

Wansbeck Primary School

Wenning Grove, Hull, HU8 9ST

Inspection dates 30 June–1 July 2015

Overall effectiveness	Previous inspection:	Not previously inspected as an academy	
	This inspection:	Good	2
Leadership and management	Good		2
Behaviour and safety of pupils	Outstanding		1
Quality of teaching	Good		2
Achievement of pupils	Good		2
Early years provision	Good		2

Summary of key findings for parents and pupils

This is a good school.

- Pupils' achievement is good. Throughout the school, pupils make good progress in reading, writing and mathematics. By Year 6, their attainment is in line with that expected for their age. This is often from a below typical start.
- The vision and passionate leadership of the headteacher, with very effective support from the governors, drives consistent improvement. They share a commitment that all pupils will have the opportunity to succeed.
- By regularly checking each teacher's performance, the headteacher is able to tailor support and training closely to individual needs.
- Leaders have been very successful in supporting teachers new to the profession. As a result, leaders and governors have improved teaching to become good.
- All staff work hard to provide stimulating activities for the pupils. This makes learning exciting and motivates pupils to do well. As a result, pupils want to learn.
- The early years provision is led well, which ensures children's overall good achievement.
- Pupils' behaviour is outstanding. They take a lead on ensuring that everyone in the school feels valued and cared for.
- Pupils are very proud of their school and keen to live up to their teachers' high expectations by working hard in their lessons.
- Pupils feel happy, safe and secure in school, knowing there is always someone to turn to if they have a problem.
- The values of tolerance and respect are evident in all aspects of the pupils' daily lives.
- The welfare of the pupils is a priority for all staff. Safeguarding arrangements are very thorough. Parents are confident their children are well looked after.
- The governing body is experienced and highly effective. Governors challenge leaders to improve the school and support them to meet their aims.
- The school benefits from its membership of the Hull Collaborative Academy Trust.

It is not yet an outstanding school because

- At times, information about pupils' progress is not used to plan tasks that challenge pupils to achieve their full potential.
- On a very few occasions the activities that are planned for children in the early years are not focused on their needs.
- Teachers do not always ensure that pupils are aware of repeated mistakes in their spelling, grammar and punctuation.
- On occasions, teachers do not move pupils' learning on quickly enough because they do not check how they are getting on during lessons.

Information about this inspection

- Inspectors observed teaching and learning in 11 lessons. They also observed some small-group sessions led by teaching assistants.
- Inspectors analysed the school’s self-evaluation of its performance, action plans for improvement, information on pupils’ standards and progress, and documents related to checks on the quality of teaching.
- Inspectors listened to some pupils from Years 2 and 6 reading.
- They analysed evidence from teachers’ planning, pupils’ books and classroom displays.
- Inspectors examined evidence relating to safeguarding procedures, including child protection, attendance, incidents of bullying or poor behaviour, and health and safety.
- Inspectors took account of the 11 responses to Ofsted’s online parent questionnaire, Parent View, and responses to a recent parent questionnaire undertaken by the school. Inspectors also held informal discussions with parents and carers at the start of the school day.
- Inspectors also took account of the 21 responses to the staff questionnaire.
- Inspectors spoke formally to a group of pupils and informally to pupils at playtimes and lunchtime.
- Meetings were held with the headteacher and deputy headteacher; four members of the governing body including the Chair of the Governing Body; leaders responsible for the early years, English, mathematics and special educational needs.
- A meeting was held with three representatives of the academy trust.

Inspection team

Andrew Morley, Lead inspector

Additional Inspector

Elaine Shepherd

Additional Inspector

Full report

Information about this school

- Wansbeck is an average-sized primary school.
- The school became a sponsor-led academy on 1 July 2013 as part of the Hull Collaborative Academy Trust.
- Most pupils are of White British heritage.
- The proportion of disadvantaged pupils, those supported through the pupil premium, is above average. The pupil premium is additional government funding for pupils who are known to be eligible for free school meals and those looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is above average.
- Children attend the Nursery provision part time and the Reception class full time.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress by the end of Year 6.

What does the school need to do to improve further?

- Improve the quality of teaching to outstanding by ensuring that:
 - teachers use the detailed assessments of pupils' progress to plan activities that are more tightly matched to their needs
 - teachers check pupils' progress within lessons and provide them with more difficult work if appropriate
 - teachers make sure pupils do not repeatedly make the same spelling, punctuation and grammatical mistakes
 - within the early years, activities planned for the children to work independently are sharply focused on their needs.

Inspection judgements

The leadership and management are good

- The headteacher, supported by committed senior and middle leaders, has been instrumental in driving improvement in the school.
- Leaders hold teachers firmly to account for the achievement of their pupils. There is a climate where teaching and learning are always expected to be good. Because of this, standards are rising rapidly and pupils behave well.
- School leaders share a united determination to bring about improvement. They make regular checks on the quality of teaching and ensure that teachers, particularly those who are new to the profession, are provided with effective support and training.
- Middle leaders are developing their roles well, despite the short time some of them have been in post. They have been well supported by the academy trust to ensure they contribute effectively to school improvement. Middle leaders engage in joint observations of teaching and learning with senior leaders and scrutinise work in books to ensure that agreed school policies are being followed and pupils are making good progress.
- The leadership team, in partnership with other schools in the academy trust, has developed an effective system to track pupils' progress. Progress of pupils is discussed regularly by leaders and this enables any underachievement to be identified and appropriate support provided to ensure pupils maintain their development. A good example of this is the tracking of the progress of disabled pupils and those who have special educational needs, which ensures that they make at least good progress from their different starting points. However, on rare occasions, teachers do not use this information effectively enough to plan work that enables all pupils to make the most progress they can.
- Leaders are committed to equality of opportunity for all pupils and do not tolerate any form of discrimination. This is evident in the way pupil premium funding is used effectively to support disadvantaged pupils. The additional funding is used to provide pupils with extra support, including the provision of additional staffing for small-group tuition. This is helping these pupils to make accelerated progress.
- The school has developed a good curriculum which the pupils very much appreciate. Pupils benefit from a whole range of first-hand experiences, including educational visits and visitors to the school, which help create meaning and relevance to what they are learning. There is a good range of additional activities and after-school clubs.
- Pupils' spiritual, moral, social and cultural development is good. Pupils benefit from and contribute to school assemblies. They are engaged in visits to other schools in the academy trust which serve pupils from different ethnic and cultural backgrounds. Adults successfully promote qualities such as empathy, kindness and respect for others. As a result, pupils display highly positive attitudes towards learning.
- Pupils are prepared well for life in modern Britain. Pupils learn to appreciate common British values such as justice, kindness and tolerance of others, through activities designed in the curriculum and through the examples set by all staff. They study the advantages and disadvantages of democracy. Through the first-hand experience of visiting other schools in the academy trust, which have significant numbers of children from other faiths, they develop a sense of respect and tolerance for other religions and cultures.
- The school makes good use of the additional primary sports funding. The use of specialist coaching staff across the school has had a good impact on pupils' physical well-being and teachers' expertise. Pupils have opportunities to take part in a wide range of activities in school such as boxing, netball and football.
- The school works effectively with the other schools in the academy trust. This has involved developing assessment procedures, providing support and training for staff new to the profession and the joint review of performance. This work is appreciated by all staff and has been instrumental in securing improvements to pupils' outcomes. There are plans for the outstanding practice within the school and the academy trust to be used even more widely to improve the overall quality of teaching and learning to outstanding.
- The school's arrangements for safeguarding pupils meet statutory requirements extremely well. There are very secure and robust systems for safeguarding pupils. Staff and visitors are properly vetted, and access to the school is carefully checked, ensuring the safety of children and adults.
- **The governance of the school:**
 - Governors provide very effective support to the school and carry out their statutory duties appropriately. They are extremely committed and have a high profile in the school. Their work to check on the work of the school leaders is having a positive impact. Governors are knowledgeable about data and receive regular reports from senior leaders on the quality of teaching and learning, achievement and the curriculum. They know how good teaching is, check how well leaders are improving its quality

and impact, and make sure decisions about teachers' pay increases are linked to performance and responsibilities. They know what the school is doing to tackle any underperformance.

- Governors have an accurate overview of the school's finances and track spending appropriately. They are very precise in their understanding about how the school spends the pupil premium and the sports funding and the impact of this on pupils' outcomes.
- Governors are totally committed to the welfare of the pupils and carry out their statutory duties relating to safeguarding with great diligence. They ensure that all appropriate policies and procedures are fully in place and up to date.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. Pupils are a credit to their school. They are courteous and polite to all adults and spontaneously welcoming to visitors.
- Pupils are very proud of their school and love coming to it. The school provides them with a very stimulating learning place to work. This is why attendance has improved and is now above the national average.
- In class, pupils always try their best and present their work to the best of their abilities. They appreciate the exciting activities that their teachers provide for them. On very rare occasions, the work they are asked to do can be too easy and at these times a small number of pupils can lose concentration. When this happens they are encouraged by their friends to refocus and are soon back on task.
- Lunchtime is a very pleasurable experience for all. Pupils enjoy eating lunch together, have happy conversations and even the younger children calmly leave for the playground once they have finished.
- The older pupils have a number of leadership roles which they carry out with great maturity. In their role as 'Problem Solvers', pupils act in an exemplary way to support other children, particularly the younger ones.

Safety

- The school's work to keep pupils safe and secure is outstanding. All staff are extremely diligent in ensuring pupils are safe at all times. All aspects of the welfare, care and safety of pupils are carried out thoroughly.
- Pupils say they feel very safe and understand their role in ensuring they keep each other safe. They have secure knowledge of different types of bullying. They say that there is no bullying and school records confirm that any incidents of reported bullying are extremely rare.
- Pupils learn about how to keep themselves safe in different situations and some of the older pupils were very precise in explaining how to keep themselves safe on the internet.
- On the playground the pupils take the lead to ensure that they look after each other. They respond positively to adults' requests for safe movement around the playground and around the school.

The quality of teaching is good

- Teaching is good and results in increasing rates of progress, especially in reading, writing and mathematics. Relationships between pupils and between pupils and staff are very good. Classrooms are attractive and well organised. Pupils' work is displayed with care so that pupils feel their work is valued. Pupils present their work to the best of their ability and are proud of the work in their books.
- Teachers' subject knowledge is good. This helps teachers to explain things clearly and use questioning to good effect to ensure pupils understand. For example, in a Year 5 mathematics lesson, in which pupils were learning about division to solve problems, the teacher's questioning skills were used to challenge pupils to think more deeply to secure understanding. Overall, mathematics is taught well.
- The programme for teaching phonics (the sounds letters represent) and initial reading and writing skills is taught well. Lessons follow a clear pattern with which pupils become familiar, and resources are used creatively to stimulate their imaginations and hold their attention.
- Teaching effectively supports good learning for all pupils, whatever their needs. Inspectors observed specialist teaching for disadvantaged pupils which helped them learn key language skills exceptionally well.
- The marking of written work is consistent and usually effective across all classes. Teachers make sure they clearly indicate what pupils have achieved. Teachers always provide clear advice on how to improve, and

maintain an effective dialogue with older pupils about their work. There is clear evidence to show advice and guidance is followed up with resultant improvements in pupils' achievement. However, on a small number of occasions teachers do not bring to the attention of pupils their repeated mistakes in their spelling, grammar and punctuation.

- On a few occasions, teaching is less effective. When this happens, teachers do not check pupils' work within lessons and provide them with more difficult work if appropriate. Neither do they use the information about pupils' prior learning to set tasks that are precisely matched to the ability of the pupils, which limits the progress they make.
- Pupils work hard in lessons and try to ensure their work is of a good standard. The staff of the school are determined to ensure that teaching improves to outstanding.

The achievement of pupils is good

- Inspection and school evidence indicate that pupils make good progress across the school.
- In 2014, standards in the Key Stage 1 national assessments were below the expected level for pupils of their age. Current Year 2 pupils have improved on this performance and have reached broadly average standards in reading, writing and mathematics. This represents good progress, given their starting points.
- Progress continues to be good at Key Stage 2 and by the time the pupils leave Year 6 they are attaining broadly average standards in reading, writing and mathematics. There is some variance across Key Stage 2 with progress accelerating in upper Key Stage 2.
- The teaching of phonics is good throughout the school. As a result, pupils achieved well this year in the Year 1 phonics screening check. The proportion of pupils reaching the expected standard in 2014 was in line with the national average. Almost all of those who do not reach the required standard in Year 1 do so by the end of Year 2. Older pupils enjoy reading and read widely at home and in school. Their attainment by Year 6 is rising and pupils are determined to do well.
- Pupils make good headway in mathematics. In both Key Stages 1 and 2, they gain confidence in using their basic number skills within practical activities. They are also given significant time to engage in reasoning activities. The result of this is that the proportion achieving the higher levels is increasing. In 2014, the proportion of pupils achieving the highest Level 6 was above the national average. The school anticipates that Level 6 achievement in mathematics will be even greater in 2015.
- The school works very effectively to ensure any gaps between the achievement of disadvantaged pupils and that of other pupils are closing. In 2014, at the end of Key Stage 2, disadvantaged pupils made better progress than other pupils in school. In the 2014 national tests at the end of Year 6, disadvantaged pupils reached similar standards to others in the school in mathematics and reading and were ahead by over one term in reading. This group of pupils progressed as well as other pupils nationally and reached similar standards in reading, writing and mathematics. Currently, the school's information shows that across the school disadvantaged pupils are making good progress, performing in line with other pupils in the school.
- Disabled pupils and those who have special educational needs make good progress because of the good teaching they receive and the effective additional help the school provides. The good support provided by class teachers, teaching assistants and outside agencies ensures that work is set at the right level for them, enabling them to make small but progressive steps in their learning.
- The most able pupils generally make good progress due to well-planned and challenging work. Their achievement in mathematics is particularly good.

The early years provision is good

- Children enter the Reception class with skills below, and in some cases significantly below, those typically expected for their age. Their communication and language skills are particularly weak on entry to the school. They make good progress due to the nurturing environment, a curriculum that meets their needs effectively and a clear focus on extending their vocabulary and developing spoken language. In 2015, the proportion of children that reached a good level of development was below average but a significant improvement on the previous year.
- Most children are well prepared and are ready for Year 1. However, some continue to have additional support to help them catch up, particularly in their communication and language development.
- Children are well motivated and become quickly engaged in learning, particularly in sessions led directly by adults. They follow classroom routines without fuss and work together well, supporting each other in

discussion or when working on activities.

- Children develop their understanding of phonics quickly because sessions are well taught and followed up by activities that enable them to build on what they have learnt. This is not always the case in other areas of learning. On these occasions, what is planned for the children is not focused sharply enough on their needs, and this makes it difficult for them to keep their focus and they are unclear as to what they are learning.
- Leadership of the early years is good and teachers provide a rich curriculum and work diligently and with great care to secure progress for each child. They observe, monitor and record their development daily. They have a sensible and effective system to record the children's progress.
- The children's behaviour is good and they are very secure and happy. They work well with each other and respond well to the adults who support them. The staff are committed to the welfare of the children and there is rigorous attention to all aspects of safeguarding. Parents are very appreciative of the effort and time the staff put into ensuring their children settle and the regular updates of their progress.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	139799
Local authority	City of Kingston upon Hull
Inspection number	449873

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	214
Appropriate authority	The governing body
Chair	Mrs E Wilson
Headteacher	Mr D Marks
Date of previous school inspection	Not previously inspected
Telephone number	01482 814171
Fax number	01482 812166
Email address	admin@wansbeck.hull.sch.uk

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