

Preston Primary School

Inspection report

Unique Reference Number	117864
Local Authority	East Riding of Yorkshire
Inspection number	339088
Inspection dates	30 September –1 October 2009
Reporting inspector	Rajinder Harrison

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 of pupils on the school roll	186
Appropriate authority	The governing body
Chair	Elaine Agar
Headteacher	Mrs Linda Young
Date of previous school inspection	23 January 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 13 lessons, and held meetings with governors, staff, groups of pupils, and parents and carers. The inspectors observed the school's work, and looked at a range of documents, including school policies, the school's development plan, monitoring records, analyses of pupils' attainment and progress, and reports from visits of the local authority. Inspectors analysed 98 questionnaires returned by parents and carers.

- pupils' progress, particularly of the higher attainers at Key Stage 1
- pupils' personal development, particularly their cultural development
- the school's promotion of community cohesion beyond the local area
- the effectiveness of the school's monitoring and evaluation procedures and the extent to which governors are involved in these activities.

Information about the school

This is a smaller than average-sized primary school. Almost all pupils are of White British heritage. The school has a below average proportion of pupils who have special educational needs and/or disabilities. Over a third of pupils are from beyond the local area and a significant proportion join the school in Years 5 and 6. There is one Reception class of 21 children in the Early Years Foundation Stage.

The school has an Eco Schools Silver Award, Activemark and Healthy Schools Award.

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?

4

The school's capacity for sustained improvement

3

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to ensuring all safeguarding regulations and duties are fully met and that procedures to update these are robust.

Pupils' above average attendance, good behaviour, adoption of healthy lifestyles and their overall good achievement show that they enjoy school and are keen to learn. These positive attributes, alongside the above average standards they attain by the end of Year 6, ensure that pupils are well prepared for the next stage of their education. Provision is generally good and parents and carers are very happy with the school and all that it does to help their children succeed. While the school promotes a friendly, caring ethos, leaders and managers fail to ensure that the procedures to safeguard pupils' well-being are robust and comply with statutory requirements. A number of omissions, including regular risk assessments in the Early Years Foundation Stage, render overall care, guidance and support inadequate.

Provision is satisfactory in the Early Years Foundation Stage and children make a sound start in their first year. They begin with levels of attainment that are expected for their age and make satisfactory progress. Progress is not better because assessments are not wholly accurate and expectations are not high enough, particularly of the higher attainers. Pupils enter Year 1 with attainment that is typical for their age. While progress is slow in one or two classes, pupils' good progress in Year 2 helps them attain slightly above average standards at the end of Key Stage 1. Very few achieve higher levels because teachers' expectations are not sufficiently high, particularly of the more able. Progress accelerates through Key Stage 2 and is good, particularly in Years 5 and 6, where teaching is consistently good or better. By the end of Year 6, pupils attain above average standards. The school has addressed well the issue from the previous inspection report of increasing the numbers of pupils who gain the higher levels, especially in writing. Well-considered interventions to support pupils who fall behind their expected targets or have special educational needs and/or disabilities ensure that these pupils achieve well.

Most of the teaching is good and, consequently, pupils achieve well. Most lessons are lively and interesting and teachers use their knowledge of pupils' progress to challenge them appropriately. The uneven progress in one or two classes, in both key stages, is due to weaknesses in matching work to pupils' needs because teachers make insufficient reference to previous assessments. A good curriculum, particularly for literacy and

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numeracy, provides teachers with the framework they need to support effective lesson planning. Satisfactory enrichment activities add to pupils' enjoyment of school but they have insufficient opportunities to develop their understanding of communities different from their own, an issue in the last inspection report. The school is good at supporting individual pupils who face social, emotional or other difficulties. Pupils joining the school part-way through their primary education are integrated and supported well. Parents and carers are very positive about the school and say staff are very approachable.

Improvement since the last inspection is satisfactory. The headteacher has made astute changes to the leadership team to support school improvement. The above average standards noted in the last inspection have been maintained with more pupils attaining the higher levels in Year 6. Senior managers identify accurately when pupils fall behind and ensure that prompt interventions help these pupils. The monitoring of teaching and learning is generally good but not enough is done to hold teachers to account for pupils' slow progress in one or two classes. Governors are very supportive, particularly in promoting good links with the local community. They have a limited role in checking the school's performance and driving improvement. They fail to carry out their statutory responsibilities to secure safeguarding and are not involved enough in promoting links with diverse communities in Britain and abroad. However, value for money is good because pupils achieve well personally and academically. In light of these significant strengths, leaders and managers demonstrate satisfactory capacity to make the improvements required to secure pupils' well-being.

What does the school need to do to improve further?

- Ensure that safeguarding procedures across the school are secure.
- Raise standards at the end of Year 2, particularly at the higher levels, by:
 - - ensuring that teachers use assessment to support their planning;
 - - having higher expectations of all pupils.
- Ensure that leaders and managers drive school improvement by:
 - - checking that pupils' progress is good in every class;
 - - holding every teacher to account for the progress of pupils in their class;
 - - involving governors more in monitoring and evaluating;
 - - doing more to promote pupils' understanding of diverse communities.
- Improve provision in the Early Years Foundation Stage by:
 - - planning more challenging activities to extend children's learning;
 - - ensuring that assessments are accurate and reliable to inform future planning.

Outcomes for individuals and groups of pupils**2**

Pupils achieve well because they learn effectively in most classes. They enjoy learning especially when they have, for example, timed challenges in mathematics or frequent opportunities to discuss their ideas and engage in lively question and answer sessions. Occasionally, they lose interest and become distracted when teachers do not involve them enough in class discussions or they have to listen for too long. While pupils'

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progress is satisfactory in Key Stage 1, it is good in Year 2 where teaching is stronger. Pupils continue to achieve well in Key Stage 2. Current Year 6 pupils are on track to attain above average levels, having benefited from intensive extra support to accelerate learning. Pupils who need additional help with their learning receive good support to achieve as well as their classmates.

Pupils attend regularly because they like school. They say they feel safe at school and are confident they can raise any concerns with staff. Pupils form good relationships and show respect for others by listening quietly. They understand well why it is important to eat healthily and take regular exercise. Many enjoy healthy school meals. They are enthusiastic about physical activities, particularly sports day. Their spiritual, moral and social development is good and their cultural development satisfactory. Older pupils adopt a mature attitude as they supervise at lunchtimes and look after younger ones in the playground. They express a sense of wonder as they learn about the natural world. They talk enthusiastically about links with their local community through recycling activities, involvement in community events and fundraising activities. A few are less sure about their ability to relate to and be comfortable with people from different faiths and communities. As one pupil said, 'I am not sure if those people do the same as us and if their schools are like ours'. With few opportunities to explore and experience the rich diversity of cultures and traditions of communities different from their own, pupils' understanding of the world in which they are growing up is satisfactory.

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	2
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	3
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3

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

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The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching is good. However, the quality in individual lessons ranges from outstanding to occasionally inadequate and this variation impacts directly on rates of progress in different classes. In most lessons pupils enjoy practical tasks and challenges they have to complete in a set time. This competitive element encourages pupils to try hard as they explore and discover for themselves. For example, pupils enjoyed organising chronological texts because the teacher inspired them to think carefully but against time constraints to spur them on. Teachers make effective use of technology to present information more visually and to extend pupils' ability to use computers to enhance their learning. Occasionally, when teachers devote too little time to ask questions and assess pupils' understanding, a few pupils become distracted and achieve too little. In the weakest lessons, inappropriate reference to pupils' previous attainment results in expectations not being high enough to extend learning. Consequently, all ability groups do the same work and do not achieve as well as they should. Support staff guide pupils who need additional help with their learning well so that they can participate fully in lessons.

The basic curriculum is well organised to ensure that pupils build on previous work successfully. Improvements to extend pupils' literacy and numeracy skills ensure that pupils attain higher levels at the end of Year 6. Themed weeks and cross-curricular Fridays provide opportunities that help pupils make better sense of their learning. French and German make a valuable contribution to pupils' awareness of other cultures. Modified plans and good resources allow pupils who need additional help with their learning to achieve successfully. Visitors and visits enrich pupils' experiences well and make learning come alive. A satisfactory range of clubs extend pupils' interests and skills. A good personal, social, health education programme ensures that pupils understand, for example, the dangers of drug abuse and how to stay safe. Good curricular links with the secondary school, particularly in information and communication technology, support pupils' preparation for the next stage of their learning well.

Pastoral care is good. Staff respond promptly if individuals need help. Good links with other agencies ensure that any concerns that staff or parents and carers raise are handled sensitively. Pupils have individual learning targets and receive the guidance they need to attain these. Pupils who start at the school at times other than the start of their Reception Year are integrated well and make good progress. Parents and carers praise the school for the supportive way it deals with children who have specific difficulties and disabilities and say they are happy with the way their children settle. Some aspects of health and safety and child protection arrangements are generally

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sound, but significant shortcomings in the safeguarding procedures compromise pupils' welfare and well-being across the school.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	4

How effective are leadership and management?

The school involves parents and carers well in supporting their children's learning. Partnerships with others, for example local secondary schools, are also good in benefiting pupils' learning and well-being. The school has excellent links with its local community and pupils feel very secure and happy in this setting. School leaders have made tentative links with other communities but these are not enough to promote pupils' experience and understanding of diverse communities in this country and abroad. Because pupils attain above average standards at the end of Year 6, the school is regularly oversubscribed. Teaching and learning are good because staff are deployed effectively. Pupils who fall behind their targets are identified early and receive the necessary help to catch up quickly. Improvement in other areas has not been as ambitious. Progress is slow in one or two classes. Leaders and managers have not taken prompt and rigorous action to ensure that teachers in these classes use assessment information to match work accurately to pupils' needs to accelerate progress and raise standards further. Monitoring and evaluation procedures, while satisfactory, lack rigour resulting in the school's over-optimistic self-evaluation. Governors have not questioned or challenged sufficiently the information provided by senior leaders regarding pupils' progress and standards. They are not involved enough in driving school improvement and have not ensured that all safeguarding procedures are robust.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2

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The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	4
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children enjoy school, behave well, form positive relationships and settle quickly because induction arrangements are good. They are confident learners and work well with others. They play well and sensibly move to facilities such as computers as they become free. The learning environment, particularly the outside area, is attractive and exciting and children rush to play on the climbing frames and imaginative play areas. Good relations between home and school benefit children, particularly those who are less confident. Children who need specific help are supported sensitively. Parents and carers typically comment, 'My child can't wait to get here and loves it.'

Teaching and learning are satisfactory. Staff plan a good balance of activities children choose and those led by adults and intervene regularly as children play. While children make satisfactory progress, staff underestimate the ability of some who could achieve more through increased challenge. While most children try everything confidently, a few, particularly the boys, tend to stay in the outdoor area in preference to the classroom where more challenging activities such as writing happen. Staff do not check closely enough that children experience all areas of the curriculum regularly.

Leadership and management are satisfactory. The new Early Years Foundation Stage leader recognises that current assessments are not wholly reliable. The school's data suggest that at the end of their Reception Year, most children are at above the levels expected for their age. This is not reflected in the performance of pupils who have just started in Year 1. New staff have made a positive start to rectifying this, and acknowledge that they need to use assessments to plan more challenging work.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

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Parents and carers are very positive about the school, commenting that the school is 'friendly' and 'supportive, especially of children who have special educational needs', and that their children enjoy school. They are particularly positive about the school's caring ethos. They say that staff are very approachable and that parents and carers are encouraged to be involved in their children's learning. They say that teaching is good and their children make good progress. They also feel the school is led and managed well.

Inspectors agree that children enjoy school; that teaching is good and that children achieve well. Inspectors judge leadership and management to be satisfactory because there are aspects of safeguarding that are not as robust as they should be.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Preston Primary School 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 98 completed questionnaires by the end of the on-site inspection. In total, there are 186 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	66	67	29	30	1	1	1	1
The school keeps my child safe	61	62	36	37	1	1	0	0
The school informs me about my child's progress	47	48	50	51	1	1	0	0
My child is making enough progress at this school	52	53	45	46	0	0	0	0
The teaching is good at this school	64	65	33	34	0	0	0	0
The school helps me to support my child's learning	49	50	47	48	1	1	0	0
The school helps my child to have a healthy lifestyle	56	57	41	42	2	2	0	0
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)	47	48	46	47	0	0	0	0
The school meets my child's particular needs	51	52	43	44	0	0	0	0
The school deals effectively with unacceptable behaviour	55	56	39	40	3	3	0	0
The school takes account of my suggestions and concerns	40	41	53	54	3	3	0	0
The school is led and managed effectively	63	64	33	34	0	0	0	0
Overall, I am happy with my child's experience at this school	68	69	30	31	0	0	0	0

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.



2 October 2009

Dear Pupils

Inspection of Preston Primary School, Hull, HU12 8UY

Thank you for making the team of inspectors welcome and for being so friendly and polite when we visited your school recently. We enjoyed talking with you. I am writing to tell you what we found out. You explained how you enjoy school, particularly the activities on Fridays and sports day. You said that you like seeing your friends at school. It was impressive to see how well older pupils look after younger ones at lunchtime and to see many of you enjoy a healthy lunch.

There are many good things about your school. These include your behaviour and attendance and your good understanding of how to live a healthy lifestyle. You work hard at school and enjoy learning. You make good progress and by the end of Year 6 you reach above average standards in your English, mathematics and science.

While these aspects of your school are good, the inspectors judge that the school needs to improve. We have asked the headteacher, other staff and governors to do a number of things to improve the school.

- The adults who manage your school need to check that they have done everything they should to make sure you are always safe.
- We think you can achieve higher standards in Years 1 and 2 so we have asked teachers to make sure they give you harder work.
- They also need to check that you achieve well in every class and do more to help you understand how other communities differ from yours.
- In the Reception class we want staff to make sure that they do everything they can to help you learn even more so you make even better progress.

Some of these improvements need to happen as quickly as possible and so we have given the school a notice to improve. Inspectors will come back to check on the progress being made. There are things you could do to help too. For example, you could make sure that you ask for harder work if it is too easy.

Thank you once again for helping the inspectors.

Yours faithfully

Rajinder Harrison

Lead Inspector

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