



Kirk Ella St Andrew's Community Primary School

Inspection Report

Unique Reference Number 117881
LEA East Riding of Yorkshire
Inspection number 280175
Inspection dates 17 October 2005 to 18 October 2005
Reporting inspector Keith Bardon

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

Type of school	Primary	School address	West Ella Road
School category	Community		Kirk Ella
Age range of pupils	4 to 11		Hull, HU10 7QL
Gender of pupils	Mixed	Telephone number	01482 657208
Number on roll	557	Fax number	01482 657208
Appropriate authority	The governing body	Chair of governors	Mrs Linda Hibling
Date of previous inspection	1 September 2000	Headteacher	Mrs Sue Bush

Age group 4 to 11	Inspection dates 17 October 2005 - 18 October 2005	Inspection number 280175
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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

This is very large primary school providing education for boys and girls aged between 4 and 11. It is situated between Hull and Beverley in an area of social and economic advantage. Most pupils attend one of the many private nurseries in the district and start school with attainment that is, overall, similar to that usually seen. A small number of pupils come from minority ethnic groups. All pupils are fluent in English. A small proportion of pupils have learning difficulties and/or disabilities.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school. This judgement confirms the accuracy of the school's own evaluation of its effectiveness. Parents feel that the school meets with their expectations and are confident that their children receive a good quality of education. There is a happy atmosphere and the many smiling faces make the school a pleasant place to be. Pupils enjoy learning and apply themselves well to the tasks they are set. Good teaching ensures that throughout their time in the school pupils make clear and sustained progress and leave well equipped to take on the rigours of secondary education. The stimulating provision made for children in the Reception classes gets them away to a flying start and provides a very secure foundation for their future learning. The school has built successfully on the good inspection report it received in 2000, maintaining what was most effective and strengthening those areas that needed to improve. However, while pupils read extremely well, their writing, particularly that of the boys, is not of the same high standard. The school recognises that more work is needed to narrow the gap in these two aspects of English. Senior staff and governors work together keeping a close eye on how well the school is doing and looking for ways to make further improvements. Plans are in place to restructure the senior management team to ensure that the school continues to develop and prosper. The school spends the funds allocated to it efficiently and gives good value for money.

What the school should do to improve further

- From the strategies the school has identified, construct and rigorously implement an action plan to raise the quality of writing, particularly that of the boys.
- Take the opportunity provided by the restructuring of the senior management team to extend and enhance the procedures for monitoring and developing teaching and learning.

Achievement and standards

Grade: 2

Children settle into school quickly and make excellent progress in the Reception classes. This confirms the view many parents expressed to inspectors. With very few exceptions, by the end of their time in Reception children achieve the standards expected for their age and enter Year 1 with a good range of basic knowledge and skills. This secure and productive start is built upon successfully and as they move through the school pupils make good progress. The school's results in the national tests are consistently above average. Challenging targets are set for pupils' performance which the school regularly meets. Pupils read very well; their writing is satisfactory but not as good. In 2005, for example, three out of five Year 6 pupils attained the upper level in the national reading test, but only a little over one in eight attained this level in writing. Boys do not write as well as girls. The content of what they write is often weaker and they make more basic errors with spelling and grammar. The school has put measures in place to improve the quality of pupils' writing and particularly that of boys. These are carefully considered

and well structured, but need to be pursued systematically and rigorously if they are to have maximum effect. Pupils with learning difficulties and/or disabilities receive well judged support and make good, and at times very good, progress against the targets set for their learning. Pupils from minority ethnic backgrounds achieve well and maintain a similar rate of progress to others in the class. Pupils continue to achieve high standards, particularly in mathematics and science, as they did at the time of the last inspection.

Personal development and well-being

Grade: 2

The school considers this area as good and the inspection team agrees. Pupils have a very positive attitude to learning, which is reflected in their enjoyment of school. Standards of behaviour are good but younger pupils in particular can, on occasions, be excitable and noisy. Pupils generally respond well to the calming strategies teachers use, but there are times when lessons do not flow as well as they should. Attendance and punctuality are good, although a minority of parents take their children away for holidays during term time. Pupils feel safe in school and feel that they can turn to an adult for help or advice if they need it. They have high regard for the lunchtime supervisors; 'They're just like Mums and Dads'. Pupils' spiritual, moral, social and cultural development is good. Pupils of all ages are keen to take on responsibilities around school. Acting as playground buddies gives older pupils valuable experience of caring for others. This extends to the wider world with pupils giving careful consideration to the plight of those devastated by recent world events. Pupils are proud of the fact that the school listens to them and acts on their suggestions. They have been effective in bringing about changes, for example, the construction of bike sheds and the provision of air fresheners in the toilets. Pupils are actively involved in working towards the Healthy School award and support and run the healthy tuck shop.

Quality of provision

Teaching and learning

Grade: 2

Inspectors agree with the school that teaching and learning are good overall. There are examples of outstanding and sensitive teaching and other examples of less brisk, but nevertheless satisfactory teaching. The school has effective strategies for monitoring teaching which give confidence to self-evaluation. Learners acquire good skills because they are taught well, ensuring their good progress and achievement. The consistent strengths of learning are generally good behaviour and an eagerness to participate. Pupils work well individually and together. Their work, especially that of older pupils, is often accurate and thoughtful. The teaching is well planned to ensure that pupils within the year groups have equal opportunities to learn. Recently, teachers have sharpened their focus on the learning needs of boys, but there are still occasions when opportunities are not fully exploited. Activities are carefully calculated to match tasks to pupils' prior learning, and good use is made of resources to help pupils learn.

Teachers have effective strategies to manage behaviour, although there are times when restlessness slows the pace of lessons. Teachers work well with skilled learning support assistants to make sure that all pupils, including those with learning difficulties and/or disabilities, are suitably motivated and challenged.

Curriculum and other activities

Grade: 2

Inspectors agree with the school that the curriculum is good. It is relevant to pupils needs, meets all requirements and responds effectively to national and local initiatives. Joint planning by teams of teachers ensures that pupils in different classes benefit from all the learning opportunities provided. Effective arrangements are made to provide learning opportunities both for pupils who learn quickly and those who find learning difficult. The curriculum is well planned to ensure that pupils acquire the skills which will equip them well for adult life. Close attention is paid to pupils' personal and health education with well constructed lessons providing a clear understanding of sex and relationships, drug use and misuse and maturing personal relationships. The curriculum is further enriched by a good range of visits out of school, including a residential opportunity and interesting visitors into school. A diverse and interesting range of extra-curricular activities provide pupils with further opportunities for learning and personal development, which they enjoy and value. In the Reception classes a creative curriculum and exciting and imaginative activities support all six required areas of learning, both in and outside of the classroom, through structured and child initiated play opportunities.

Care, guidance and support

Grade: 2

Care, guidance and support are good, as the school believes. Adults provide pupils with effective support and guidance, well calculated to sustain the positive ethos of the school. Good arrangements are in hand for the care and protection of pupils, although the school has identified the need to refresh staff training. Risk assessments ensure that the school has considered all likely contingencies. Pupils with learning difficulties and/or disabilities and those who may be at risk are well cared for. Good procedures are in place for the identification and support of those who find learning difficult, although there is some inconsistencies in the way pupils' targets are evaluated and refined. The school uses comprehensive strategies to measure pupils' progress and to monitor their development. Teachers assess pupils' work regularly and use the information constructively to identify what pupils need to learn next. Challenging targets for learning are set and helpfully shared with parents and with the pupils themselves. Assessments in the Reception classes are used particularly effectively to guide children's learning. The support of outside agencies and of parents is used well to enhance the level of care and guidance pupils receive.

Leadership and management

Grade: 2

Leadership and management are good and the school's evaluation is accurate. Under the purposeful leadership of the headteacher the school promotes pupils' achievement and personal development well, year on year. Despite the school's very good track record in the national tests, there is no complacency and senior staff are continually looking for ways to enhance and improve the education of all the school's pupils. However, sometimes the school does not concentrate sufficiently on its main priorities. The issue surrounding pupils' writing is a good example. While staff have been made aware of the strategies to use to improve the quality of pupils' writing, these have not been broken down into specific objectives against which they can plan their teaching.

Members of the senior management team have an accurate picture of how well the school is performing because the procedures they use for self-evaluation provide good quality information. Some of the strategies used by the different age group teams, such as the scrutiny of pupils' work and the moderation of standards, would work more effectively if they were employed across the school as a whole. Although this is a large school it has strong family ethos. Parents and pupils are consulted regularly and their views given close consideration. Changes for the better have resulted, including improved facilities at playtimes and the timing of parent consultation evenings. Governors work hard on behalf of the school and meet their statutory responsibilities well. They have a clear understanding of the school's strengths and areas for development, and play a full part in decision-making. The school gives good value for money.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

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Kirk Ella St Andrew's Community Primary School
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Wednesday 19 October 2005

Dear Children

Thank you very much for making us feel so welcome when we visited your school recently. Although we were with you for only two days, we enjoyed finding out about the work you do and a special thanks to those who talked with us about the school. Kirk Ella St Andrew's is a good school and we can really understand why you enjoy it so much.

These are the things we particularly liked about the school:

the school is a happy place to be

everyone works hard and because of that children make good progress

children are polite and friendly

adults are very caring and helpful

children behave well (although they can sometimes get a little too excited and noisy)

children are encouraged to think about the needs of others and to help whenever they can

staff listen to children and if they have a concern, such as a lack of playground equipment or smelly toilets, the school tries to do something about it

there are lots of after school clubs with something to interest everyone.

We also looked at things the school might do next. Here are some of the things we suggested:

look for ways to make children's writing as good as their reading (particularly boy's writing)

make sure that the very best methods are used to find out how well children are doing and to identify what teachers need to focus on next.

With best wishes

Keith Bardon

(Lead Inspector)

Annex B