

Adelaide Primary School

Inspection report

Unique Reference Number	117714
Local Authority	Kingston upon Hull
Inspection number	290906
Inspection dates	27–28 March 2007
Reporting inspector	Doug Lowes

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	3–11
Gender of pupils	Mixed
Number on roll	
School	235
Appropriate authority	The governing body
Chair	
Headteacher	Mr Brian Roberts
Date of previous school inspection	1 May 2001
School address	Walker Street Hull HU3 2RA
Telephone number	01482 223753
Fax number	01482 322774

Age group	3–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school serves an area of extreme social disadvantage close to the centre of Kingston upon Hull. The proportion of pupils entitled to a free school meal is above average. Most pupils are White British with more than a quarter from minority ethnic backgrounds and this proportion is increasing each year. Many of these pupils are at an early stage of learning English when they start school. The attainment of the intake of pupils to the Foundation Stage is very low and the proportions with learning difficulties and/or disabilities and who join the school other than at the usual time are above average.

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 with some outstanding features. The school takes every possible opportunity to ensure that all aspects of each child's personal and academic progress are high on the agenda. This contributes significantly to pupils' personal development and their learning and, as a result, all pupils benefit greatly.

Pupils achieve well. The provision for children in the Foundation Stage is very good and the children in the Nursery and Reception class make good progress from their very low starting points although most do not reach the standards expected for their age by the end of the Reception year. However, standards are rising, particularly in the children's language and communication skills. Pupils of all backgrounds continue to make good progress in Key Stages 1 and 2. Attainment is improving although standards are below average. However, an increasing number of higher-attaining pupils are achieving the higher levels.

Teaching is good and teaching assistants support pupils' learning well.

Most lessons are well planned and stimulating. In Key Stages 1 and 2 however, the pupils' work is not consistently matched well enough to their ability or rate of progress. Although the teachers consolidate pupils' learning through a consistent marking system, this approach is new and has yet to become securely embedded throughout the school.

The curriculum is good and has some outstanding features. It is planned effectively with a clear focus on the teaching of a broad range of skills and knowledge that will equip pupils for the future. An extensive enrichment programme sustains pupils' interest and makes learning fun. The school provides good care, guidance and support for pupils and this provision contributes strongly to pupils' progress and well-being. Pastoral care and support for pupils are outstanding and pupils receive good academic guidance from the teachers. The results of national tests and assessments are analysed well and teachers make good use of information about pupils' performance, enabling the school to identify what needs to be improved further.

Pupils' personal development and well-being are outstanding. As a result, pupils' behaviour is exemplary and attendance is good. Pupils know what it means to be safe and how to live healthy lives.

The leadership and management of the school are good. The leadership of the headteacher, supported by the governors and senior leadership team, provides clear vision and direction for the school. The headteacher is passionate about the school and is determined to provide the best possible education for all pupils. In this and other features of the school's leadership, the inspectors' view is shared by the overwhelming majority of parents. The headteacher's care and influence have led to an outstanding ethos in which the staff work very effectively together towards raising standards.

One parent commented, 'My children have benefited from all aspects of this school. They enjoy coming to school and have learned loads more than I ever did.' The leadership of the school's provision for pupils with learning difficulties and/or disabilities is excellent and ensures that these pupils make good progress. Although relatively new in post, the subject leaders have very good expertise and support the work of other teachers effectively. The school provides good value for money.

What the school should do to improve further

- Ensure that teachers set work for all pupils which consistently matches their abilities.
- Ensure that the marking of pupils' work is rigorous and is consistent in showing pupils how to improve.

Achievement and standards

Grade: 2

The achievement of all pupils is good. Pupils with learning difficulties and/or disabilities make good progress.

The attainment of children when they start school is well below that which is typical for their age. They make good progress because of good teaching but do not reach the expected goals for their age by the end of the Reception year. Pupils continue to make good progress throughout the school. The results of national assessments of Year 2 pupils are below average overall. They are below average in reading, writing and mathematics but are rising in both reading and writing. The results of the national tests of Year 6 pupils are generally below average. In 2006, they were close to average in English and mathematics but below average in science. However, the overall results show a clear trend of improvement during the past four years with the school meeting its statutory targets in 2006. The targets for the current Year 6 are challenging. Work done in developing writing over the previous two years has been particularly effective in improving progress in this aspect.

Personal development and well-being

Grade: 1

Personal development is outstanding. The key reason for success in this aspect of the pupils' education is the outstanding way in which they respond to the school's provision for the government's 'Every Child Matters' initiative. They also engage fully with the school's values of 'respect and equality for all'. Attendance has improved and is above the national average, reflecting both parents' and pupils' views that Adelaide Primary School is 'a very good place to be.'

Pupils' behaviour is outstanding and relationships are respectful and harmonious. Pupils' spiritual, moral, social and cultural development is also outstanding and pupils develop a very clear sense of right and wrong. These attributes prepare pupils well for secondary school and contribute to the skills that they will need when they are older. Pupils are keen to offer their views through the school council and respond maturely to positions of responsibility both in the school and the community. For example, some pupils act as community wardens, mirroring the work done by adult wardens. Pupils show their commitment to healthy lifestyles by choosing healthy eating options such as vegetables or fruit at lunch and break times. The school's involvement in sporting activities, in lessons, at lunch time and after school, ensures that pupils have very good opportunities to be physically active.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Teachers have good subject knowledge and generally motivate pupils to learn and so pupils make good progress. Pupils enjoy lessons and find them interesting,

challenging and fun. Teachers explain learning objectives skilfully to their pupils and review the progress they have made at the close of the lesson. Very good relationships underpin teaching and learning so that lessons are calm, purposeful and proceed at a good pace. This is particularly evident in the Foundation Stage, in which children learn quickly as a result of stimulating activities and good teaching.

Pupils with learning difficulties and/or disabilities and those at the early stages of learning English, make good progress as a result of good teaching and effective support from teaching assistants. Resources are deployed well; for example, interactive whiteboards are skilfully used to support teaching and learning.

Generally, assessment is used well to track pupils' progress and to organise them into teaching groups. However, in some lessons, work is insufficiently well matched to pupils' ability within these groups and consequently, a minority of pupils find their work too difficult or too easy. Revised marking systems have been introduced but they are new and are not yet fully in place to ensure that pupils consistently know how to improve their work.

Curriculum and other activities

Grade: 2

The school has a good curriculum which is rich, broad and balanced. A recent revision has been successful in ensuring that pupils have good opportunities to develop their creative skills. Subjects are linked well, for example, information and communication technology (ICT) and art, both strong features of the curriculum, are used effectively to support learning in other subjects. Year 6 pupils are using ICT to draft stories and in Year 2, pupils are confident in using the mouse to create images. Pupils' work is valued and celebrated and displays of their work contribute to a very stimulating learning environment. Provision for pupils with learning difficulties and/or disabilities is very good and is well designed to meet their needs. A new building and effective staffing arrangements contribute to the very good provision in the Foundation Stage.

An outstanding programme of enrichment is available to pupils of all ages. Educational trips, along with visitors to school, provide excellent first-hand experiences and add interest to pupils' learning. The school enjoys positive relationships with local churches and community organisations such as Kids' Club. It has forged a valuable link with the Hull Creative Partnership and this contributes significantly to pupils' creative development. For example, multimedia activities are used effectively to challenge and further motivate pupils. In addition, there is a range of high-quality sporting, artistic and musical activities, and after-school clubs.

Care, guidance and support

Grade: 1

Excellent pastoral care ensures the provision of outstanding support and academic guidance. The school provides very good information for parents who express great confidence in the school. Very good arrangements to ensure the safeguarding of pupils, child protection and health and safety are in place. Effective partnerships with support agencies help to ensure that pupils with learning difficulties and/or disabilities make good progress. The school does all it can to support pupils who are at an early stage of learning English as an additional language. Effective links with secondary schools mean that pupils get on well when they move to their new schools.

The school has good systems to collect information about pupils' progress in English and mathematics and these have been used well to organise teaching groups and to set the school's statutory targets for Year 6 tests.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher provides clear vision and direction which enables the school continuously to raise standards. Good self-evaluation procedures have enabled the headteacher to guide and direct the next steps in the school's improvement journey; as a result, good progress has been made since the last inspection and the school has a good capacity to improve further. The caring and positive leadership supports the work of staff and they are encouraged, through professional development, to improve their professional skills. The leadership of the school's provision for pupils with learning difficulties and/or disabilities is excellent; consequently, they make good progress. The leadership of the provision for pupils at an early stage of learning English is very good.

Subject and phase leaders have good knowledge and expertise and use them effectively. These leaders, while well placed to secure future improvement, are relatively new in post and have yet to begin to monitor the quality of teaching and appraise the impact of this on pupils' work.

Governance is effective. The governors are fully involved in the life of the school and are active in its direction. They are well informed about school priorities and contribute well to school improvement, providing both support and challenge to the school leadership.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

29 March 2007

Dear Pupils

Inspection of Adelaide Primary School, Hull, HU3 2RA

Thank you for the very warm welcome you gave to us when we visited your school. We enjoyed listening to your singing in assembly and seeing you take part in lots of exciting activities. In particular, we enjoyed being in your lessons, seeing how hard you work, talking to you and finding out about all the interesting things that you do at school.

We have judged your school to be a good one and the way you work in lessons has helped us make that decision. We could see that you like your teachers and really enjoy coming to school.

We think that these are good things about your school

- You help to make your school a happy and friendly place where everyone is welcome and your behaviour is excellent and you enjoy your work.
- Your headteacher and staff help you to make good progress in your learning and your teachers and helpers really care about you and want you to do well.
- The school is bright with lots of your good work on display for everyone to see.
- Your teachers plan work that interests you and there are lots of exciting things for you to do.
- Very importantly, the school's leadership is good.

Your headteacher and all the adults want you to do well so we have asked them to make sure that:

- adults mark your work carefully to guide you and help you to do your best
- the teachers give you work which is matched to your learning needs.

The inspection team send our very best wishes to each of you.

Yours sincerely

Doug Lowes

Lead inspector