

Griffin Primary School

Inspection report

Unique Reference Number	117914
Local Authority	Kingston-upon-Hull
Inspection number	312746
Inspection dates	22–23 April 2008
Reporting inspector	Carole Cressey

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	378
Appropriate authority	The governing body
Chair	Mrs Jean McPhail
Headteacher	Mrs Janet Adamson
Date of previous school inspection	1 May 2004
School address	Barham Road Hull HU9 4JL
Telephone number	01482 794122
Fax number	01482 795963

Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This larger than average school is situated in an area where there is significant social and economic deprivation. 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. Most children come from White British backgrounds.

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 in which all its pupils, including those with learning difficulties and/or disabilities, are helped to become successful, well behaved and confident learners. The good leadership of the headteacher, supported by high quality senior managers and well informed governors, rightly recognises that pupils in this community can only be effective learners if they are nurtured in a caring, happy, supportive and safe environment. The school has an accurate view of its strengths and weaknesses, and works with a wide range of partners to improve pupils' aspirations and self-confidence to enable them to achieve their full potential.

Pupils achieve well considering the majority start school with skills and abilities which are significantly lower than those expected for their age. Standards at the end of Year 6 are average in English, mathematics and science. Progress is good in Key Stage 2 because teaching is consistently good and often outstanding. Pupils say how much they enjoy learning and this was self-evident in one outstanding Year 6 lesson. In a powerful reminder to pupils how to conduct an effective, safe science investigation, the teacher carried out a controlled explosion of a 'man-made Peruvian volcano'. The pupils were then required to conduct their own investigation into what happens when a variety of materials are introduced to a mixture of oil and water. 'Awesome', was how one pupil aptly described his learning. He was spot on!

Standards at the end of Year 2 have been significantly below average for some time and insufficient numbers of pupils have reached the expected levels in reading, writing and mathematics. This is because teaching has not been sufficiently challenging. The introduction of rigorous assessment systems and a more practical curriculum are helping to improve teaching in Years 1 and 2. As a result, progress is accelerating and standards are rising. However, pupils are not sufficiently involved in all lessons and they are not given sufficient guidance on what they need to do to improve further.

The school has a creative curriculum and a stimulating range of enrichment activities which develop pupils' enthusiasm for learning and their understanding of how they can stay healthy, keep themselves and others safe and become responsible, caring members of their school and local community. Pupils in this school are so proud of their healthy lifestyles that one of them has emailed the Duchess of York, who is working with a university on a project to promote healthy eating in Hull, asking her to visit the school. Pupils are delighted that she has accepted. Now that really is enterprising!! The good emphasis on teaching the basic skills of literacy, numeracy and information and communication technology (ICT) is providing pupils with necessary skills to be life-long learners. Although pupils have some understanding about other religions and cultures they are not sufficiently well prepared for the diversity of life in British society.

The confidence that the majority of parents have in the leadership and management of the school is very well placed. The school provides good value for money. The improvements made since the last inspection, and recent initiatives to raise standards in literacy and accelerate progress at Key Stage 1, show that the school has a good capacity to improve.

Effectiveness of the Foundation Stage

Grade: 2

The majority of children start in the Nursery class with skills that are significantly below those typical of their age. Children settle very happily into the Foundation Stage and quickly learn

the routines and how to act independently. Skilled and experienced staff plan carefully to promote these and other qualities through imaginative and interesting activities. For example, Nursery children enjoyed describing where models of wild animals had been placed in the attractively organised outdoor space, understanding terms such as 'on top of' and 'in between'. In the Reception class, children are introduced to the more structured learning of sounds and letters and this is proving successful in raising standards in writing and reading. However, adults are not always readily available to support children in these activities. One effect of this is that too little attention is paid to ensuring correct letter formation. Effective leadership ensures the quality of teaching is good and ensures that, by the time children move into Year 1, they have made good progress towards the expected learning goals for their ages, though the majority have not reached them.

What the school should do to improve further

- At Key Stage 1, ensure pupils know what they have to do to improve their work and move on to the next level in their learning.
- At Key Stage 1, ensure all pupils are fully involved in whole class activities.
- Ensure that pupils have an understanding of the cultural diversity of British society.

Achievement and standards

Grade: 2

Achievement is good. Standards are average by Year 6. When pupils start in Year 1, the majority have not reached the expected levels for their age. In the recent past pupils have not made the progress they should have in Key Stage 1 and standards at the end of the key stage have been significantly below average. Improved teaching and the use of assessments are now accelerating learning, and pupils are making satisfactory progress in Key Stage 1. In the present Year 2, standards are below expected levels in reading, writing and mathematics. However, these are much better than the national teacher assessments in 2007, when standards were significantly below average. Progress accelerates in Key Stage 2 and the majority of pupils in the current Year 6 are reaching the expected level in reading, writing, mathematics and science. This is a further improvement on the standards in the 2007 national tests. This is because the school has successfully raised standards in writing. Pupils with learning difficulties and/or disabilities receive good support and, as a result, they make good progress towards their individual targets.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being, including their spiritual, moral and social development, are good. Their cultural awareness is satisfactory but pupils do not have sufficient understanding about the rich cultural diversity found in Britain today. Good behaviour is the norm in this well ordered, friendly school community. Pupils say bullying is rare and is dealt with quickly when it does occur. Pupils say they enjoy school because 'learning is fun' and teachers 'encourage you to do well'. Most pupils are regular and punctual attenders. Pupils know how to keep fit and safe and why it is sensible to have a balanced diet. They appreciate that the daily 'activate' session wakes up their minds and bodies and prepares them well for their lessons. Pupils have a growing awareness of their responsibilities as members of their school and world community. The school council is proud of providing new benches for the playground, water bottles for each pupil and a new shelter for bikes and scooters. By the time they leave school, pupils are well prepared for the next stage of learning.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good overall. Teaching is consistently good and often outstanding in Key Stage 2. Teaching at Key Stage 1 is improving and is satisfactory; it has good features that are enabling pupils to make better progress than they have in the past.

All teachers have good relationships with their pupils and are very successful in promoting positive attitudes to learning. In Key Stage 2, lessons buzz with excitement because adults have high expectations, ask challenging questions and provide stimulating tasks which grasp the interests of pupils. Improvements in the teaching of literacy have been very effective in raising standards in writing across the school. Even the youngest, lowest attaining pupils have the skills, confidence and ideas to write independently. Pupils are also developing considerable confidence in the oral parts of lessons, especially at Key Stage 2. This is less obvious at Key Stage 1 where teachers do not effectively involve all pupils in whole class lessons. The assessment of pupils' progress is effective in identifying where pupils need extra support or challenge. Marking and class targets are used well in Key Stage 2 to identify the next steps in learning, though they are less well used in Key Stage 1. Pupils with learning difficulties and/or disabilities benefit from working in small groups where the use of practical materials, games and ICT help them learn in ways which are well matched to their individual needs. A wide variety of homework tasks extend pupils' independent learning well.

Curriculum and other activities

Grade: 2

A good, innovative curriculum contributes to the strong personal development and well-being of pupils and prepares them well for the next stage of their education. Its creativeness shapes the good teaching seen during the inspection, especially in Years 3 to 6. A particular strength is the grouping of pupils by ability wherever beneficial. This helps provide very well for those in need of extra support for their learning as well as for the most able. Variety and enrichment are bywords in the school and pupils bubble with enthusiasm for the many extra activities that motivate them to learn. A key feature is the involvement of parents and grandparents, who really appreciate the opportunity to take their part in the life of the school. Some excellent displays adorn the school and demonstrate the opportunities pupils are given to learn about the world around them. Often the displays are a result of cross-curricular work which is a current developing initiative.

Care, guidance and support

Grade: 2

The care, guidance and support of pupils are good. Procedures for safeguarding pupils' welfare and ensuring health and safety meet statutory requirements. Parents and carers of children with learning difficulties and/or disabilities speak with great warmth of the high level of care and support they and their children receive. Staff know their pupils well and respond quickly to any worries they may have. Pupils say they feel valued, respected and have a sense of achievement. Attendance is just below average despite the school's concerted efforts to convince families of the importance of regular attendance. Individual progress is monitored throughout the year to identify where additional support or challenge are needed. However, in Key Stage

1, pupils are not given sufficient guidance about how to improve their work and class targets are too general.

Leadership and management

Grade: 2

The leadership and management of the headteacher are good. Together with a very strong leadership team and well informed governors, she has accurately and successfully identified what needs to be done to bring about improvements in pupils' personal development, the curriculum, standards in Key Stage 1 and in standards of literacy throughout the school. Flexible groupings of pupils, effective assessment systems, and rigorous monitoring of the teaching and learning are all leading to improvements in all aspects of the school's work. The school is working with a range of local and national partners, including sporting groups, businesses, universities, the media, the local authority and not least of all families, utilising their skills and talents to enrich pupils' learning. Pupils' self-esteem and confidence in what they can achieve are beginning to shine through and standards are rising. At Key Stage 2, pupils are well prepared to meet ever more challenging targets and at Key Stage 1 the low standards of previous years are beginning to rise.

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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
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?	2
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

Text from letter to pupils explaining the findings of the inspection

24 April 2008

Dear Pupils

Inspection of Griffin Primary School, Kingston-upon-Hull, HU9 4JL

Thank you so much for the very friendly way you welcomed us to your school recently. We really enjoyed talking to you, especially the school council. It was so good to hear how valued and proud you feel because you are making a difference to your school.

We were so pleased to see how very well behaved you are, how much you enjoy school and how hard you try to attend school regularly and on time.

You all seem to know the importance of eating sensible food and taking lots of exercise. Do keep that up because it is so important to staying healthy and fit. I do hope you enjoy the visit of the Duchess of York to your school and that she enjoys her visit as much as we did. Well done to the pupil whose idea it was to email her. That was such a good idea.

We could see by the work in your books and displays around the school that most of you are reaching or are close to reaching the standards expected of you in reading, writing, mathematics and science. With a little bit more help from your teachers you will do even better.

In order to make your school even better, those of you in Years 1 and 2 need more help to improve your work in literacy and numeracy. You need to know how well you are doing and what you need to do to improve your work further. So listen carefully and pay attention when your teachers talk to you or write comments in your books.

All of you know a lot about other countries and their ways of life, and we have asked that you are taught more about people in Britain who have traditions and religions that are different from yours.

You go to a good school where your headteacher and teachers make lessons fun and help you learn such a lot. We hope you will continue to enjoy school as much as you do now and that it will help you to become happy and successful adults.

Yours sincerely

Carole Cressey

Lead inspector