They are interested in talking to visitors. Pupils are motivated by the rewards system, especially the recognition wall and 'hot chocolate Friday'. They are proud when their name is read out in the celebration assembly. Pupils say that instances of bullying are rare but when it does happen, they know staff will sort it out. Pupils know who they can talk to if they have worries. They feel that their concerns are taken seriously. Pupils appreciate having the 'calm corners' to go to when they feel anxious and need support.

Staff are proud to work at the school. They say that they feel empowered and are excited to be on this 'journey of improvement'. Staff describe leaders as 'exceptional'. This is echoed by parents and carers. One parent said, 'The headteacher is a credit to the profession.' Governors are knowledgeable and work hard supporting the school as well as understanding what needs to be put in place to improve further.

Despite the positive changes to reading and mathematics, pupils do not learn as well as they should in some subjects. This is because some curriculum leaders have not ensured that pupils' learning builds on what they already know and can do. The new team of senior leaders has identified this and recognises there is more work to do.

What does the school do well and what does it need to do better?

The headteacher and governors have successfully steered the school through a period of significant change. The new senior leadership team is ambitious for the school. Staff talk

positively about their workload and say that they are excited to be part of the school's next phase.

The teaching of early reading is a strength of the school. Leaders ensure that all pupils learn to read as quickly as possible. They make sure that pupils receive books that match the sounds they are learning. Pupils learn to say sounds accurately. Children in the early years have many opportunities to practise saying their sounds. For example, in the classroom café, pupils read, write down and say their orders for food. New curriculum leaders have developed bright and inviting reading areas in all classrooms. Pupils enjoy reading. They particularly enjoy talking about the books they are reading. Pupils with special educational needs and/or disabilities receive support to access the same curriculum as other pupils.

Pupils say that they enjoy learning. The effectiveness of the curriculum is more successful in some subjects than in others. This is because in stronger subjects leaders have adapted the curriculum to help teachers revisit and make checks on important knowledge that pupils may have missed due to the COVID-19 pandemic. For example, in music, the curriculum leader has carefully adapted the content, which is innovative and bespoke to the needs of the pupils. As a result, pupils are confident in remembering and applying their musical knowledge when composing and singing. Sometimes, teaching methods do not help pupils to know more about a particular subject because leaders have not planned the order in which pupils will learn things carefully enough. In English, some pupils do not use their knowledge consistently to develop a deeper understanding of writing, including their spelling, because they have limited experience of practising this.

New curriculum leaders welcome the support and training they have received. This includes support from the learning hubs in English and mathematics, to provide high-quality professional development. However, some curriculum leaders do not monitor and evaluate the effectiveness of the curriculum regularly. Leaders are exploring ways to improve assessment. This work is at an early stage.

Staff appreciate the support they receive from the headteacher and governors. They value the actions taken by leaders and governors that have had a positive impact on their well-being. Staff say that they are proud to be a member of the Aldbrough family.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that safeguarding is a priority. Staff have a very good knowledge of families and the local community. They understand the dangers and safeguarding challenges that pupils may face. Staff use this knowledge, alongside regular training, to support pupils. They understand what to do if they have any concerns about pupils' well-being. Parents are positive about how the school keeps their children safe.

Leaders work with a range of outside agencies to keep pupils safe. When safeguarding issues arise, leaders make swift referrals to ensure that pupils and families receive the

support they need. Governors are vigilant and have a strong understanding of safeguarding.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Curriculum plans in English do not set out the essential knowledge that leaders expect pupils to learn. This is a barrier to pupils knowing and remembering more. Leaders should develop curriculum plans in English so that they identify more clearly the essential knowledge and vocabulary that pupils are expected to learn in writing and spelling.
- Some curriculum leaders are not checking and evaluating the effectiveness of the curriculum on pupils' learning. As a result, curriculum leaders do not know what works and what needs to be improved so that pupils know more over time. Curriculum leaders should ensure that they monitor the effectiveness of the curriculum regularly, making amendments and refinements when required, to ensure that the curriculum and learning are as effective as possible.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in January 2017.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	117823
Local authority	East Riding of Yorkshire
Inspection number	10211143
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	140
Appropriate authority	The governing body
Chair of governing body	Matthew Grove
Headteacher	Miss Zee Harrison
Website	https://aldbrough.e-riding.sch.uk
Date of previous inspection	11 January 2017, under section 8 of the Education Act 2005

Information about this school

- There have been significant changes to the leadership team since the last inspection. A new chair of the governing body was appointed in January 2022.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation.
- In order to judge whether the school continues to be good, inspectors focused on specific subjects in the curriculum. Deep dives were undertaken in reading, English and music. These involved meeting with senior and subject leaders, scrutinising curriculum planning and visiting lessons where pupils were learning these subjects. Discussions were held with pupils from the lessons visited, which involved looking at their work in these and other subjects. Discussions were held with teachers about the curriculum they were delivering. Inspectors listened to children reading. The pupils came from different year groups.
- Inspectors met with the special educational needs coordinator and with governors, including the chair of the governing body. A telephone conversation took place with a

representative of the local authority. A wide variety of school documents were considered, including the school development plan. Inspectors also spoke to pupils at breaktime and lunchtime.

- The inspectors took note of the 38 responses to Ofsted Parent View, one letter from a parent and eight responses from staff relating to the Ofsted staff questionnaire.
- In order to judge the effectiveness of safeguarding, the inspectors read the school's relevant policies, scrutinised the single central record, checked the school's procedures for safer recruitment of staff and interviewed the designated leads for safeguarding. Discussions were held with members of staff to check details and understanding of safeguarding knowledge and training, and that they understood the importance of their responsibility to report any safeguarding concerns without delay. Samples of safeguarding records were also considered.

Inspection team

Jen Cave, lead inspector

Ofsted Inspector

Darren Marks

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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