

Adelaide Primary School

Inspection report

Unique Reference Number	117714
Local Authority	Kingston upon Hull City of
Inspection number	339059
Inspection dates	15–16 September 2009
Reporting inspector	Fiona Gowers

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 of pupils on the school roll	239
Appropriate authority	The governing body
Chair	Mr Tony Clark
Headteacher	Mr Brian Roberts
Date of previous school inspection	7 March 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 16 lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at a range of documentation, including policies, the improvement plan and analysis of school records on pupils' progress and attainment. There were 90 questionnaires completed and returned by parents. The inspection team also received and analysed questionnaires from pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the impact that the number of pupils joining and leaving the school has on overall attainment in Key Stages 1 and 2; the progress pupils make and how well they apply themselves in lessons
- whether teachers set work for all groups of pupils, which consistently matches their ability, in particular more able pupils at Key Stage 1, and pupils speaking English as an additional language in Key Stage 2
- the marking of pupils' work, to ensure it shows pupils how to improve their work.

Information about the school

The school is average in size. The majority of pupils are entitled to a free school meal. The proportion of pupils with special educational needs and/or disabilities is well above average. The proportion of pupils from ethnic minority backgrounds is well above average, as is the proportion of pupils at the early stages of learning English. Pupils join the Early Years Foundation Stage at the age of three years. The school has received the Healthy Schools Award, Activemark and basic level International Schools Award. A significant minority of pupils move into and out of the school between Years 1 and 6.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good and improving school that has the education and well-being of the pupils at the heart of its priorities. The school is very popular with parents, who typically comment: 'My child is so happy and can't wait to get to school every day. I would recommend it to anyone.'

The school has a number of outstanding features. It provides an extremely nurturing environment. There is a consistent commitment by all staff to supporting pupils and their families, including those who are in challenging circumstances. The care, guidance and support for pupils is outstanding and this underpins their excellent personal development. The school successfully fosters cooperative learning and high levels of respect for others in the school community. As a result, pupils are very polite and considerate and the learning environment is happy, calm and orderly.

The provision in the Early Years Foundation Stage has improved. Pupils get off to an excellent start to their learning and make outstanding progress from their generally well below average starting points. Good rates of learning and progress are then maintained throughout school. The proportion of pupils reaching the expected levels in English and mathematics has risen because of the success of whole-school initiatives. The majority of pupils who stay at the school through to the end of Year 6 reach broadly average standards in English and mathematics. More-able pupils achieve particularly well in English. However, attainment in science is lower. This is because opportunities for pupils to conduct scientific investigations and reinforce their understanding of scientific vocabulary are not fully utilised. More-able pupils in particular do not do as well as they could, as learning activities are not always challenging enough.

The headteacher has the trust and confidence of the whole school community: staff, governors, pupils and parents. School leaders set high expectations and are relentless in the quest to ensure all pupils reach their full potential. The school has improved since the last inspection because initiatives have been based on careful self-evaluation. The current rate of change and the great clarity about the improvements needed demonstrate the school's good capacity to sustain the rate of improvement.

What does the school need to do to improve further?

- Raise attainment in science by:
 - ensuring that the curriculum provides more opportunities for pupils to conduct scientific investigation, and use and understand scientific vocabulary
 - ensuring there is a greater degree of challenge for more-able pupils, in

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particular.

Outcomes for individuals and groups of pupils

1

Pupils' levels of achievement are good. However, the outcomes for pupils overall is outstanding, because of the many exceptional features of their personal development. All groups of pupils make good progress, because they receive good quality teaching and the strong nurturing environment helps them develop very positive attitudes to learning. Pupils clearly enjoy their time at school, work hard in lessons and their outstanding behaviour makes a significant contribution to their learning. Pupils with special educational needs and/or disabilities and those at the early stages of learning English also make good progress because their individual needs are carefully diagnosed and sensitive support provided.

A significant proportion of pupils enters and leaves the school at various stages of the year. Those pupils who join the school at different times make good progress overall considering their starting points. This mobility can depress the overall attainment at the end of Year 2 and Year 6 in national assessments and tests. However, inspection findings clearly show that the majority of pupils who stay at the school make good progress and reach broadly average standards. Attainment for pupils who are at the school for a significant period of time has risen in English and mathematics, because of the success of whole-school initiatives. In addition, a proportion of pupils make faster progress, particularly in English, and reach above average levels of attainment. This is due to the particularly well-organised curriculum. However, attainment in science is lower because pupils do not always have enough opportunity to conduct scientific investigations and use technical language. This has a particular impact on the more-able pupils.

Other key features of outcomes for pupils:

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹	2
	3
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Pupils achieve well because they receive excellent care, guidance and support in their learning, good quality teaching and the curriculum meets their needs well. Academic guidance is very effective. The quality of marking and the feedback to pupils on their performance has improved since the last inspection. This enables pupils to know precisely how they can do better. Pupils with special educational needs and/or disabilities and those in the early stages of learning English are supported very well, so that they are able to fully benefit from all the school has to offer. The school provides very effective additional support for parents of vulnerable children and encourages parents to become actively involved as partners in the education of their child.

The quality of teaching is improving. Features of most lessons were:

- excellent relationships, helping to establish a positive learning environment
- a good range of interesting learning activities, which engage pupils and motivates them to learn
- questioning and speaking and listening activities used well to reinforce pupils' learning and level of understanding.

Teachers set work for all groups of pupils, which matches their ability, including more able pupils at Key Stage 1, and pupils from minority ethnic groups and pupils speaking English as an additional language in Key Stage 2. In the best lessons, teachers have very high expectations and get pupils thinking hard, helping them to extend their learning. However, occasionally lessons do not have the same degree of challenge so rates of progress slow.

The curriculum has rightly focused on the key skills of literacy and numeracy. The school is developing a theme-based approach to the curriculum. This is adding interest and enjoyment to learning, providing a real sense of purpose. Less well developed, however, is the science curriculum. A significant strength of the curriculum is the excellent range of enrichment activities on offer to pupils, ranging from archery to cookery. Such activities promote pupils' personal development extremely well.

These are the grades for the quality of provision

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
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The quality of teaching Taking into account: The use of assessment to support learning	2
	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The recently restructured leadership team has a clear view of how it wants to improve still further. Information gained from the careful monitoring of performance and analysis of data is used effectively to improve the school's provision further. The school has well developed systems for safeguarding pupils and establishes strong partnerships with a wide range of external agencies. Good arrangements ensure all pupils have equal opportunities to participate in all school activities.

Governors know the school well and fulfil their responsibilities effectively. They are very supportive of the work of the school. Governors take an active role in school self-evaluation and are keen to develop their role further through even more detailed monitoring and evaluation of the impact of the school's work.

The school's contribution to community cohesion is good. The way in which pupils interact and support each other, is a strength of the school. The high level of respect shown for each other, by both pupils and staff, and an understanding that others may have different beliefs, produces an inclusive ethos where pupils are proud to be part of the 'Adelaide family.' The rich ethnic mix within the school is used effectively to promote an understanding of different cultures and faiths. In addition, links established with another school in Hull enable pupils to experience a different community. The school is now seeking to develop global links further.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning	2
	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2

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The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

When they start school children's ability levels are generally significantly below those expected for their age. They get off to a flying start in their learning and develop a real thirst for learning because:

- excellent welfare arrangements and very positive relationships help children feel very safe and secure so they settle extremely quickly
- adult-led group sessions are very keenly focused on moving children on in their learning
- children greatly enjoy exploring the wide range of stimulating learning activities and staff skilfully intervene to boost children's self-esteem, support their language development and get them thinking
- the committed staff team are constantly seeking to improve the provision further.

As a result, children grow in confidence, make very rapid progress and they are clearly very proud of their accomplishments! The significant strengths of the setting have been recognised by the local authority, as the school plays a leading role in working with other schools.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Parents value all that the school does for their children, and this is reflected in the overwhelmingly supportive questionnaires they returned. Many parents have welcomed the opportunity to become more involved in school life and enjoy working with their children in the recently introduced key skills sessions each morning. Inspection findings agree with parents' views particularly in respect of how much pupils enjoy school and how well the school helps pupils feel safe.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Adelaide Primary to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 90 completed questionnaires by the end of the on-site inspection. In total, there are 239 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	61	68	27	30	1	1	1	1
The school keeps my child safe	64	71	24	27	1	1	1	1
The school informs me about my child's progress	58	64	31	34	0	0	1	1
My child is making enough progress at this school	51	57	38	42	0	0	1	1
The teaching is good at this school	63	70	25	28	1	1	1	1
The school helps me to support my child's learning	57	63	32	36	0	0	1	1
The school helps my child to have a healthy lifestyle	56	62	32	36	1	1	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	50	56	37	42	1	1	1	1
The school meets my child's particular needs	45	51	42	48	0	0	1	1
The school deals effectively with unacceptable behaviour	52	60	32	37	2	2	1	1
The school takes account of my suggestions and concerns	49	64	25	32	2	3	1	1
The school is led and managed effectively	54	62	32	37	0	0	1	1
Overall, I am happy with my child's experience at this school	66	74	22	25	0	0	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



17 September 2009

Dear Pupils

Inspection of Adelaide Primary School, Hull, HU3 2RA

On behalf of the other inspectors and myself, thank you for being so friendly and welcoming when we inspected your school recently. We very much enjoyed talking with you about your school, speaking to staff and joining you in lessons, at lunchtime and in assembly. You should be very proud because you are very polite and well behaved. Adults in school look after you very well so you feel very safe and confident about asking them for help or talking to them about any worries.

We could see how much you enjoy all the activities you do at school. We were really interested to find out about all your clubs. It must be a lot of fun to have a go at activities like archery, judo and climbing!

Your headteacher leads your school well and makes sure you are happy and you learn well. Your school provides you with a good education. You make a very good start to your learning in the Early Years Foundation Stage. You work hard, make good progress with your work in lessons in Key Stage 1 and 2, and reach standards that are typical for your age at the end of Year 6. This is because you receive good teaching. You do better in English and mathematics, but your science work is not quite as good as your other subjects. We have asked your headteacher and other teachers to help you reach higher standards in science by:

- providing more opportunities for you to carry out investigations in science
- providing more activities that really get you thinking hard
- helping you understand and use scientific vocabulary.

Thank you for helping us so much with the inspection. Keep working hard and enjoying your school!

Yours sincerely

Fiona Gowers

Lead inspector

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