

Inspection of a good school: Acre Heads Primary School

Welbourn Walk, Norland Avenue, Hull, East Yorkshire HU4 7ST

Inspection dates: 7 and 8 June 2023

Outcome

Acre Heads Primary School continues to be a good school.

What is it like to attend this school?

Pupils are very happy to belong to Acre Heads Primary School. There are high expectations for their learning and behaviour. Pupils enjoy an exciting curriculum. It is brought to life through a range of opportunities to experience trips to places of interest and visiting speakers. Pupils enjoy carrying out experiments in 'STEM' fortnight. They experience life in the past when visiting a replica Roman village. Pupils are inspired by these experiences. They are keen to join in conversations about their learning and listen carefully to other pupils' ideas.

Relationships between pupils and adults are very positive. Whether in class or on the playground, pupils behave very well. Pupils say that bullying is very rare. They know that adults are there to help them if they have any concerns.

Leaders and staff work together to provide a caring environment. Pupils with special educational needs and/or disabilities (SEND) receive good-quality support to access similar learning opportunities to other pupils. Visitors to school teach pupils about different faiths and beliefs. Pupils are sensitive to the needs of others. They recognise the need to respect differences.

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

Leaders have reviewed and improved the design of the curriculum. They have identified the most important things that pupils must know in each subject. Pupils in key stage 1 build on what they have learned in the early years. Teachers think carefully about the activities they plan for pupils. For example, in physical education (PE), pupils enjoy watching a video of a famous sprinter. This helps them to discuss their own running technique. Pupils animatedly discuss what they need to do to run faster.

Leaders check what pupils know and can remember in English and mathematics. They use this information well to plan pupils' next steps. However, leaders' checks on pupils'

learning in some other subjects are not as effective. Therefore, some leaders do not know how well pupils are doing in their subject.

Leaders have introduced a well-planned reading curriculum. Children start to read as soon as they start school. Teachers regularly check the letters and sounds that pupils know. They closely match the books pupils read to their reading ability. Pupils who need extra practice with reading get individual support from teachers to help them to catch up quickly. Most pupils are well on their way to becoming fluent readers by the end of key stage 1.

In mathematics, pupils build logically on what they learn each year. Skilled teachers ask questions that encourage pupils to think carefully and explain their reasoning. Pupils have frequent opportunities to develop their problem-solving skills and apply their knowledge and skills. They remember important mathematical knowledge well. For example, pupils were able to talk confidently about how to tell the time using an analogue clock.

Leaders support teachers to adapt learning for pupils with SEND. They check frequently that provision meets pupils' needs and links well to their individual support plans. Staff work closely with external specialists to support pupils with more complex needs.

The provision for pupils' wider development is a strength of the school. Pupils have many opportunities to join a variety of pupil groups that help to improve school. For example, the Eco Team has introduced a project to collect plastic bottle tops. These will be recycled to provide equipment for the school. Assembly themes support pupils' understanding of global issues. Pupils enjoy holding rigorous debates around these issues. They offer their opinions sensitively and show respect for people who are different to themselves. Pupils' work reflects their positive attitudes. They want to do well. Pupils work hard in class and are supportive of one another.

Governors have a clear understanding of the school's priorities. They provide appropriate challenge and support to help improve the school. They are committed to ensuring that the quality of education continues to improve.

Leaders provide a wide range of support and training for staff. There is a strong focus on the well-being of staff and pupils.

Safeguarding

The arrangements for safeguarding are effective.

Leaders place a high priority on keeping pupils safe. Relevant checks are made to ensure that adults are suitable to work with children. New staff receive important safeguarding information. Regular updates provide staff with up-to-date safeguarding information. They know what to do if they have any concerns about adults or children.

Leaders are quick to act if they have any concerns about the safety of pupils. There are detailed safeguarding records. Pupils learn how to stay safe. They can talk confidently about what they should do if they are concerned about online safety.

What does the school need to do to improve?

(Information for the school and appropriate authority)

Systems to check what pupils know and can remember are not embedded in all subjects. Leaders do not have a comprehensive understanding of how well pupils are learning the intended curriculum in all subjects. Leaders should ensure that subject leaders are supported to use effective systems to check what pupils know, remember and can do in each subject of the curriculum.

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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in March 2018.

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.

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	117888
Local authority	East Riding of Yorkshire
Inspection number	10269207
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	405
Appropriate authority	The governing body
Chair	Amy O'Sullivan
Headteacher	Graham Sitch
Website	https://acreheads.org
Date of previous inspection	14 March 2018, under section 8 of the Education Act 2005

Information about this school

- The headteacher has been in post since September 2018.
- The school does not use any alternative education provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in his evaluation of the school.
- The inspector met with the headteacher, senior leaders, groups of staff, groups of pupils, a representative of the local authority and members of the local governing body.
- The inspector carried out deep dives in the following subjects: early reading, mathematics and PE. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, looked at samples of pupils' work and spoke to pupils about their learning.
- The inspector spoke to leaders about curriculum development in some other subjects.
- The inspector listened to some pupils in Years 1, 2 and 3 reading to an adult.

- The inspector considered how well the school protects pupils and keeps them safe by meeting with senior leaders to evaluate the effectiveness of safeguarding measures. The inspector also scrutinised the school's single central register.
- The inspector observed pupils' behaviour in lessons and around the school site.
- The inspector spoke to parents at the school gates and considered the responses to Ofsted Parent View, as well as the responses to the staff and pupil surveys.
- The inspector reviewed a range of documents, including safeguarding records and the minutes of the governing body meetings.

Inspection team

Jaimie Holbrook, lead inspector

Ofsted Inspector

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