

Preston Primary School

Inspection report

Unique Reference Number	117864
Local Authority	East Riding of Yorkshire
Inspection number	290950
Inspection dates	23–24 January 2007
Reporting inspector	Judith Straw

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	4–11
Gender of pupils	Mixed
Number on roll	189
School	
Appropriate authority	The governing body
Chair	Mrs Elaine Agar
Headteacher	Mrs Linda Young
Date of previous school inspection	1 April 2002
School address	Station Road Preston Hull HU12 8UY
Telephone number	01482 896800
Fax number	01482 896800

Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a smaller than average primary school situated on the edge of the city of Hull. The school serves the local community, although about a third of pupils come from outside the local area. A considerable number of pupils join the school in Years 5 and 6. Of the current Year 6, only 60% began in Reception. The number of pupils entitled to free school meals is below average, as is the percentage of pupils with learning difficulties and/or disabilities. All the pupils come from White British backgrounds. The attainment of children when they enter the school in the Reception class is 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 that provides good value for money. Under the outstanding leadership of the headteacher, pupils reach above average standards and achieve well. They enjoy their learning and are proud of their school. Parents are overwhelmingly supportive of the school and many wrote of their appreciation of the commitment, energy and enthusiasm of all the staff. One parent wrote, 'they are doing a fantastic job'. The pupils are articulate, confident, and courteous. They enjoy work and play. They understand about the importance of health and fitness and eagerly participate in many sporting activities. Pupils feel safe and secure in school. They make a good contribution to the local and wider community by fund-raising and joining in local events. All pupils participate in drama productions and so develop the confidence to speak and act in public. They are well prepared for the next stage of their education. Their spiritual, moral and social development is good and they have a sound understanding of their own culture. Pupils are less knowledgeable about multi-cultural Britain, however.

Standards are consistently above average in both key stages and most pupils achieve well. Pupils with learning difficulties and/or disabilities achieve very well, often making better progress than expected. The school analyses pupils' results in national tests very carefully and takes action where weaknesses are identified. For example, this year, there is a strong emphasis on English in Years 3 to 6 because last year, higher ability pupils did not achieve as well at the higher level as was expected. Teaching and learning are good. Teachers work hard to present stimulating and exciting lessons. They have high expectations of themselves and their pupils. Information from assessment is used very well to inform pupils what they need to do to improve their work. Systems for checking the progress of pupils are exemplary. The school offers a rich and varied curriculum, which fosters a spirit of inquiry, curiosity and enthusiasm. The school provides a caring and nurturing atmosphere that promotes high academic standards.

Teaching and learning in the Foundation Stage are good so children make good progress and reach or exceed the early learning goals by the end of the Reception year. The Reception class provides a stimulating environment where children enjoy their learning.

Good management is evident in all areas of the school. The headteacher, staff and governors work well together as a team. They have an accurate view of the school and a shared vision of what they want to achieve. There is good capacity for further improvement.

What the school should do to improve further

- Eliminate the underachievement of some higher ability pupils at the end of Key Stage 2 in English.
- Raise pupils' awareness of Britain's cultural diversity.

Achievement and standards

Grade: 2

Standards are above average and most pupils achieve well. Some children start in the Foundation Stage with lower than expected social skills but quickly settle down and then make good progress. From an average starting point, children reach or exceed the expected learning goals.

Pupils continue to achieve well in Key Stage 1. Standards are above average. End of key stage assessments in Year 2 have been consistently above the local and national averages for some

years. In 2006, there was an increase in the scores gained by pupils in reading and mathematics but a slight fall in writing.

Standards are above average in Key Stage 2. Pupils' results in national tests taken in Year 6 are consistently above average. In 2006, pupils exceeded the statutory targets set. Pupils' achievement in mathematics put them in the top 8% of the country relative to their starting point in Year 3. Every pupil reached the expected level for their age (Level 4) in both mathematics and science. Whilst remaining above average overall, results in English fell. The school analysed very carefully why pupils were less successful than usual in gaining the higher Level 5. They have addressed this by developing new and explicit assessment methods, which have already worked so well in mathematics. The present Year 6 pupils are responding to this and are demonstrating good progress towards challenging targets. Girls and boys achieve equally well. Standards in information and communication technology (ICT) are above average. Pupils with specific learning difficulties and/or disabilities achieve very well because they make much better than expected progress.

Personal development and well-being

Grade: 2

Pupils' personal development and behaviour are good. Attendance is above average. Pupils enjoy school and are enthusiastic learners who work hard. They particularly like the 'friendship bear', which is given at the Celebration Assembly in recognition of acts of kindness. The pupils say that they feel safe because they are certain there is someone to turn to if they have a problem and that action will be taken to sort it out. Pupils know how to keep safe and healthy. They have a good amount of physical education, join in sports clubs after school and take exercise at breaks. They learn how to swim and their overall fitness is recognised by the 'Activemark' award. Year 6 pupils sell only fruit and vegetables at break and pupils identify what is healthy about their lunch. Pupils are taught and understand about road safety. The school council is effective in making pupils' views known and is confident that the school will consider them seriously. Pupils contribute to the community by raising money for different charities and taking part in the local village fair. They are encouraged to take responsibility for others and to help around school. Pupils have good literacy, numerical and technical skills, which they apply well. They work collaboratively in teams and listen to each other's opinions before coming to decisions. All these factors prepare them well for life in the future. Pupils' spiritual, moral, social and cultural development is good overall. Cultural development is satisfactory. Although pupils are taught about different religions and respect for others they are not made sufficiently aware of what it means to lead a life in a culturally diverse society. Books and displays mainly show White British society so pupils are not used to seeing examples of other ethnic groups living successfully in the United Kingdom.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good overall. Some outstanding teaching was seen during the inspection. Typically, teachers deliver stimulating lessons that move at a good pace. Work is presented in interesting and creative ways to provide the right amount of support and challenge. The objectives of lessons are shared with pupils so that they know what they are expected to learn. Pupils respond well to teachers' high expectations of achievement and behaviour. Teachers

ask searching questions to encourage pupils to think harder; for example, in one of the outstanding lessons, when asked to name a characteristic for analysing a metal, a Year 1 pupil replied: 'whether or not it is magnetic'. The teaching is enthusiastic and delivered with great humour, so pupils enjoy their learning. Good teamwork between teachers and learning support assistants ensures that pupils are well supported. The resources used are relevant and attractive. Assessment procedures are exemplary. The school has excellent methods for checking the progress of every pupil in the key areas of learning and quickly intervenes when it becomes obvious that pupils lack understanding or need more practice.

Curriculum and other activities

Grade: 2

The curriculum is good. There is a strong emphasis on the development of skills in literacy, numeracy and ICT. All statutory requirements are met. Pupils study French in Years 3 and 5 and German in Years 4 and 6. This helps them to prepare well for moving on to secondary education. The school has good links with other local schools and input from the nearby technology college enhances the opportunities for learning, especially in the areas of ICT, design and technology, modern foreign languages and sport. A recent example was a visit by a speaker to another primary school, which pupils at Preston enjoyed via a video-conferencing link. Good transition arrangements are in place. A wide range of clubs and after-school activities, including sport, drama and music, provide pupils with good opportunities to broaden their learning.

Care, guidance and support

Grade: 2

The care, guidance and support provided by the school are good. Procedures and routines are in place to ensure pupils' health and safety. Child protection procedures are well established and good links with outside agencies ensure that the needs of pupils are met. Safeguarding procedures are in place. Pupils with learning difficulties and/or disabilities perform particularly well because of the skilled support from learning support assistants and the special learning programmes the school provides for them. The school has very effective systems for following and recording pupils' progress so teachers are in a good position to plan lessons that build on previous learning and to inform pupils what to do next.

Leadership and management

Grade: 2

Leadership and management are good. The experienced and inspiring headteacher provides outstanding leadership. High academic standards are promoted through the positive learning environment that leads to pupils' good personal development. The management team provide very good support that has led to improvements since the last inspection. Strong and effective teamwork and the staff's commitment to raising standards provide pupils with the experience of success and enjoyment in their education. There is a clear management structure so all adults are fully aware of their roles and responsibilities. Priorities for school improvement are identified through extensive consultation. Self-evaluation and regular, effective monitoring of all aspects of the school's work provide a very accurate picture of what needs to be done and there is good capacity to move forward. Governors support the school well and show a thorough

knowledge of its strengths and areas for development. The school has good procedures for obtaining value for money in business matters and financial management is prudent.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	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	2
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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
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	2
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?	2

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

Preston Primary School

Station Road

Preston

Hull

HU12 8UY

24 January 2007

Dear Pupils

Thank you for making us welcome and talking to us so openly about your work when we visited you this week. We liked many things about your school and think you are right to be proud of your achievements.

These are the things that impressed us most:

- the good work you were doing and the progress you were making
- you behave well and are polite and interesting to talk to
- the way in which you look after each other and make sure that no-one feels left out or unhappy
- the creative and interesting lessons, which your teachers give so that you all join in, enjoy your work and make good progress
- your teachers have a very good system for keeping check on your progress and help you when you find something difficult to understand
- adults take good care of you and make sure you feel safe
- you all understand how important it is to keep fit and healthy
- all the extra activities you enjoy in clubs and the trips and visits you make.

We also looked at what the school could do next. We suggested these things:

- make sure you achieve as well as you can, especially in English; you can do your best here by working hard and reaching the highest level you can
- make sure you are more aware of the many different backgrounds of people who live in modern Britain.

With good wishes to you all.

Yours sincerely

Judith Straw (Lead inspector) and Joan Lock