

Anlaby Primary School

Inspection report

Unique Reference Number	132349
Local Authority	East Riding of Yorkshire
Inspection number	328672
Inspection dates	2–3 April 2009
Reporting inspector	Carole Cressey

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	343
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Chris Sanders
Headteacher	Mr Alan Cornwall
Date of previous school inspection	Not previously inspected
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	First Lane Anlaby Hull HU10 6UE
Telephone number	01482 653077
Fax number	01482 653561

Age group	4–11
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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

The school is larger than the average primary school. The school has an Early Years Foundation Stage in two Reception classes. Pupils come from a variety of social backgrounds with some pockets of deprivation. Most pupils are from White British heritage; a small proportion are from minority ethnic backgrounds and have English as an additional language; a very small number of pupils are from Traveller families. The proportion of pupils with learning difficulties and/or disabilities is below average; the number of pupils who receive free school meals is well below average. There is after-school care and pre-school provision on the school's site. The school was amalgamated from the existing infant and junior school and opened in September 2007. At the time of the inspection the school was operating on two sites while the infant school building was being extended to accommodate the whole school on one site. This is due to be completed in December 2009.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This newly amalgamated school is a good school which is well led and managed. Good teaching, a challenging, responsive curriculum which enriches pupils' experiences, together with high levels of care, support and guidance enable pupils to be successful learners who achieve well and reach standards which are above average. Most parents speak very highly of the school and their confidence is well placed. The following comment is typical of many, 'We as a family are very happy and content with the progress our child makes at school. We feel that everybody working at the school does their best to make school life a rewarding, stimulating and successful experience. We couldn't wish for a better school'.

Children enter Reception with levels of development that are below those that are typical for their age. They make good progress throughout the school and achieve well to reach above average standards. By the end of Year 6, almost every pupil is working at the expected level in reading, writing, mathematics and science and a significant number are achieving the higher levels. Standards in other subjects such as art, design technology, history and geography are also good.

The school is making a good contribution to community cohesion. Pupils are reliable, caring members of their school, local, national and global community. They relish the many opportunities to become responsible members of their community. Pupils recognise the importance of having respect and tolerance for everyone. Pupils have a good understanding of the cultures and traditions of other countries but their awareness of the diversity of life in British society is less well developed. Pupils' personal development is good. Parents are delighted with how well their children behave and how much they enjoy coming to school. All pupils are keen to do well and this is reflected in their good attendance. The school very effectively promotes pupils' love of learning, as well as their understanding of how to stay healthy, keep themselves and others safe.

There is some outstanding teaching in both key stages. The introduction of rigorous assessment systems which track pupils' progress and identify exactly what they need to do to improve have been particularly effective. They have enabled more pupils to achieve the higher levels in all subjects than in 2008. However, these systems are not yet used consistently across the school.

This is a very inclusive school. The school nurtures all pupils and especially those with learning difficulties and/or disabilities and as a result they are able to take advantage of all the school has to offer.

Although the school is somewhat modest in its self-evaluation, it has an accurate insight into its strengths and weaknesses. It has already responded quickly to challenges to enhance the education of its pupils, and the success of these actions shows that the school has good potential to make further improvements.

There is an excited 'buzz' about this school as everyone looks forward to the move into the new school. The headteacher, staff and governors are determined to continue to ensure pupils achieve their potential and equip them well for the challenges of the future.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children do well in the Early Years Foundation Stage, particularly with their social development. They join with skills, knowledge and understanding that are generally below those expected for their age and they make good progress. Most children reach the goals set for them by the end of Reception and some exceed them, so that standards are broadly average by the start of Year 1. Adults welcome children warmly and help them to settle in quickly by getting to know them well, helping them to feel safe and secure and to grow rapidly in confidence and independence. Staff care effectively for children's physical, social and emotional needs: for example, by encouraging them to work in cooperation with others, as when sharing resources and talking to partners to describe a character. Children experience an appropriate balance of adult-led and child-initiated activities. Staff carefully assess individual children's needs and check the progress they are making. This information is used effectively to promote good progress. Leadership of the Early Years Foundation Stage is good. Areas of relative weakness are quickly identified and strategies put in place to address them. Leadership is aware that as a result of the ongoing building work the provision for outdoor learning is underdeveloped.

What the school should do to improve further

- Ensure the systems to track and assess pupils' progress are consistently implemented across the school.
- Ensure all pupils understand their targets and know how to improve their work.
- Ensure pupils learn more about the many different faiths, cultures and traditions of British society.

Achievement and standards

Grade: 2

Pupils' achieve well and standards are above average. The good start pupils receive in the Early Years Foundation Stage continues in Key Stage 1. Pupils achieve well in Years 1 and 2 and in the 2008 teacher assessments at the end of Year 2 standards were above average in reading, writing and mathematics. In the present Year 2 standards are similarly high. Pupils continue to work hard in Key Stage 2 and good progress is maintained. Most pupils in the current Year 6 are working at the expected level in reading, writing, mathematics and science and almost half are working at Level 5. This is a good improvement on the 2008 test results for Year 6 pupils when the number of pupils reaching the expected level was above average but the number reaching the higher levels was below average. Pupils with learning difficulties and/or disabilities and those very few pupils who have English as an additional language or are from minority ethnic backgrounds make very good progress towards the targets set for their learning and often reach the expected levels for their age.

Personal development and well-being

Grade: 2

Personal development and well-being, including pupils' social, moral, spiritual and cultural development are good. Across school, pupils enjoy learning, have a strong work ethic and are confident in their own abilities. This is reflected in their above average attendance rates. Their behaviour is good; pupils show very good respect and consideration for each other. They say that bullying is not a problem and they feel safe in school. Pupils have a secure understanding

of healthy lifestyles and thoroughly enjoy their energetic 'Huff and Puff' sessions at lunchtimes. Pupils are developing a good awareness of what it means to be responsible citizens of their school community. Through their active school council, pupils make a significant contribution to school life. They certainly live up to their motto, 'We listen, we help, we change'. They have been successful in acquiring new games for indoor playtimes and frequently organise 'fun' competitions. Pupils eagerly take on roles of responsibility such as those of 'playground peacemaker' or games organisers. They make a real contribution to the life of their local community, collecting considerable amounts of money for charities, taking part in local projects and becoming very aware of their responsibilities in conserving the world's resources. Through a range of different experiences pupils are learning to understand and respect the culture and traditions of other peoples and countries. Pupils' understanding of the diversity of British life is satisfactory, but underdeveloped. By the time pupils leave the school they have the necessary tools to take full advantage of the next stages in their education.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good. Outstanding teaching is a feature of both key stages. Relationships are good and pupils respond positively to teachers' high expectations of their behaviour and work. Pupils share ideas with talk partners, supplementary questions extend thinking and encourages confidence in expressing their ideas. Work is usually well matched to the needs of different abilities with good levels of challenge for higher attainers. Learning to work independently is a strong feature of all lessons and begins in Key Stage 1, where Year 2 pupils were able to very confidently plan, write and act out the drama of the 'Ugly Duckling' with the minimum of support. Information and communication technology (ICT) is used well by both teachers and pupils to add interest and pace to lessons. Teaching assistants are very skilled and work very effectively to ensure that pupils with learning difficulties and/or disabilities achieve as well as they can and take full part in the lessons. The use of assessment is becoming increasingly effective in planning future learning and in identifying where pupils need extra support or challenge. Precise marking, high quality displays and learning targets provide pupils with the tools to be confident learners who know what to do to improve their work. However, these systems are not yet firmly established across the school.

Curriculum and other activities

Grade: 2

The good curriculum includes French and Spanish lessons and injects enjoyment into learning. It lives up to the school's aims of 'stretching minds and provoking thought'. Subjects such as art, design and technology and music feature strongly within the topic work and help to develop pupils' creative and practical talents. Homework tasks include plentiful opportunities for personal study and for pupils to follow their own lines of enquiry. The school is currently working on a programme to challenge gifted or talented pupils. A good programme of social and health education provides the pupils with the necessary tools to develop personal safety, care and healthy living.

The good selection of after-school activities, including physical activities, are popular with the pupils. An interesting range of visitors, visits and special events extends learning beyond the classroom and helps to inspire pupils. For example, they enjoyed experiencing life as 'Victorian

children' and the residential visits in Years 5 and 6 provide opportunities for social development, exploration and adventure.

Care, guidance and support

Grade: 2

This aspect of the school's work is good. The quality of care and support is commended by parents and is very effective in promoting self-esteem among pupils. Procedures for safeguarding pupils' welfare, health and safety meet statutory requirements. Provision for pupils with learning difficulties and/or disabilities is good and the school goes to great lengths to secure resources and expert help to meet individual needs. Positive behaviour is underpinned by the 'good to be green' initiative which includes valued rewards and encourages teamwork. The school has good links with the local secondary schools and as a result older pupils feel confident about moving on. Individual guidance to show pupils what they need to do to improve and to provide targets is becoming a strong feature of academic guidance. Pupils respond to advice very well and are becoming independent learners by evaluating their own progress. However, this useful system is not yet established in all classes and some pupils are unclear about the purpose of their targets.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher, supported by the deputy headteacher, has quickly brought together two separate schools to build a tangible team spirit among the staff and create a stimulating and successful learning environment. This is shown by the fact that staff are confident and successful in teaching in different key stages bringing a flexibility to the skills and talents on offer to pupils. Together with the local authority, those responsible for leading the school, including the increasingly challenging governing body, have worked to improve standards and ensure all pupils achieve as well they can. Pupils' progress, test results, the quality of teaching and learning are all monitored rigorously to identify where there is best practice. The school uses this information to further improve to raise standards and ensure all pupils achieve as well as they can. Strategies to improve writing have been particularly successful in raising standards in English.

The new assessment systems being introduced are especially effective in highlighting precisely where there are gaps in pupils' learning or where pupils need extra challenge or support to move onto the next level of learning. The school makes a good contribution to community cohesion. It has thoughtfully implemented a number of strategies to promote pupils' awareness of their own and the wider global community.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

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	NA
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are 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
The extent to which learners enjoy their education	2
The attendance of learners	2
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 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

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 eliminated	2
How well does the school contribute to community cohesion?	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**

Dear Pupils

Inspection of Anlaby Primary School, East Riding of Yorkshire, HU10 6UE

Thank you so much for being so friendly and welcoming when we inspected your school a short while ago. We really enjoyed talking to you. We are pleased to tell you that you go to a good school. We are also pleased to say that most of your parents and carers agree. Here are some of the things we especially liked about your school.

It was so good to see how very well behaved and polite you are. We were especially pleased to see how much you enjoy your lessons and how eager you all are to learn new things.

We could see by the work in your books and displays around the school that you are all doing so well in reading, writing, mathematics and science. The work you do in other subjects is also good. To help you become even better we have asked your school to make sure that all of you know how to improve your work and that you all understand your targets.

We were also very pleased to see that you are becoming very responsible young citizens who are aware of the importance of respecting other people that have different traditions and religions. We were also very pleased to see that you are becoming very caring children who are aware of the importance of respecting other people and taking care of people who are not as fortunate as you might be.

We also know that you have been learning about other religions and about children who live in other countries. To help you even more we have asked your school to help you to learn more about children in this country who have different religions, traditions and home backgrounds.

You know the importance of protecting the environment, eating sensible food and taking lots of exercise. Do keep that up because it is so important to staying healthy and happy.

Do remember to always work really hard and learn lots and lots of new and exciting things. 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

Lynne Read