

Inspection of a school judged good for overall effectiveness before September 2024: Anlaby Primary School

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

Inspection dates:

19 and 20 November 2024

Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that aspects of the school's work may not be as strong as at the time of the previous inspection. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Pupils enjoy attending school. The environment is well organised and welcoming. Displays showcase the broad curriculum that pupils experience. Pupils behave well. This is evident in classrooms and the way pupils move around the school calmly and sensibly. Relationships between children and adults are positive. Pupils are polite when speaking to visitors. They enjoy talking about what they have learned in school.

Pupils learn how to stay safe, for example, when using the internet through the school's curriculum. Pupils take responsibility for a range of roles in school. For example, the 'reading champions' promote reading around the school and recommend books to their peers. Pupils enjoy participating in visits to interesting places that bring the curriculum to life.

Pupils have opportunities to experience a variety of visits and visitors. Pupils enjoy a wide range of extra-curricular activities. Clubs are well attended by all groups of pupils. They develop their understanding of the world through a range of celebration days.

The school has set high expectations for pupils. However, weaknesses in the way writing is taught means that pupils do not achieve as well as they should.

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

The curriculum identifies clearly what pupils should learn and how knowledge should build over time. In mathematics, for example, the school ensures that pupils have opportunities to apply their prior learning to develop their problem-solving skills. Pupils are well behaved in lessons. They listen carefully to teachers and support one another well. Pupils

can remember the important knowledge that has been set out in each subject. This year, the school has supported subject leaders to carry out their roles effectively. Subject leaders have identified what needs to improve in their subjects.

The school has identified what pupils need to learn in the writing curriculum. However, the writing curriculum is not yet taught well enough. As a result, outcomes in writing are not as high as they should be. Furthermore, teachers' expectations of pupils' handwriting and presentation are not consistently applied. The school has recognised this, and plans are in place to make improvements.

The school works closely with the parents and families of children in the early years. This helps them to settle into school quickly. The curriculum allows children to learn about things that will help them later in school. Children start to read as soon as they start school. Leaders have ensured that staff have the training they need to teach children to read. It is clear which sounds pupils should know as they move through the school. However, the school does not check which sounds pupils know carefully enough during lessons. This means that, sometimes, the books that pupils are given are too difficult for them to read.

There are accurate systems to identify pupils who have additional needs. Pupils with special educational needs and/or disabilities (SEND) have effective plans that outline the support they should receive. Sometimes, the activities that they complete do not take account of their needs. This means some do not learn as well as they should.

Leaders are careful to promote equal opportunities and encourage pupils to raise their aspirations. Pupils are respectful of others with different beliefs. Pupils receive effective pastoral support. They know that adults are there to help them. As a result, pupils feel safe. The school's curriculum helps pupils to learn how to stay healthy. For example, pupils are confident when talking about the various benefits of physical exercise.

The school has taken steps to make improvements this year. Leaders recognise there is still more work to do. There are effective plans in place to continue this work. Leaders take care to consider the workload of staff. Staff feel well supported. They enjoy working at the school. Pupils' attendance was below the national average last year. The school has plans in place to improve this. This includes clear systems to identify pupils with low attendance. The governing body is committed to making improvements. They have worked closely with the local authority to get additional support for the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve? (Information for the school and appropriate authority)

- Reading books are not routinely well matched to pupils' phonics knowledge. The school must ensure that reading books are better matched to pupils' phonics knowledge.

- Some pupils with SEND are not given the support they need in lessons. Work is not well matched to their individual needs. This means that some do not learn as well as they should. The school should ensure that pupils with SEND are supported more effectively in classrooms.
- The school does not give pupils the support they need to develop their ideas coherently when writing. Equally, handwriting skills are not taught consistently well throughout the school. This slows pupils writing development and affects their confidence as writers. The school should continue to ensure that the new writing curriculum is fully embedded so that pupils achieve the best possible outcomes in writing.

(Information for the school and the appropriate authority)

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 for overall effectiveness in December 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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	132349
Local authority	East Riding of Yorkshire
Inspection number	10297341
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	404
Appropriate authority	The governing body
Chair of governing body	Janine Power and Chris Sanders (co-chairs)
Headteacher	Gemma Greer
Website	www.anlabyprimaryschool.co.uk
Dates of previous inspection	12 and 13 December 2018, under section 5 of the Education Act 2005

Information about this school

- The school operates a breakfast club and after-school club for pupils.
- The school does not make use of alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with the school's senior leaders and a representative of the local authority.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered

the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

- The inspector observed pupils' behaviour in lessons and around the school site.
- The inspector considered the responses to Ofsted Parent View, as well as the responses to Ofsted's online surveys for staff and pupils.
- The inspector reviewed a range of documentation, including safeguarding records and minutes of governing body meetings.

Inspection team

Jaimie Holbrook, lead inspector

Ofsted Inspector

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