

Thanet Primary School

Inspection report

Unique Reference Number	117820
Local Authority	Kingston-upon-Hull
Inspection number	312714
Inspection dates	25–26 February 2008
Reporting inspector	Jonathan Sutcliffe

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	410
Appropriate authority	The governing body
Chair	Mrs Jenny Sharp
Headteacher	Mrs Elaine Butler
Date of previous school inspection	1 March 2004
School address	Tedworth Road Hull HU9 4AY
Telephone number	01482 796193
Fax number	01482 702907

Age group	3–11
Inspection dates	25–26 February 2008
Inspection number	312714

© Crown copyright 2008

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Thanet Primary is larger than average. It serves an urban area to the east of Hull city centre. The proportion of pupils eligible for free school meals is well above average, as is the proportion of pupils with learning difficulties and/or disabilities. Almost all the pupils are from White British backgrounds. The proportion of pupils entering and leaving the school at times other than the start and end of an academic year is high.

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. It gives its pupils a good standard of education and helps them to achieve well. This view reflects how the school sees itself. One parent's comment echoed the views of many: 'It is a great school and I wouldn't want my child anywhere else.' The pupils' good personal development results from high levels of support and guidance they receive. The care for the pupils' emotional development is excellent. All staff promote pupils' safety and well-being and pupils reflect this by showing care and consideration for each other. They have positive attitudes to learning and their behaviour is good. Pupils gain a good understanding of how to make positive healthy choices and understand how to keep safe. Those with learning difficulties and/or disabilities receive good support. Pupils are interested in their work and want to do well because they are motivated by the well-planned and creative curriculum, which is enriched by additional activities to extend their experiences and skills. Outdoor provision in the playgrounds and environmental areas is good and provides pupils with opportunities to develop their social and physical skills.

Many pupils start school in the Nursery with skills that are well below typical levels for their age. As they move through the school good teaching ensures they achieve well and by the age of eleven they reach standards in most subjects that are broadly in line with the national average. Pupils with learning difficulties and/or disabilities make similar good progress to that of their classmates. Children receive a strong start to their education in the Foundation Stage because of the good curriculum and teaching. However, in Key Stage 1, they do not progress as quickly in reading and writing so standards are well below the national levels at the end of Year 2. For the last two years overall standards in Year 6 have been broadly average, representing good progress from their original starting points. However, standards in writing are lower than in reading, mathematics and science. Action plans to accelerate pupil progress are clearly working. For example, systems to monitor the progress of all groups and set more challenging targets have been implemented. As a result, the achievement of pupils has improved and standards are gradually rising.

Leadership and management are good. Under the strong leadership of the head teacher, the committed and enthusiastic staff team has been successful in promoting the 'family atmosphere' at the school, an ethos which is highly valued by the parents. There is a strong drive for further improvement in particular providing learning that is matched to each pupil's academic and personal needs. The school has developed well since its last inspection and has good capacity to improve even further. Its work with other partners is a significant strength.

Effectiveness of the Foundation Stage

Grade: 2

When children start Nursery their skill levels are well below those typical for their age group. By the end of Reception their attainment is just below national expectations for their age and overall personal skills are good. Well-planned induction arrangements and partnership with parents ensure that children settle quickly. They make good progress in the Nursery and Reception classes because they have the benefit of good teaching and an excellent and stimulating learning environment. They learn well in the adult directed groups, and are also encouraged to explore their own learning to help them become more independent. New systems for teaching about sounds and letters are helping to boost progress in early reading and writing from a low starting point. However, levels reached in some aspects of mathematics are still too

low. Staff are now focusing on developing work on simple calculation to further improve this area. They carefully assess each child's progress in all areas of learning so they can plan the next steps accurately. These learning targets are shared with parents so they are fully involved in the learning process. Behaviour is outstanding and children follow the class routines very sensibly. They thoroughly enjoy their work and collaborate well with one another.

What the school should do to improve further

- Raise standards and achievement in writing throughout the school.
- Further strengthen the teaching of reading and writing in Key Stage 1.

Achievement and standards

Grade: 2

Pupils achieve well from starting points that are well below those expected for their age. By the time they leave at the age of 11 standards in most subjects are broadly average. This represents good progress for all groups of pupils. There are no significant differences between the performances of boys and girls. Pupils with learning difficulties and/or disabilities also achieve well because they are well supported by teachers and teaching assistants.

Following an accelerated start in the Foundation Stage, pupils continue to make satisfactory progress overall in Key Stage 1. Progress in reading and writing is slower than in mathematics and as a result pupils' levels in these areas are lower. National assessments in 2007 showed that they were well below the national average overall. The school works well to ensure that the very high number of pupils with learning difficulties and/or disabilities make good progress.

In Key Stage 2 the majority of pupils make good progress and as a result more pupils reach standards that are broadly average in reading and science by the end of Year 6. The school's strong focus on developing pupils' number skills has seen an increased proportion reach above average standard in mathematics. However, standards in writing remain just below average. The school sets challenging targets for Year 6 and these were met in 2007 and standards are slowly rising.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Pupils clearly enjoy their lessons and have good attitudes to their work. These positive attitudes to learning and excellent relationships give them a very good start in developing the personal qualities that will enable them to contribute effectively to the community and eventually to their working life. Pupils say they feel safe, that bullying is uncommon and any small incidents are sorted out quickly by the teachers. They know how to maintain a healthy lifestyle and take good advantage of the free breakfast club and opportunities for exercise and sport, both in and out of school time. They have good respect for different faiths and cultures. International themed days and weeks are enjoyed and offer opportunities for pupils to try out a variety of foods, fashions and music from around the world.

Pupils willingly take on responsibility and do it well. For example, they play an active part in making decisions through their school council and contribute to the school community by acting as playground buddies. Experience of enterprise projects and good collaboration mean that pupils are soundly prepared for the next stage of education. Attendance figures fluctuate

around the national average but punctuality, although improving, continues to be a persistent issue for some families.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching is good. Pupils learn well because they find their lessons interesting. Teachers build positive relationships with them, resulting in good behaviour and positive attitudes to learning. Planning is thorough, with different activities matching the needs of pupils with different levels of prior attainment. Pupils relish opportunities to discuss their learning with 'talking partners' and this stimulates their understanding. What is to be learned, and how to be successful are constant themes of lessons. The pace of learning is usually brisk. Only occasionally does the pace drop or pupils have to listen for too long. Most teachers' questioning is good. Pupils are frequently given the opportunity to explain what they know and what strategies they use to resolve a problem. Work is generally challenging with well-communicated high expectations. However, marking of pupils' work can be inconsistent. Most work is marked well with helpful guidance about how to improve but occasionally, marking is cursory with no help about how to get better. Good teamwork between teachers and support assistants ensures that pupils get good guidance during tasks. The effective use of interactive whiteboards to support learning is a strong feature in many lessons.

Curriculum and other activities

Grade: 2

The curriculum is good. It fully meets requirements, responding well to national and local initiatives. The school has conducted a thorough curriculum review entitled 'Achieve, Enjoy and Excel', remodelling its approach to ensure relevant links across subjects and the development of skills. While provision for support of pupils with learning difficulties and/or disabilities is thorough, there are times when the withdrawal of pupils from lessons interrupts their flow of learning. The creative use of information and communication technology (ICT) enriches many subjects, in particular the use of digital media. This adds interest to lessons and motivates the children to learn. French is a well-established subject in the school and contributes well to children's understanding of the wider world. Very good provision is made for pupils' personal development. For example, using social and emotional aspects of learning, such as a daily 'sign-in' session help children to explore and appreciate their feelings. Pupils say this helps them feel happier and secure in their learning. The curriculum provides excellent enrichment opportunities through visits, visitors and clubs. For example the residential visit for Year 6 to Carlton Lodge is very effective in building self esteem and developing team building skills. Pupils are quick to explain that these opportunities are a very positive influence on their learning and achievement.

Care, guidance and support

Grade: 2

The school takes excellent care of its pupils' pastoral needs and their welfare is at the heart of its work. When the school was affected by flooding last summer, the provision for pupils' pastoral care, including their health and safety, was outstanding. Pupils with emotional difficulties have excellent support to help them cope with the conventions of school life and

this has led to a significant reduction in the number of exclusions required. The inclusion team reacts promptly to any concerns raised in the daily 'check-in' sessions. This means that small worries are addressed before they become problems. Pupils' personal development is monitored continuously and outside agencies provide expert help where needed. These partnerships are a strength of the school. The school goes to great lengths to support incoming pupils and ensures that transfer to secondary school goes smoothly. Procedures for safeguarding pupils, including child protection, are in place and meet requirements. Pupils say they feel safe and secure in school and know where there is always an adult to turn to with any worries. Academic support and guidance are good. Teachers help the pupils well with their learning and pupils respond very positively to this. Individual target sheets for pupils show them what they need to do to improve. However, not all teachers allow the time to talk about and work on these targets so that pupils can move their learning forward. In the classes where this does happen, pupils are clearly developing skills of evaluation and independence.

Leadership and management

Grade: 2

The headteacher is a good leader and has a very clear view of the school's strengths and areas for development. Together with the leadership team she has brought about a drive for continual improvement. As a result, pupils' achievement, personal development and the quality of care are good. Teachers' specialist knowledge is being used effectively to raise achievement in subjects such as ICT and mathematics. Leadership at all levels is good. The governing body provides good support. They monitor the school's performance and are beginning to focus their visits on agreed priorities. Curriculum co-ordinators manage their subjects well. They have opportunities to analyse pupils' work and make good use of assessment data to set challenging targets so that pupils achieve well by the end of Year 6. The school improvement plan is very effective because it identifies priorities correctly and is impacting positively on raising achievement. Teaching and learning are monitored by senior and middle managers. This ensures there is a developing understanding of how pupils are performing in relation to the quality of the teaching. Clear plans to improve the issues from the last inspection have helped the school move forward and ensure the school is able to improve further. Parents are very positive about the school. They have good opportunities to share their views and to contribute towards the school's self-evaluation process.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

Age group

3–11

Inspection date(s)

25–26 February 2008

Inspection number

312714

27 February 2008

Dear Pupils

Inspection of Thanet Primary School, Kingston-upon-Hull, HU9 4AY

As you know we visited your school recently to find out how well you are doing. Thank you for looking after us and making us feel welcome. Thank you also for talking to us about your school, the work you have done and how much you enjoy coming to school. This letter is to tell you what we found.

You go to a good school that helps you to make progress and do well. Here are some of the things that we like about your school:

- the youngest children are provided with a good start to the school in the Nursery and the Reception classes
- you are very polite, helpful and friendly
- your behaviour is good and you get on well with each other and the adults in the school
- teachers plan interesting lessons and you have a very good range of visits and clubs in which many of you enjoy taking part
- the staff look after you well and give you good support
- the head teacher and other staff lead and manage the school well.

We have asked the teachers to help you even more with your writing so that this continues to get better each year. In Years 1 and 2 we would like them to give you lots more activities to help you speed up with reading and writing.

We thoroughly enjoyed listening to you and watching you learn. We wish you all well in the future.

Yours sincerely

Jonathan Sutcliffe

Lead inspector