

# Francis Askew Primary School

## Inspection report

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<b>Unique Reference Number</b>	117794
<b>Local Authority</b>	Kingston upon Hull City of
<b>Inspection number</b>	358198
<b>Inspection dates</b>	27–28 September 2010
<b>Reporting inspector</b>	Kathryn Dodd

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	250
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Jo Roper
<b>Headteacher</b>	Mrs Ruth Murray
<b>Date of previous school inspection</b>	6 February 2008
<b>School address</b>	North Road Hull HU4 6LQ
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons and 13 teachers were observed. The inspectors held discussions with staff, groups of pupils, with parents and carers and with the Chair of the Governing Body. The inspectors observed the school's work, including a review of improvement plans, the systems for tracking pupils' progress, records demonstrating the arrangements for safeguarding and a sample of pupils' work. The inspectors analysed 72 questionnaires returned by parents and carers, 99 from pupils and 30 from staff.

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

- How high is pupils' current attainment, particularly in Years 2 and 6, how well pupils progress, particularly between Years 3 and 6 in reading and mathematics, and how well pupils with special educational needs and/or disabilities achieve.
- How good is pupils' attendance and the how effective are the procedures to improve it.
- Whether there is consistency in the quality of teaching, particularly between Years 3 and 6.
- How well the curriculum is adapted to boost achievement in reading and mathematics.
- The effectiveness with which senior leaders, subject coordinators and the governing body review pupils' progress and monitor the quality of provision.

## Information about the school

Most of the pupils at this slightly larger than average size primary school are White British. The remainder come from an increasingly diverse range of heritages. The proportion of pupils known to be eligible for a free school meal is well above average and is increasing. The proportion of pupils with special educational needs and/or disabilities is well above average. The proportion of pupils that leave or join the school other than in the Nursery and Reception classes is much higher than average and, in recent times, has been increasing. The school has been accredited with a number of awards, which include the International School Award, Activemark, Sportsmark and it has achieved Healthy School Status.

**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 school. Pupils achieve well to reach broadly average attainment by Year 6. In this harmonious, friendly, very safe and welcoming setting, pupils show good attitudes to learning and behave well. Rigorous attention is given to making sure that safeguarding arrangements are firmly in place. Pupils are polite and courteous, showing respect to adults and to one another. Parents and carers are very supportive. They say that their children 'come on in leaps and bounds' and are full of praise for the 'dedication and commitment' of staff.

From their very low starting points, children make good progress in the Early Years Foundation Stage. After this successful start, pupils continue to learn well until the end of Year 6. In recent years, the proportion of pupils reaching the expected levels of attainment by Year 6 has been rising, especially in writing. In Years 1 and 2, attainment in reading is rising quickly. This, in part, reflects the good quality support programmes provided, often delivered by specialist staff. Between Years 3 and 6, attainment in reading is also rising, albeit at a slower rate. The quality and range of reading support programmes, evident in Years 1 and 2 are yet to extend fully through Years 3 to 6. Although pupils' progress in mathematics is good, attainment in mathematics now lags behind that in English. Opportunities for pupils to apply their mathematical problem solving skills, including as part of their work in other subjects, are sometimes overlooked. Nevertheless, pupils' good progress reflects good quality teaching. Between Years 3 and 6, however, progress is uneven. It accelerates in Years 5 and 6 because expectations are very high, learning objectives are clear and teachers' questioning and the deployment of support staff closely reflect pupils' varying abilities. These best practices are not consistently well applied across the classes.

Eradicating all possible barriers to learning, such as improving attendance and making sure pupils are safe, is never off the school's agenda. Leaders and managers track and analyse the progress of every pupil regularly and carefully. The positive impact of their efforts is reflected in pupils' rising attainment and their accelerated progress. Leaders' and managers' accurate evaluations of the school's work enable them to pinpoint apt priorities for improvement. This, along with good provision, pupils' good personal qualities, including their improved attendance, all combine to demonstrate that there is a good capacity to improve further. Leaders know that their next steps include developing the skills of newly appointed managers and of the governing body, so that they can make an even greater contribution to reviewing pupils' progress, monitoring the quality of provision and to the school's self-evaluation.

**What does the school need to do to improve further?**

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- Raise attainment, particularly in reading and mathematics, by:
  - extending the range of reading support programmes between Years 3 and 6
- -providing more opportunities for pupils to apply their mathematical problem
- -solving skills.
- Accelerate progress to a consistently good rate between Years 3 and 6, by ensuring that the best teaching practices are identified, shared and consistently well applied.
- Improve the effectiveness with which new leaders and the governing body contribute to self-evaluation and to drive school improvement, by:
  - extending their skills in reviewing pupils' performance and clarifying precise responsibility for doing so
  - improving the rigour with which they monitor the consistency of the quality of provision.

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

Achievement is good. When children start in the Nursery or Reception classes, their skills are usually well below those typical for their age. Often, their communication and language skills are weak. Pupils, including those with special educational needs and/or disabilities, make good progress. Attainment at the end of Year 6 is broadly average, although it can vary from year to year. In lessons, pupils behave well. They are attentive and keen to learn. They work at a good pace, particularly when working alongside adults, in pairs or collaboratively. Most pupils respond well to teachers' questions, although their concentration occasionally drifts when they sit as a whole group listening to their teacher or when the work provided is insufficiently challenging. In recent years, attainment and the proportion of pupils progressing at a faster rate than expected nationally have been steadily rising. In Year 2, in 2010, for example, overall attainment rose dramatically. By Year 6, although attainment in English is broadly average, it is higher in writing, than in reading. This reflects the successful impact of recent whole-school initiatives to boost achievement in writing.

Pupils learn happily together and say that they feel very safe. They are kind, considerate and proud of their school. They enjoy contributing positively to it, such as, taking on responsibilities and influencing the school improvement agenda. Behaviour is good. Pupils are very clear about and respond well to the school's high expectations of their behaviour and attitudes to learning. Attendance is broadly average and, in recent times has improved, including that for the few pupils who are persistently absent. Pupils participate in a good range of opportunities to develop their enterprise skills, such as fundraising and those aimed at improving their speaking and listening skills, such as, through role play and drama. This is helping to build their confidence, raise their self-esteem and hopes for the future. This, along with pupils' good personal qualities and good progress demonstrates that they are soundly prepared with the skills they need for their onward journey to the secondary school.

*These are the grades for pupils' outcomes*

**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

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Teachers' enthusiasm, good organisation, positive relationships and effective management of behaviour, all make a strong contribution to pupils' good progress. In outstanding lessons, teachers make ongoing reference to lesson objectives, ensuring that pupils of all abilities are precisely clear about what they need to do if they are to achieve them. Individualised and well-targeted questioning reflects teachers' very precise knowledge of what pupils already know and can do. This, along with very practical and lively activities keeps pupils on their toes and challenges their thinking. These best practices are yet to be firmly and consistently embedded. Nevertheless, successful curricular adaptations, such as, providing more opportunities for pupils to develop essential speaking and listening skills and for pupils to write creatively and at length are paying dividends. Pupils' enjoyment of school and good personal qualities mirrors the good range of opportunities on offer that helps to broaden their life experiences, particularly to learn about life beyond the immediate locality, such as around the world.

The way in which every child is cared for and nurtured is seen in the exceptional warmth and care that radiates from staff. Pupils are confident that they feel very safe and that someone is always on hand to help. Effective guidance and support extends to parents and carers, particularly to those whose children are experiencing social, emotional or learning difficulties. The strong contribution of specialist school staff, such as the family

<sup>1</sup> 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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links worker, along with the good partnerships fostered with external support agencies, reflect the school's unrelenting commitment to helping pupils with additional needs. Determined efforts to promote better attendance with parents and carers and pupils are paying dividends.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

That this is an exceptionally caring, safe and supportive school is the result of the effective leadership of the headteacher, and reflects the commitment of staff at all levels to pupils' welfare. These aspects permeate throughout school life and are why, for example, the school's safeguarding procedures are outstanding. The impact of the very regular and thorough training of all staff, along with ongoing dialogue amongst staff and with parents and carers, is reflected in the very detailed and meticulous written records evident. In their quest to drive improvement forward, leaders forge successful partnerships beyond school and with parents and carers. Successful links with external support agencies help to strengthen the quality of provision, for example, for pupils with additional social and emotional needs. Skilled specialist school staff, for example, those delivering reading, writing and phonics programmes, also provide support and guidance to other educational institutions and professionals.

A strong emphasis is placed on the inclusion of pupils. Procedures to monitor pupils' progress highlight variances in pupils' performance. This, along with a determination to eradicate potential barriers to learning, demonstrates the school's commitment to providing equality of opportunity. The quality of governance is satisfactory. The governing body provides strong support in key areas, such as managing finances and ensuring pupils are kept safe. A number of changes in its membership, however, along with ongoing difficulties in recruiting parent governors hamper efforts to develop their ability to rigorously review the school's performance. The school makes a good contribution to community cohesion. Activities resulting from participating in the international 'Comenius Project', enable pupils to develop a good understanding, tolerance and respect for the culturally diverse nations around the world. Opportunities for pupils to participate in local community projects, such as, those with the local parks department, are good.

*These are the grades for leadership and management*

**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

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Learning gets off to a successful start and children make good progress. Even so, by the start of Year 1, the proportion of children reaching age-related expectations is below average. The extremely warm and very caring relationships between adults and children, along with the bright, lively, well organised and resourced learning environment, ensure that children enjoy learning and feel extremely safe. Rigorous attention is given to ensuring the welfare needs of children. Children's personal, social and emotional development is good. Good partnerships with parents and carers are seen for example, in the ease with which they approach staff at the start of the day to discuss their children's welfare and progress. Adults plan a wide range of opportunities to develop children's independence, to understand routines and boundaries, to take turns, to share and to behave well. A very strong emphasis is given to developing children's language skills. As children work and play alongside adults, in very small groups or individually, learning moves forward at a particularly good rate. A key feature of the good provision is the very well planned questioning, which is used very effectively to check children's understanding. There are good opportunities provided for children to talk about their learning, which help to boost their language skills. Occasionally, progress slows when children sit together for too long on the carpet listening to their teacher or key worker. Nevertheless, leaders focus correctly on improving those skills in which children are weaker. As a result, in recent years, the proportion of children that reach the goals expected nationally has been increasing.



**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

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Almost all parents and carers express their overall satisfaction with the quality of education. They overwhelmingly agree that their children are kept very safe and that the quality of teaching is good. Inspectors agree. Parents and carers particularly appreciate the successful start to their children's learning in the Nursery and Reception classes. A very small minority indicated that they do not agree that the school deals effectively with unacceptable behaviour. Inspectors found pupils' behaviour to be good and the arrangements to support the very few pupils, who find behaving difficult, are also good. However, inspectors endorse the views of those parents and carers who felt that the school does not take fully into account their suggestions and concerns. Although parents and carers respond well to the school's open and friendly approach, there remains scope to meet and consult with them on a more formal and regular basis, for example, with the governing body.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Francis Askew 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 72 completed questionnaires by the end of the on-site inspection. In total, there are 250 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	44	61	25	35	2	3	0	0
The school keeps my child safe	45	63	25	35	1	1	0	0
The school informs me about my child's progress	31	43	35	49	4	6	0	0
My child is making enough progress at this school	38	53	26	36	4	6	0	0
The teaching is good at this school	38	53	31	43	1	1	0	0
The school helps me to support my child's learning	31	43	36	50	2	3	0	0
The school helps my child to have a healthy lifestyle	33	46	33	46	3	4	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)	30	42	30	42	6	8	0	0
The school meets my child's particular needs	33	46	32	44	6	8	0	0
The school deals effectively with unacceptable behaviour	34	47	23	32	10	14	1	1
The school takes account of my suggestions and concerns	26	36	33	46	7	10	1	1
The school is led and managed effectively	32	44	33	46	3	4	0	0
Overall, I am happy with my child's experience at this school	44	61	26	36	1	1	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



28 September 2010

Dear Pupils

Inspection of Francis Askew Primary School, Hull, HU4 6LQ

Thank you so much for the warm and friendly welcome you gave the inspectors when we visited your school. We thoroughly enjoyed being part of your school community. You go to a good school. By Year 6, your attainment is similar to that expected for your age and you make good progress. We were particularly pleased to:

- find out that you enjoy school, feel very safe, see your good behaviour and how well you all get on together
- find out about the many chances you have to make your school a happier and safer place to learn and to show how enterprising you can be, such as raising funds for school and charities around the world
- see how much your attainment in writing is improving
- find out that more of you are now coming to school every day and that you understand just how important it is that you do.

I have asked that some improvements be made. These are to make sure that:

- your attainment in mathematics improves further by giving you more chances to practise your mathematical problem solving skills
- your attainment in reading improves further by extending the very good reading support programmes available in Years 1 and 2 into Years 3 to 6
- adults with special responsibilities, including members of the governing body, improve how they check on your progress and make sure that you learn equally well in all your classes.

You can help by always checking what you still have to do to reach your learning targets and by making sure that you all come to school every single day. I send my very best wishes to you all for a very bright and successful future.

Yours sincerely,

Mrs Kathryn Dodd

Lead inspector

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